

# **Mark Scheme for June 2011**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by Examiners. It does not indicate the details of the discussions which took place at an Examiners' meeting before marking commenced.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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**Scheme of Assessment**

Task One	Communication	15 marks
	Quality of Language	15 marks
	Total	30 marks
Task Two	Communication	15 marks
	Quality of Language	15 marks
	Total	30 marks
	TOTAL	60 marks

**General Notes for Marking**

Candidates are required to submit two tasks. Each task is marked separately out of 30 marks to give a total out of 60.

Each task must be on a different topic and be for a different purpose, e.g. narration / report / letter / diary entry / blog / magazine article, etc. If the same format is used for both tasks the Examiner should record the Centre details and forward this to the PE and QM in the first instance.

Candidates should write up to 350 words for grades G –D across the two tasks and up to 600 words for grades C – A\*. However, Examiners must read all of the candidate's work even if it exceeds the suggested maximum word count.

Candidates who write significantly less than the suggested word count will be self penalising in terms of the number of marks they will receive for Communication and Quality of Language.

## Communication

## 15 Marks

Points to consider when marking – in all instances adopt a ‘best-fit’ approach:

- Mark for communication using the principle ‘If in doubt, sound it out’. Allow cognates. Do not allow languages other than the target language.
- Factors which might reduce communication marks are words in English or the wrong foreign language, blanks, nonsense sentence, ‘continuous present tenses’, which are inappropriate in the target language, repeated or irrelevant material.
- Accept English cognates.
- Irrelevance may not earn Communication marks (but may earn Quality of Language marks)
- Opinions and justifications are expected at lower bands
- Sources must be acknowledged
- Repetition (inc. repeated structures and lists) will not gain any additional marks

Annotations suitable for assessing Communication points:

- O** Opinion            *(Use + to indicate enhanced achievement)*
- J** Justification        *(Use + to indicate enhanced achievement)*
- R** Repetition
- ?** Unclear; does not make sense/follow; irrelevant
- ^** Omission

Overall response to task; indicate at the end of the candidate script:

- E** Effectiveness      *(Use + / ++ and - / - - to indicate the overall effectiveness of the response to the task title)*

<b>Communication 15 marks</b>	
<b>13/14/15</b>	<ul style="list-style-type: none"> <li>• Responds fully to the task and communicates extremely clearly and without ambiguity. Coherent and detailed. Uses relevant information to convey facts and narrate events.</li> <li>• Develops and justifies individual ideas and points of view convincingly and extensively.</li> </ul>
<b>10/11/12</b>	<ul style="list-style-type: none"> <li>• Communicates relevant information clearly to convey facts and narrate events effectively in response to task.</li> <li>• Expresses and explains ideas and points of view by providing appropriate justifications.</li> </ul>
<b>7/8/9</b>	<ul style="list-style-type: none"> <li>• Produces sufficient relevant information to convey clearly some facts and narrate some events in response to the task.</li> <li>• Expresses some ideas and points of view, sometimes with justifications.</li> </ul>
<b>4/5/6</b>	<ul style="list-style-type: none"> <li>• Communicates the essential information of the task. There may be some instances of repeated or irrelevant material.</li> <li>• Expresses personal opinions, some are developed or justified.</li> </ul>
<b>1/2/3</b>	<ul style="list-style-type: none"> <li>• Communicates some information relevant to the task. There is some repetition or irrelevant material and often a lack of clarity.</li> <li>• Expresses some simple opinions.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• Communicates no relevant information in response to the task</li> </ul>

## Quality of Language

15 marks

- Irrelevance may earn Quality of Language marks (but not Communication marks)
- No penalty if tenses/time frames are not included
- Some errors in complex language are acceptable for the higher marks but the sentence must still be comprehensible
- Attempts at ambitious language should be rewarded (see list for definitions)
- Use of common idioms (e.g. j'ai faim, il fait beau, ich habe Hunger, tengo frio) does not automatically mean a higher mark band
- Simple sentences (or evidence of connecting verbs) refers to a sentence structure, e.g. subject/verb/complement.
- Use + to indicate **enhanced achievement** in the category concerned.
- Use - to indicate **attempt unsuccessful**. This will include non-accord subject/verb, and incorrect word order

Annotations suitable for assessing Quality of Language points:

**P** Past tense / time frame

**F** Future tense / time frame

**Co** Conditional tense

**V** Verbal structures – eg: more complex modals, dependent infinitives, further compound tenses, perfect infinitives, present participles, subjunctives)

**S** Subordinate clause

**L** 'Lovely' = ambitious/sophisticated use of language and structures, to include good idiom and/or vocabulary, effective adverbs/adverbial phrases, object pronouns

Quality of Language 15 marks	
<b>14/15</b>	Confident and accurate use of a variety of clause types, vocabulary, idioms and structures, including verb structures and tenses. Errors noticeable only in the most ambitious language. Fluent, coherent, consistent, controlled and varied.
<b>12/13</b>	Successful with more complex language features, though with some inaccuracy. A range of clause types, with some consistent manipulation of verb structures and tense. Longer sequences of language. Overall, in control of the material.
<b>10/11</b>	A good range of structures and vocabulary and some common idioms, with some consistent use of tenses. Some attempts at varying clause types and conjunctions. Mostly unambiguous.
<b>8/9</b>	Uses a range of straightforward structures and vocabulary, which may include different tenses and time frames. Can connect verbs. Attempts to use one or two common idioms. The response is sufficiently accurate for the basis of the message to be clear and reasonably coherent.
<b>6/7</b>	Some awareness of verbs and time frames, but inconsistent overall. Straightforward vocabulary and structures. Everyday messages are sufficiently accurate to be comprehensible.
<b>4/5</b>	Some awareness of verbs and other simple structures. Limited use of vocabulary. Error does not impede routine communication over a few sentences.
<b>2/3</b>	Only a few phrases or short sentences are accurate enough to be recognisable. Very simple sentence structure.
<b>1</b>	Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.
<b>0</b>	Nothing coherent or accurate enough to be comprehensible.

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