



General Certificate of Secondary Education

French 3652 *Specification B*

36504/W Module 4 Writing

Mark Scheme

2006 examination – June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

MODULE 4

WRITING TESTS – FOUNDATION AND HIGHER TIERS

MARK SCHEME – PART ONE

1. Principles of marking

- All marking is to be done in accordance with the published Criteria for Assessment.
- The stress is on effective communication. Credit should be given for language successfully conveying the target message without ambiguity.
- There is no need to count the words used to answer each question. The sole criterion is completion of the tasks set.

2. Mechanics of Marking

- All part marks awarded as indicated in the marking schemes must be clearly shown on the candidate scripts. Carefully check marks which may need multiplying and / or dividing to arrive at any weighted totals.

3. MARK ALLOCATION

Foundation	Communication	Quality of Language	Total
Question 1a	2		2
Questions 1b & 1c	4		4
Question 2	8	12	20
Total	14	12	26

Higher	Communication	Quality of Language	Total
Question 1	8	12	20
Question 2	8	12	20
Total	16	24	40

3. Foundation Tier Question One

This question will be assessed for Communication only. The marks are allocated in the following way:

Question 1a (List Question):

Marks	Degree of Communication
1	1 - 2 words correct, without ambiguity.
2	3 - 4 words correct, without ambiguity.

Maximum mark - 2

Questions 1b and 1c:

Each task has a total of 2 marks. The Part 2 Mark Scheme each year will outline in detail how those communication marks should be divided and awarded.

4. Question Two

This question is marked out of 8 for Communication and 12 for Quality of Language.

- The assessment of Communication depends upon recognising an attempt to write something about the task.
- You should not take into account the quality of the language used, unless it interferes so much that communication would not take place.

Marks	Degree of Communication	Explanation
0	Nothing of merit: fails to communicate OR occasional words are recognisable within sentences but no complete messages are communicated.	
1-2	Communicates a little basic information (eg simple facts).	Some brief, simple facts are communicated in relation to one or two of the tasks set.
3-4	Some basic information is conveyed; occasional additional details conveyed (eg description, simple opinion).	Some longer descriptions or simple facts conveyed in relation to several of the tasks set.
5-6	Communicates clearly quite a lot of relevant information, including personal opinions; regularly goes beyond a basic response to give more detailed information relating to descriptions and accounts.	Some extended description in more than one of the tasks set. Simple facts conveyed in relation to all of the tasks set.
7-8	Communicates a lot of relevant information; candidate can narrate events, give full descriptions and can express and justify ideas and points of view.	Full descriptions in relation to all of tasks set.

5. Quality of Language

- Marks will be awarded out of 12 for each of Range/Complexity and Accuracy. The resulting total mark out of 24 is divided by 2 to give a total mark out of 12 for Quality of Language.
- If a mark is awarded for Communication this will inevitably lead to the award of a mark for Range/Complexity and for Accuracy.

Marks for Quality of Language are awarded according to the criteria below.

<i>Quality of Language</i>		
Mark	Range & Complexity	Accuracy
0	Very little effective vocabulary. There are occasional recognisable words but they make little coherent sense.	There is little, if any, evidence of understanding of the most basic linguistic structures.
1-2	The vocabulary and structures used are simple, often repetitive, limited in range and may contain many cognates.	There is only limited understanding of the most basic linguistic structures and most sentences contain major errors.
3-4	Vocabulary is appropriate to the basic needs of the task. Structures are simple, often repetitive and are rarely linked.	Most sentences contain errors, many of a major nature, and verb forms are rarely accurate.
5-6	Vocabulary and structures are appropriate to the task with a little attempt at variety and there is some successful attempt to link structures together.	There are some major errors and frequent minor ones. Attempts at verb forms and tense formations are often unsuccessful.
7-8	There is some variety in the use of vocabulary and some successful attempts at a variety of structures including attempts at longer sentences using appropriate linking words. Some personal opinions are successfully expressed. There are successful attempts at using more than one time frame.	There are a number of minor errors and a few major ones, but the piece is more accurate than inaccurate. Verb forms and tense formations are not always correct, but the intended meaning is clearly recognisable.
9-10	There is a wider range of vocabulary and structure which communicate descriptions and opinions with some precision. Longer sentences, including the use of subordinate clauses are used more regularly and with increasing success.	Inaccuracies are mainly of a minor nature although some major errors may occur when complex structures are attempted. Verb forms and tense formations are usually correct.
11-12	A wide range of vocabulary and structures appropriate to the topic is effectively used. Longer, more complex sentences are handled with confidence producing a fluent piece of coherent language.	There are hardly any major and a few minor errors even in more complex structures. The overall impression is of accuracy and verb forms and tense formations are secure.

In each mark band, the higher of the two marks is awarded if there is strong evidence of the criteria in that band. If the evidence is more limited, the lower mark is awarded.

The following restrictions apply in the award of marks for Range and Complexity and Accuracy:

Maximum Communication Mark	Maximum Range & Complexity Mark	Maximum Accuracy Mark
0	0	0
2	6	6
4	8	8
6	10	10
8	12	12

The prescribed tasks in Question Two at Foundation Tier and Question One at Higher Tier offer an opportunity for the candidate to write in three time frames. Successful use of these opportunities will give the candidate an opportunity to gain access to the higher quality mark bands. Items of communication containing obviously incorrect / ambiguous time frames / tenses will not score for Communication.

- To score 5 marks for Accuracy there must be some attempt to refer to different time frames.
- To score 7 marks the references to different time frames must be clear.
- To score 9 marks verbs and time frames must be generally accurate.

The maximum mark for the Foundation Tier paper is 26.

HIGHER TIER

Both questions are assessed for Communication using the same criteria as at Foundation Tier. Both questions are marked out of 8 for Communication and 12 for Quality of Language.

- The assessment of Communication depends upon recognising an attempt to write something about the task.
- You should not take into account the quality of the language used, unless it interferes so much that communication would not take place.
- Further details of how to award the marks for Communication will be given in the Part 2 Mark Scheme.

Marks	Degree of Communication	Explanation
0	Nothing of merit: fails to communicate OR occasional words are recognisable within sentences but no complete messages are communicated.	
1-2	Communicates a little basic information (eg simple facts).	Some brief, simple facts are communicated in relation to one or two of the tasks set.
3-4	Some basic information is conveyed; occasional additional details conveyed (eg description, simple opinion).	Some longer descriptions or simple facts conveyed in relation to several of the tasks set.
5-6	Communicates clearly quite a lot of relevant information, including personal opinions; regularly goes beyond a basic response to give more detailed information relating to descriptions and accounts.	Some extended description in more than one of the tasks set. Simple facts conveyed in relation to all of the tasks set.
7-8	Communicates a lot of relevant information; candidate can narrate events, give full descriptions and can express and justify ideas and points of view.	Full descriptions in relation to all of tasks set.

At Higher Tier the mark for Quality of Language are awarded per question, according to the criteria below.

Quality of Language		
Mark	Range & Complexity	Accuracy
0	Very little effective vocabulary. There are occasional recognisable words but they make little coherent sense.	There is little, if any, evidence of understanding of the most basic linguistic structures.
1-2	The vocabulary and structures used are simple, often repetitive, limited in range and may contain many cognates.	There is only limited understanding of the most basic linguistic structures and most sentences contain major errors.
3-4	Vocabulary is appropriate to the basic needs of the task. Structures are simple, often repetitive and are rarely linked.	Most sentences contain errors, many of a major nature, and verb forms are rarely accurate.
5-6	Vocabulary and structures are appropriate to the task with a little attempt at variety and there is some successful attempt to link structures together.	There are some major errors and frequent minor ones. Attempts at verb forms and tense formations are often unsuccessful.
7-8	There is some variety in the use of vocabulary and some successful attempts at a variety of structures including attempts at longer sentences using appropriate linking words. Some personal opinions are successfully expressed. There are successful attempts at using more than one time frame.	There are a number of minor errors and a few major ones, but the piece is more accurate than inaccurate. Verb forms and tense formations are not always correct, but the intended meaning is clearly recognisable.
9-10	There is a wider range of vocabulary and structure which communicate descriptions and opinions with some precision. Longer sentences, including the use of subordinate clauses are used more regularly and with increasing success.	Inaccuracies are mainly of a minor nature although some major errors may occur when complex structures are attempted. Verb forms and tense formations are usually correct.
11-12	A wide range of vocabulary and structures appropriate to the topic is effectively used. Longer, more complex sentences are handled with confidence producing a fluent piece of coherent language.	There are hardly any major and a few minor errors even in more complex structures. The overall impression is of accuracy and verb forms and tense formations are secure.

In each mark band, the higher of the two marks is awarded if there is strong evidence of the criteria in that band. If the evidence is more limited, the lower mark is awarded.

Marks out of 12 are given for Range and Complexity and Accuracy. For each question the resulting mark out of 24 is divided by 2 to give a total mark of 12 per question for Quality of Language.

The following restrictions apply in the award of marks for Range and Complexity and Accuracy:

Maximum Communication Mark	Maximum Range & Complexity Mark	Maximum Accuracy Mark
0	0	0
2	6	6
4	8	8
6	10	10
8	12	12

- To score 5 marks for Accuracy there must be some attempt to refer to different time frames.
- To score 7 marks the references to different time frames must be clear.
- To score 9 marks verbs and time frames must be generally accurate.

Half marks should be rounded up at the end of each question.

The maximum mark for the Higher Tier paper is 40.

Writing – Part 2 Mark Scheme

FOUNDATION TIER

In all cases accept the infinitive of all verbs for communication in the present tense. Take into account under Quality of Language.

Question 1

Part (a)

(2 marks)

This question is assessed for Communication only.

In Part (a) accept all **understandable** words for items. Tick each word you accept. Cross those not accepted and blanks. Only consider the **first** four items written by the candidate.

Marks	Degree of Communication
0	No understandable words
1	1 – 2 understandable words
2	3 – 4 understandable words

(a)	Write down, in French , four items of furniture in your house.		
	<p>Accept:</p> <ul style="list-style-type: none"> • <i>table</i> with qualification (once only) • anything that would be comprehensible with or without article • wrongly spelt words that would be recognisable to a sympathetic non- English speaking native speaker • <i>une lamp</i> (because of article) • <i>un sofa</i> • <i>un cabinet</i> <p>Reject:</p> <ul style="list-style-type: none"> • Example ie <i>une table</i> • anything that would not fit into this category (eg <i>un salon</i>) • anything in a language other than French • TV 		
	2	1	0
	Three or four words communicated	One or two words communicated	No words communicated

(4 marks)

Parts (b) & (c)

This question is assessed for Communication only.

In Parts (b) and (c) tick each task that is successfully communicated.

(b)	Say where you live and give your opinion about it. Write two full sentences.		
	<p>Accept:</p> <ul style="list-style-type: none"> • <i>j'habite une maison / j'ai habite / j'habiter</i> • past tense • accept English place names, including London <p>must have place and an opinion for 2 marks e.g. <i>j'habite à Altrincham mais je n'aime pas la ville</i></p> <ul style="list-style-type: none"> • description as an opinion <p>NB despite rubric two sentences are not essential, but two verbs are though they can be the same</p> <p>Reject:</p> <ul style="list-style-type: none"> • answers which are not in complete sentences ie. no verb 		
	2	1	0
	Both tasks communicated	One task communicated	Neither task communicated

(c)	Describe the area where you live. Write two full sentences.		
	<p>Accept:</p> <ul style="list-style-type: none"> • verbs in past tense • must have two items of information for 2 marks e.g. <i>il y a un centre sportif et une piscine = 1</i> <i>Il y a un centre sportif et il y a une piscine = 2</i> • an opinion as an item of information <p>Reject:</p> <ul style="list-style-type: none"> • <i>et</i> but nfp if repeated • answers which are not in complete sentences ie no verb eg <i>région nul</i> • <i>c'est une piscine</i> • <i>c'est une piscine et c'est un parc = 1 mark nfp</i> 		
	2	1	0
	Both tasks communicated	One task communicated	Neither task communicated

FOUNDATION TIER**Question 2****(8 marks – Communication)
(12 marks – Quality of Language)**

There are 6 tasks. Any relevant information on these tasks will be rewarded.

The point at which the task has been successfully completed will be indicated within the body of the text as follows:

I = item of information successfully communicated

D = development (ie further item of information successfully communicated on the same topic)

O = opinion successfully expressed

R = reason or justification successfully expressed

(An item of information requires a verb)

Tasks 1/2	Describe your school. Give your opinion of your school.
<p>Accept:</p> <ul style="list-style-type: none"> any complete sentences or parts of complete sentences which fulfil the requirements of the task. Opinion must be linked to the idea of school past tense <i>collage</i> opinion about subjects <p>Reject:</p> <ul style="list-style-type: none"> sentences with no verb opinion with no reference to school <i>Ton école</i> but nfp if repeated <i>avoir/être</i> confusion but nfp if repeated 	

Tasks 3/4	Describe what you did during the school holidays last year. Say what you thought about these activities.
<p>Accept:</p> <ul style="list-style-type: none"> any complete sentences or parts of complete sentences which fulfil the requirements of the task past time frame may be accomplished by use of perfect or imperfect tense answers entirely in present cannot be awarded full Communication marks infinitive as a present tense <p>Reject:</p> <ul style="list-style-type: none"> ambiguous statements because of wrong person or future tense of verb eg <i>l'année dernière je vais au cinéma</i> communicates: <i>l'année dernière je vais aller au cinéma</i> does not <p>Do not credit opinion unless there is some implication of an activity.</p>	

Tasks 5/6	Write about what you intend to do after leaving school. Explain why you have these plans.
<p>Accept:</p> <ul style="list-style-type: none">• any complete sentences or parts of complete sentences which fulfil the requirements of the task• future time frame as either immediate or simple future• reasons in the present tense• <i>j'ai voudrais</i>• <i>je voudrais/je vais aller</i>• <i>je voudrais l'université</i> <p>Reject:</p> <ul style="list-style-type: none">• ambiguous statements because of wrong person or past tense of verb• no future indicators (cannot be awarded full Communication marks)• <i>je voudrais un professeur</i>	

Communication

As per the descriptors in the Part 1 Mark Scheme, a mark between 0 and 8 will be awarded for Communication.

Quality of Language

As per the descriptors in the Part 1 Mark Scheme, a mark of 12 will be awarded for Range and Complexity and 12 for Accuracy. The mark out of 24 will be divided by two to give a final mark for Quality of Language of 12.

Total: 8 + 12 = 20

HIGHER TIER**Question 1****(8 marks – Communication)
(12 marks – Quality of Language)**

There are 6 tasks. Any relevant information on these tasks will be rewarded.

The point at which the task has been successfully completed will be indicated within the body of the text as follows:

I = item of information successfully communicated

D = development (ie further item of information successfully communicated on the same topic)

O = opinion successfully expressed

R = reason or justification successfully expressed

(An item of information requires a verb)

Tasks 1/2	Describe your school. Give your opinion of your school.
<p>Accept:</p> <ul style="list-style-type: none"> • any complete sentences or parts of complete sentences which fulfil the requirements of the task. Opinion must be linked to the idea of school. • past tense • <i>collage</i> • opinion about subject <p>Reject:</p> <ul style="list-style-type: none"> • sentences with no verb • opinion with no reference to school • <i>Ton école</i> but nfp if repeated • <i>avoir/être</i> confusion but nfp if repeated 	
Tasks 3/4	Describe what you did during the school holidays last year. Say what you thought about these activities.
<p>Accept:</p> <ul style="list-style-type: none"> • any complete sentences or parts of complete sentences which fulfil the requirements of the task • past time frame may be accomplished by use of perfect or imperfect tense • answers entirely in present cannot be awarded full Communication marks • infinitive as a present tense <p>Reject:</p> <ul style="list-style-type: none"> • ambiguous statements because of wrong person or future tense of verb eg <i>l'année dernière je vais au cinéma</i> communicates: <i>l'année dernière je vais aller au cinéma</i> does not <p>Do not credit opinion unless there is some implication of an activity</p>	

Tasks 5/6	Write about what you intend to do after leaving school. Explain why you have these plans.
<p>Accept:</p> <ul style="list-style-type: none">• any complete sentences or parts of complete sentences which fulfil the requirements of the task• future time frame as either immediate or simple future• reasons in the present tense• <i>j'ai voudrais</i>• <i>je voudrais/je vais aller</i>• <i>je voudrais l'université</i> <p>Reject</p> <ul style="list-style-type: none">• ambiguous statements because of wrong person or past tense of verb• no future indicators (cannot be awarded full Communication marks)• <i>je voudrais un professeur</i>	

Communication

As per the descriptors in the Part 1 Mark Scheme, a mark between 0 and 8 will be awarded for Communication.

Quality of Language

As per descriptors in the Part 1 Mark Scheme, a mark of 12 will be awarded for Range and Complexity and 12 for Accuracy. The mark out of 24 will be divided by two to give a final mark for Quality of Language of 12.

Total: 8 + 12 = 20

Question 2**(8 marks – Communication)
(12 marks – Quality of Language)**

There are 3 tasks. Any relevant information on these tasks will be rewarded.

The point at which the task has been successfully completed will be indicated within the body of the text as above for Question 1

Tasks 1/2	Quels sont les avantages d’habiter en ville? Quels sont les désavantages d’habiter en ville?
<p>Accept:</p> <ul style="list-style-type: none"> • advantages and disadvantages of the countryside • any complete sentences or parts of complete sentences which fulfil the requirements of the task • accept past tense • if only advantages or disadvantages, full Communication marks cannot be awarded <p>Reject:</p> <ul style="list-style-type: none"> • answers with no verbs • preferences eg <i>j’aime habiter en ville</i> – this does not convey an advantage – accept as a development 	

Tasks 3/4	Faites une description d’une visite d’une grande ville que vous avez faite dans le passé . Donnez votre opinion de la visite.
<p>Accept:</p> <ul style="list-style-type: none"> • any complete sentences or parts of complete sentences which fulfil the requirements of the task • opinions/reasons in the present tense • <i>J’ai visité</i> London as an item of information • <i>J’ai visité une grande ville</i> as an item of information <p>Reject:</p> <ul style="list-style-type: none"> • opinion not linked to idea of a town/city visit 	

Tasks 5/6	Comment est votre maison idéale? Où voulez-vous habiter plus tard dans la vie et pourquoi?
Accept: <ul style="list-style-type: none">• any complete sentences or parts of complete sentences which fulfil the requirements of the task• future time frame can be expressed in present with future indicator• all elements (house description, where you want to live and reason) must be present for full Communication marks Reject: <ul style="list-style-type: none">• past tenses• reason not linked to future dwelling place	

Communication

As per the descriptors in the Part 1 Mark Scheme, a mark of between 0 and 8 will be awarded for Degree of Communication.

Quality of Language

As per the descriptors in the Part 1 Mark Scheme, a mark of 12 will be awarded for Range and Complexity and 12 for Accuracy. The mark out of 24 will be divided by two to give a final mark for Quality of Language for each question of 12.

Total: 8 + 12 = 20

Quality of Language

Quality of Language marks are awarded as per the Quality of Language criteria grid below.

Quality of Language		
Mark	Range & Complexity	Accuracy
0	Very little effective vocabulary. There are occasional recognisable words but they make little coherent sense.	There is little, if any, evidence of understanding of the most basic linguistic structures.
1-2	The vocabulary and structures used are simple, often repetitive, limited in range and may contain many cognates.	There is only limited understanding of the most basic linguistic structures and most sentences contain major errors.
3-4	Vocabulary is appropriate to the basic needs of the task. Structures are simple, often repetitive and are rarely linked.	Most sentences contain errors, many of a major nature, and verb forms are rarely accurate.
5-6	Vocabulary and structures are appropriate to the task with a little attempt at variety and there is some successful attempt to link structures together.	There are some major errors and frequent minor ones. Attempts at verb forms and tense formations are often unsuccessful.
7-8	There is some variety in the use of vocabulary and some successful attempts at a variety of structures including attempts at longer sentences using appropriate linking words. Some personal opinions are successfully expressed. There are successful attempts at using more than one time frame.	There are a number of minor errors and a few major ones, but the piece is more accurate than inaccurate. Verb forms and tense formations are not always correct, but the intended meaning is clearly recognisable.
9-10	There is a wider range of vocabulary and structure which communicate descriptions and opinions with some precision. Longer sentences, including the use of subordinate clauses are used more regularly and with increasing success.	Inaccuracies are mainly of a minor nature although some major errors may occur when complex structures are attempted. Verb forms and tense formations are usually correct.
11-12	A wide range of vocabulary and structures appropriate to the topic is effectively used. Longer, more complex sentences are handled with confidence producing a fluent piece of coherent language.	There are hardly any major and a few minor errors even in more complex structures. The overall impression is of accuracy and verb forms and tense formations are secure.

The following restrictions apply in the award of marks for Range & Complexity and Accuracy.

Communication Mark	Max. Range & Complexity Mark	Max. Accuracy Mark
0	0	0
1 - 2	6	6
3 - 4	8	8
5 - 6	10	10
7 - 8	12	12

Marks are given out of 12 for Range and Complexity and out of 12 for Accuracy and these are added together. The resulting mark out of 24 is divided by 2 to give a total mark out of 12 for Quality of Language. (Half marks are rounded up).