



GCSE FRENCH 8652/WH

Paper 4 Writing

Higher tier

Sample assessment material Set 2

Mark scheme

Version: 1.0

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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.

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the Level because of the Level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

All questions can be answered using the defined content (vocabulary and grammar) for each tier, with equal credit given for language used that is beyond the defined content but that fulfils the task requirements.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses. For the productive skills of Speaking and Writing, students' preferred ways of referring to themselves and others through the use of pronouns, gendered language and grammatical agreements will be credited by examiners, regardless of whether such usage has been adopted by official language bodies in the target language-speaking countries.

Higher Tier

Marks will be allocated in the following way at Higher Tier:

	AO2	AO3	Total
Section A			
Question 1		10	10
Section B			
Question 2	10	5	15
Section C			
Question 3	15	10	25
Total	25	25	50

In all questions, vocabulary and grammar which are not on the defined list will be given equal credit to items which are on it.

Section A**Question 01**

The translation is assessed for AO3 (10 marks) as specified in the criteria below. The maximum mark for Question 1 is 10. When awarding the marks for Grid One and Grid Two, the student's response across all five sentences should be considered as a whole.

When awarding the mark for Grid One out of a maximum of five, the translation is divided into 15 elements as shown in the grid on page 5. A tick will be awarded for each element that is communicated, despite any minor inaccuracies. The number of ticks out of 15 in column 2 of Grid One below equates to a mark out of five in column 3.

Grid One: Rendering of the original meaning

Level	Number of ticks credited	Mark	AO3
5	13-15	5	The meanings of all or nearly all elements of the original language are sufficiently rendered.
4	10-12	4	The meanings of most elements of the original language are sufficiently rendered.
3	7-9	3	The meanings of some elements of the original language are sufficiently rendered.
2	4-6	2	The meanings of few elements of the original language are sufficiently rendered.
1	1-3	1	The meanings of very few elements of the original language are sufficiently rendered.
0	0	0	No elements of the meanings of the original language are conveyed.

Once the mark for Grid One is awarded, a mark out of five is awarded for Grid Two. This mark is based on the student's response across all five sentences as a whole.

Grid Two: Knowledge of vocabulary and grammar

Level	Mark	AO3
5	5	- Very good knowledge of the required vocabulary. Few if any inappropriate or omitted items. - Grammar is highly accurate and any errors that occur are only minor.
4	4	- Good knowledge of vocabulary. Some inappropriate or omitted items. - Grammar is generally accurate with regular minor errors.
3	3	- Satisfactory knowledge of vocabulary. Regular inappropriate or omitted items. - Grammar is more accurate than inaccurate. Regular major and minor errors.
2	2	- Limited knowledge of vocabulary. Many inappropriate or omitted items. - Grammar is generally inaccurate. Many major and minor errors.
1	1	- Very limited knowledge of vocabulary. Few appropriate items. - Grammar is highly inaccurate. Major and minor errors in all or almost all sentences.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

- A mark of zero in Grid One automatically results in a mark of zero in Grid Two, but apart from that, the Rendering of original meaning mark does not limit the mark for Knowledge of vocabulary and grammar.
- A **major error** is one which adversely affects communication.
- A **minor error** is one which does not affect communication.

Guidance for examiners

When deciding on whether an element is conveyed, you should ask yourself the question: 'Would a native speaker understand the target language version without reference to the original English?' If the answer is 'yes', award a tick.

A **major error** is an error which adversely affects communication. Some examples are:

- Incorrect verb forms.
- Incorrect use of pronouns.

Examples of major errors:

Vous aimez le sport for J'aime le sport.

Hier je mange un sandwich.

A **minor error** is an error which does not affect communication. Some examples are:

- Incorrect but close to correct spellings.
- Incorrect genders and errors of agreement.
- Incorrect or missing accents unless these alter the meaning.

Examples of minor errors:

Mon collègue est grande.

Mes proffeseurs sont intéressant.

	Element of original language	Indicative content	Alternative acceptable renderings	Reject
1	I get on well with	Je m'entends bien avec	J'ai un bon rapport avec	
2	the maths teacher at school.	le/la prof(esseur) de maths au collège/à l'école	mathématiques au lycée	
3	Yesterday I went	Hier je suis allé(e)		
4	to the supermarket	au supermarché		
5	with my brother.	avec mon frère.		
6	I think that	Je pense/crois qu'	À mon avis	
7	it is necessary	il faut/on doit/il est nécessaire de	il faudrait/on devrait	
8	to recycle	recycler/faire du recyclage		
9	more often.	plus souvent	plus régulièrement	
10	I will pass	Je vais réussir à	Je réussirai	passer
11	my exams	mes examens	exams	
12	if I work hard.	si je travaille dur	je travaillerai dur	
13	My parents said	Mes parents ont dit		parler
14	that I can't	que je ne peux pas	pourrai/pourrais/pouvais	
15	go out into town tonight.	sortir en ville ce soir.	aller en ville/au centre-ville	

Other reasonable alternative renderings of the original meaning will also be accepted. However, verbs in the wrong tense and/or person will not be credited/accepted.

Once you have decided on the mark for Grid One, you should read through the translation once more and decide on the mark out of 5 for Grid Two. This mark is not limited by the mark for Grid One, unless the mark is zero, in which case the mark for Grid Two must also be zero.

If a student leaves gaps, you must assume that any attempt would have been highly inaccurate and take this into account when awarding marks in Grid Two. Not to do so will penalise unfairly those students who make an attempt but commit serious errors in so doing.

Perfection is **not** required for full marks. For example, occasional missing accents and minor spelling errors do not preclude a top level mark. However, if there are numerous minor errors and incorrect use of accents which change the meaning of a word, this is likely to have an impact on the mark for Grid Two, knowledge of vocabulary and grammar.

Exemplification of mark scheme

To exemplify the marking criteria, a range of exemplar student responses has been provided below with a commentary.

Student 1

Je m'entends bien avec le professeur de maths au collège.
 Hier je suis allé au supermarché avec mon frère.
 Je pense qu'il faut recycle plus souvent.
 Je réussira à mes examens si je travaille dur.
 Mes parents ont dit que je ne peux pas sortir en ville ce soir.

Grid One: **15 ticks = 5 marks**

Grid Two: **5 marks**

All elements of the original language are rendered. The only errors are 'proffesseur, recycle' and 'réussira'. There is a very good knowledge of vocabulary and structures and the overall response is highly accurate.

Student 2

Je m'entends avec le profeseur de maths au collège.
 Hier je suis allé au supermarché avec mon frère.
 Je pense qu'il faut recycle souvent.
 Je vais réussir à mon examens si je travaille dur.
 Mes parents disent que je ne peut pas sortir en ville ce soir.

Grid One: **12 ticks = 4 marks**

Grid Two: **4 marks**

Only three elements of the original language are not rendered: 'bien, plus' and 'ont dit'. Therefore, most elements of the original language are rendered. The inaccuracies 'proffesseur, recycle, mon examens' and 'je ne peut pas' are such that the response is generally, rather than highly accurate.

Student 3

Je m'entend bien avec le professeurs de maths au collège.

Hier je suis alle au supermarché avec mon frère.

Je pense qu'on faut recycle souvent.

Je vais passer mes exammens si je travaille.

Mes parent ont dit que je ne sors pas en ville ce soir.

Grid One: **10 ticks = 4 marks**

Grid Two: **3 marks**

Five elements of the original language are not rendered: 'il faut, plus souvent, réussir, dur' and 'je ne peux pas'. Therefore, most elements of the original language are rendered. There are many errors such as 'alle, professeurs, m'entend, recycle, exammens, travaille' and 'mes parent'. However, there is a satisfactory knowledge of vocabulary and structures and the overall response is more accurate than inaccurate.

Student 4

Je m'etends bien avec le proffesseur de maths au collège.

Hier je vais allé au supermarche avec mon frère.

Je penses qu'il necessare de recycle souvent.

Je vais passer mes examen si je travaille.

Mes parents ont dis que je ne peut pas sortir en ville ce soir.

Grid One: **9 ticks = 3 marks**

Grid Two: **2 marks**

Some elements of the original language are rendered. These are: 'the maths teacher at school, to the supermarket, with my brother, I think that, to recycle, my exams, my parents said that, I can't go out into town tonight'. There is a limited knowledge of vocabulary and grammatical structures and there are errors in every sentence, although these do not always affect the communication of required elements. The piece is generally inaccurate.

Student 5

Je m'entend avec le proffeseur de math au collège.

Hier je aller au supermarche avec ma frère.

Je pense on faut recyclage plus.

Je reussire mes exammens si j'ai travailler dur.

Mes parents parlent que je ne peut pas sortir en ville ce soir.

Grid One: **6 ticks = 2 marks**

Grid Two: **2 marks**

Despite errors, six elements of the original language are rendered acceptably: 'le professeur de math au collège, au supermarche, avec ma frère, mes exammens, que je ne peut pas' and 'sortir en ville ce soir'. Therefore, few elements of the original language are rendered. There are omissions and many misspellings. The piece is generally inaccurate.

Student 6

Je bien avec le proffeseur de maths au collage.

J'allé au supermarche mon frère.

Je penser il doit recyclage

Je passe mes examen si j'ai travaille difficile.

Mes parents je ne pas aller en ville ce soir.

Grid One: **3 ticks = 1 mark**

Grid Two: **1 mark**

Only three, ie very few elements are rendered acceptably: 'au supermarche, mes examen' and 'aller en ville ce soir'. There is a very limited knowledge of vocabulary and structures and the overall response is highly inaccurate.

Section B**Question 02**

For this question, there are three compulsory bullet points which are assessed for AO2 (10 marks) and AO3 (5 marks), as specified in the criteria below. The maximum mark for Question 2 is 15.

The student is expected to produce approximately 90 words for this task. The number of words is approximate – demonstration of the mark descriptors is more important than the word count. You must mark all work produced by the student even if it is well beyond the suggested number of words.

All bullet points must be covered, but there is no need for equal coverage of the bullets.

Level	Mark	AO2
5	9-10	- All three bullet points are covered. - Communication is clear. - Ideas are regularly developed with a lot of relevant information being conveyed.
4	7-8	- All three bullet points are covered. - Communication is mostly clear but perhaps with occasional lapses in clarity. - Ideas are often developed with quite a lot of relevant information being conveyed.
3	5-6	- At least two bullet points are covered. - Communication is generally clear but there are likely to be lapses in clarity. - A few ideas may be developed and some relevant information is conveyed.
2	3-4	- At least one bullet point is covered. - Communication is sometimes clear and there are regular lapses in clarity. - Little relevant information is conveyed.
1	1-2	- At least one bullet point is covered. - Communication is often not clear and there are very many lapses in clarity. - Very little relevant information is conveyed.
0	0	The content does not meet the standard required for a mark at this tier.

Notes

- There may be some imbalance in the coverage of the three compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.
- When awarding a mark, all aspects of the descriptors must be considered and not only the number of bullet points covered.

Guidance for examiners

- The information that the student gives must be clear. If what is written is unclear, this will have a bearing on the mark for AO2. For example, the student may convey information in relation to all three bullet points, but lapses in clarity may mean that a lower mark than the 9 or 10 is more appropriate. The more lapses in clarity that there are, the lower the mark is likely to be. All of the information that a student attempts to give in relation to a particular bullet point may be unintelligible, in which case that bullet point will not have been covered, meaning that the **maximum** mark will be 6.
- You must accept any information which is a plausible response to the bullet point, even if it does not explicitly mention, for instance, a time or place. For example, if the bullet asks what the student did last weekend, and he/she writes 'I went to see my aunt and then went to the cinema', this can feasibly be an account of what happened last weekend, even though 'last weekend' is not mentioned. Equally, if the student is asked to say what he/she does on a typical visit to a shopping centre and they write 'I buy some clothes and go to see a film', this is also an acceptable fulfilment of the task, even though 'shopping centre' is not mentioned.

The levels refer to the amount of information that is conveyed, as follows:

9-10:	a lot
7-8:	quite a lot
5-6:	some
3-4:	little
1-2:	very little

All of these have to be considered with reference to the suggested number of words, which is approximately 90. In other words, a student who writes approximately 90 words, clearly understandable and relevant to all three bullet points, will be able to achieve 10 marks, provided the other criteria are met. Conversely, a student may write much more than 90 words, but the language is so inaccurate that little or very little information is conveyed successfully and the mark will be much lower. If a student writes considerably fewer than 90 words, 'a lot of information' will not be conveyed.

- When deciding a particular mark, it is advisable to identify the level of marks first, and then consider how close the response is to the level above or to the level below. This will enable you to award an appropriate mark within the level. For example, if the response is closer to the descriptors in the level above, you would award the higher of the two marks in the level.

Level	Mark	AO3
5	5	- A good variety of vocabulary is used. - There are regular attempts at complexity of language and structure. - There are references to all three time frames which are mainly successful. - Any errors are mainly minor but some major errors may occur, particularly in complex structures and sentences.
4	4	- A variety of vocabulary is used. - There are some attempts at complexity of language and structure. - There are references to at least two different time frames which are mainly successful. - Errors are mainly minor but some major errors may occur.
3	3	- Some variety of vocabulary is used. - There may be occasional attempts at complexity of language and structure. - There are references to at least two different time frames, although these may not always be successful. - There may be some major errors, and minor errors occur regularly but overall the response is more accurate than inaccurate.
2	2	- A limited variety of vocabulary is used. - The language is mainly simple but there may be some attempts at longer sentences with appropriate linking words. - There may be no successful references to different time frames. - There may be frequent major and minor errors and overall the response is generally inaccurate.
1	1	- The range of vocabulary is narrow and/or repetitive. - The language is simple and sentences are short or may not be properly constructed. - There are no successful references to different time frames. - There may be frequent major and minor errors and overall the response is highly inaccurate.
0	0	The language does not meet the standard required for Level 1 at this tier.

Notes

- A mark of zero for AO2 automatically results in a mark of zero for AO3. Apart from that, the AO2 mark does not limit the mark for AO3.
- A **major error** is one which adversely affects communication.
- A **minor error** is one which does not affect communication

Guidance for examiners

A mark of zero for AO2 automatically results in a mark of zero for AO3. Apart from that, the AO2 mark does not limit the mark for AO3. For example:

- If a student has only addressed two bullet points clearly but has produced a response that includes a good variety of vocabulary, regular attempts at complexity of language and structure, successful references to all three time frames with errors that are mainly minor and some major errors in complex structures and sentences, then a mark of 6+5 is possible.
- If a student has clearly addressed all 3 bullet points but has produced a response with some variety of appropriate vocabulary, occasional attempts at complexity of language and structure, references

to at least two different time frames, with some major errors and minor errors occurring regularly, then a mark of 10+3 is possible.

Once you have decided on the mark for AO2, you should read through the response once more and decide on the mark for AO3. A mark of 0 for AO2 automatically results in a mark of 0 for AO3 but, apart from that, the mark for AO2 does not limit the mark for AO3. However, a short piece is unlikely to demonstrate sufficient variety for a high mark for AO3.

The whole of the response must be assessed when awarding the mark for AO3, even if some of it is irrelevant to the bullet points.

The following points should be taken into account when deciding on the mark to be awarded:

- Each level has four strands: variety of vocabulary; complexity of structures and sentences; reference to time frames; accuracy of the language. Sometimes it will be necessary to adopt a 'best fit' approach, because the four strands will not be consistently demonstrated.
- In order to score 5 marks, there **must** be reference to all three time frames (past, present and future). For 4 marks, there **must** be reference to at least two time frames. Reference to a particular time frame may be demonstrated with one example. The verb used to refer to a particular time frame need not be totally correct, provided the message is clear. These marks are not awarded automatically and the other criteria in the level are equally important. Notice that references are to **time frames**, not tenses. So, for example, the present tense usage in the following sentence is a reference to a **future** time frame: 'I'm going to the concert next week'.
- When considering the complexity of the language, you should bear in mind that a) this is the overlap question and is attempted by both Foundation and Higher students; b) that the criteria for AO3 in this question are not as demanding as the language criteria for Higher Question 3. However, for a mark of 3, 4 or 5, complex structures and sentences are **attempted**. They may not always be successful and this may lead to serious errors because of the complexity of the structure or sentence which the student attempts. Complexity may be shown in some of the following ways: different tenses; time markers; connectives; subordinate clauses; infinitive constructions. This should not be seen as a 'tick list', but rather as an indication of the definition of complexity at GCSE level.
- There is no requirement for students to present their piece of writing in a particular way because of the context, eg a blog or email does not need to look like a blog or email. It is the content which is to be marked.

Glossary

The following glossary provides some guidance on terms used within the descriptors.

Lapse in clarity	Use of language that causes a delay in communication. For example: <i>Mon scolaire est grande.</i> <i>J'aime le football. C'est ennuyeux.</i> <i>Le soir je mange mon déjeuner à midi.</i>
Major error	An error which adversely affects communication. Some examples are: Incorrect verb forms. Incorrect use of pronouns. Examples of major errors: <i>Vous aimez le sport for J'aime le sport.</i> <i>Hier je mange un sandwich.</i>
Minor error	An error which does not affect communication. Some examples are: Incorrect but close to correct spellings. Incorrect genders and errors of agreement. Incorrect or missing accents unless these alter the meaning. Examples of minor errors: <i>Mon collègue est grande.</i> <i>Mes professeurs sont intéressant.</i>
Development	A development is an additional detail, reasoning, justification and/or elaboration of ideas, accounts and/or description. It can either be a clause (' <i>Ma maison est grande et c'est super</i> ') or a phrase (' <i>J'habite à Manchester, dans le nord-ouest de l'Angleterre</i> ')
Variety of language	Some examples: Different ways of expressing opinions – <i>j'aime/j'adore/je préfère, c'est super/génial/excellent.</i> Use of intensifiers. Different persons of the verb.
Complexity of language and structure	Some examples are : use of infinitive constructions introduced by prepositions (<i>avant de, pour, sans</i>), adjectives (<i>il est difficile de</i>), and after verbs (<i>je préfère aller, j'aime étudier, il faut travailler, il vaut mieux dormir</i>) and the modal verbs <i>devoir, pouvoir, vouloir, savoir.</i> use of object pronouns (<i>me, te, vous, le, la, lui</i>). use of emphatic pronouns (eg <i>avec/chez/pour moi/toi</i>). use of indefinite pronouns/adjectives such as <i>quelque chose, tout(e)(s)</i> , etc. use of connectives such as <i>à part, malgré, en plus.</i> use of adverbs and adverbial phrases such as <i>d'abord, cependant, pourtant, c'est pourquoi, par exemple, par contre, malheureusement, plutôt.</i> use of negatives (eg <i>ne...pas/rien/personne/jamais</i>). use of comparative adjectives and expressions (<i>meilleur(e)(s)(es)</i> and <i>plus/moins/aussi...que</i>). use of demonstrative adjectives (<i>ce, cet, cette, ces</i>). use of a range of tenses (eg Perfect, Imperfect, Periphrastic Future (aller + Infinitive)). use of subordinate clauses introduced by eg <i>parce que, car, si.</i> use of relative clauses introduced by <i>qui.</i> use of coordinating conjunctions: <i>donc, ensuite, ou, puis, mais, alors</i> (when using longer sentences).

Question 02.1

Below is some guidance on the specific bullet points included in the question:

Bullet	Comments
• (describe) one of your friends	Accept one statement Accept an opinion
• what you did last weekend with your friends	Accept one statement Accept any past time reference No direct reference to 'friends' needed
• a future celebration	Accept one statement Accept any future time reference Accept any activity that could be considered a celebration

The following indicative content is an example of the response that students may give to this question. It demonstrates a balanced coverage of the compulsory bullet points. It would be awarded full marks.

Mon meilleur ami s'appelle Richard. Je m'entends très bien avec Richard parce qu'il est vraiment sympa. On s'intéresse aux mêmes choses et j'adore sortir avec lui le week-end. Samedi dernier j'ai rencontré mes amis en ville et nous sommes allés aux magasins pour faire du shopping. J'ai acheté beaucoup de choses. Pour mon prochain anniversaire, toute ma famille va venir à la maison. Nous allons regarder un film à la télévision et nous allons préparer quelque chose à manger. Ça va être super !

(91 words)

[15 marks]

The following indicative content is an example of a response displaying some imbalance in the coverage of the compulsory bullet points, although all three bullet points are covered.

Mon meilleur ami s'appelle Richard. Je m'entends bien avec Richard. Il est sympa. Samedi derrière j'ai rencontré mes amis en ville et nous allés aux magasins pour fait du shopping ensemble. Je achete beaucoup de choses. Après ça je suis allé au cinéma et j'ai regarder un bon film. C'est excellent. Pour mon prochain aniversaire, toute ma famille venu à la maison. Nous allons regarde un bonne filme à la télévision et nous allons préparer quelque chose à mange. C'est super !

(88 words)

[10 marks]

AO2

All three bullet points are covered. There are several lapses in clarity mainly due to inappropriate tense usage. Language such as '*Samedi derrière, J'achete beaucoup de choses, c'est excellent, pour mon prochain aniversaire toute ma famille venu*' and '*C'est super*' cause a delay in communication. However, many ideas are often developed especially in the responses to bullets two and three. The work as a whole best matches the criteria for award of marks at Level 4 (7 – 8 marks). Given the lack of clarity, a mark of 7 rather than 8 would be awarded as the work is 'generally' rather than 'mostly' clear.

AO3

Some variety of appropriate vocabulary is used, for example different persons of the verb, different ways of expressing opinions. Although there are some attempts at complexity of language and structure, for example an infinitive construction and use of present, perfect and immediate future tenses, they are not often successful. Minor errors do occur regularly. The work best matches the criteria for award of 3 marks.

This response is awarded 10 marks out of a possible 15 marks.

Question 02.2

Below is some guidance on the specific bullet points included in the question:

Bullet	Comments
• what you like to eat or drink	Accept one statement referring to either food or drink.
• the exercise you have done recently	Accept one statement. Accept any past time reference. Accept any activity that could be considered exercise.
• how you will keep healthy in the future.	Accept one statement. Accept any future time reference.

The following indicative content is an example of the response that students may give to this question. It demonstrates a balanced coverage of the compulsory bullet points. It would be awarded full marks.

Je mange sain, par exemple j'aime les légumes. Cependant j'adore les gâteaux mais ce n'est pas bon pour la santé. J'essaie de boire beaucoup d'eau aussi. Hier au collège j'ai joué au football avec mes amis et le week-end dernier mon père et moi, nous avons fait du vélo à la campagne. A l'avenir, je vais faire plus d'exercice et je vais manger plus de fruits. Je vais me coucher plus tôt aussi parce que bien dormir est très important pour la santé.

(91 words)

[15 marks]

The following indicative content is an example of a response displaying some imbalance in the coverage of the compulsory bullet points, although all three bullet points are covered.

Je mange sain, par exemple je voudrais les légumes. Cependant j'adore mangé les gâteaux mais ce ne bon pas pour la santé. J'essaie de boire beaucoup d'eau aussi parce que l'eau est pas bonne pour la santé. Hier au collège j'ai joué au football avec mes amis et le week-end dernier mon père et moi, nous sommes fait du vélo à la campagne. C'était très amusant. A l'avenir, je vais mangerai plus de fruits et je vais faire plus de sports.

(87 words)

[13 marks]

AO2

The work best matches the criteria for award of marks at Level 5. All three bullet points are covered and ideas are regularly developed with a lot of relevant information being conveyed, especially in relation to bullet points one and two. There is some lack of clarity, however, with language such as '*je voudrais les légumes*' and '*l'eau est pas bonne pour la santé*'. For this reason, one might have considered the band of marks below. Given the amount of information that is clearly conveyed, a mark of 9 is awarded.

AO3

A variety of vocabulary is used. The work includes different persons of the verb, different ways of expressing opinions and use of intensifiers and connectives. There are some (rather than regular) attempts at complexity of language and structure. There are infinitive constructions and present, perfect, imperfect and immediate future tenses are included. There are errors but these are mainly minor. The work best matches the criteria for award of 4 marks.

This response is awarded 13 marks out of a possible 15 marks.

Section C

Question 03

For this question there are two compulsory bullet points, which are assessed for AO2 (15 marks), and AO3 (10 marks), as specified in the criteria below. The maximum mark for Question 3 is 25.

The student is expected to produce approximately 150 words over the whole question. The number of words is approximate – demonstration of the mark descriptors is more important than the word count. You must mark all work produced by the student even if it is well beyond the suggested number of words.

Both bullet points must be covered, but **there is no need for equal coverage of the bullets**.

Level	Mark	AO2
5	13-15	- A lot of information is conveyed in relation to the task. - Regular successful development of ideas, accounts and/or description. - Communication is clear with very few or no lapses in clarity.
4	10-12	- Quite a lot of information is conveyed in relation to the task. - Regular attempts at development of ideas, accounts and/or description which are mostly successful. - Communication is mostly clear but there are a few lapses in clarity.
3	7-9	- An adequate amount of information is conveyed in relation to the task. - Some successful development of ideas, accounts and/or description. - Communication is usually clear but there are some lapses in clarity.
2	4-6	- Some information is conveyed in relation to the task. - A little development of ideas, accounts and/or description. - Communication is sometimes unclear and there are regular lapses in clarity.
1	1–3	- A limited amount of information is conveyed in relation to the task. - Very limited or no development of ideas, accounts and/or description. - Communication is often unclear and there are frequent lapses in clarity.
0	0	The content does not meet the standard required for a mark at this tier.

Notes

- There may be some imbalance in the coverage of the two compulsory bullet points but, provided at least some coverage of both bullet points is evident, students will have access to full marks where the other criteria are met.
- When awarding a mark, all aspects of the descriptors must be considered and not only the number of bullet points covered.
- A student who conveys information in relation to only one bullet point can score a **maximum** of 12 marks for AO2.

Guidance for examiners

- The student's response must be relevant to the bullet points. Any information which cannot be deemed relevant must be ignored when awarding the mark for AO2. However, as the bullet points are much more open-ended, there is scope for students to include information which is still relevant but not in direct response to a bullet point. For example, when addressing a bullet point requiring a response about a past holiday, students may refer to where they might go on a future holiday. Any information which cannot be deemed at all relevant must be ignored when awarding the mark for AO2.
- As with the overlap question, you must accept, as an accomplishment of the task, any plausible response to a bullet point, even if an element such as time or place is missing.
- In order to score a mark of 13 or more for AO2, both bullet points must be covered. However, there is no requirement for an equal coverage of both bullet points.
- Provided at least some coverage of both bullet points is evident, students will have access to full marks where the other criteria are met.
- The levels refer to the amount of information that is conveyed, as follows:
 - 13-15: a lot
 - 10-12: quite a lot
 - 7-9: an adequate amount
 - 4-6: some
 - 1-3: a limited amount

All of these have to be considered with reference to the recommended number of words which is approximately 150. In other words, a student who writes approximately 150 words, clearly understandable and conveying a lot of information relating to both bullet points, will be able to achieve 15 marks provided the other criteria are met. Conversely, a student may write much more than 150 words, but the language is so inaccurate that only a limited amount of information is conveyed successfully. If a student writes considerably fewer than 150 words, 'a lot of information' will not be conveyed.

- Once the correct level has been decided upon, the middle mark in the level will be given to a student whose writing fits the level well. If the level above was a consideration, then award the higher of the three marks; if the level below was a consideration, then award the lower of the three marks.

In this question, the marks for AO3 are split between Range and use of language (Grid 1) and Accuracy (Grid 2). There is a maximum of five marks for each of these criteria, making a total of 10 marks for AO3 in this question.

The whole of the response must be assessed when awarding the marks for AO3, even if some of it is irrelevant to the bullet points.

Grid one: Range and use of language

Level	Mark	AO3 (Range and use of language)
5	5	• Very good variety of appropriate vocabulary and grammatical structures. • Complex language is regularly attempted and is often successful.
4	4	• Good variety of appropriate vocabulary and grammatical structures. • Complex language is regularly attempted and is generally successful.
3	3	• Some variety of appropriate vocabulary and grammatical structures. • Complex language is occasionally attempted and is sometimes successful.
2	2	• Little variety of appropriate vocabulary and grammatical structures. • Short and simple structures are often used but there is also regular use of longer sentences, with linking words.
1	1	• Very little variety of appropriate vocabulary. • Structures used are mainly short and simple.
0	0	The range of language produced does not meet the standard required for a mark at this tier.

Grid two: Accuracy

Level	Mark	AO3 (Accuracy)
5	5	• The response is usually accurate, although there may be occasional major and some minor errors, especially in attempts at more complex structures. • Verbs and tense formations are secure.
4	4	• The response is generally accurate with several major and minor errors, usually in attempts at more complex structures. • Verbs and tense formations are generally correct.
3	3	• The response is reasonably accurate. There are major and minor errors in both simple and complex structures. • Verb and tense formations are sometimes correct.
2	2	• The response is more inaccurate than accurate. There are frequent major and minor errors. • Verb and tense formations are often incorrect.
1	1	• The response is mostly inaccurate. There are major and minor errors in all sentences. • Verb and tense formations are nearly always incorrect.
0	0	The accuracy of language produced does not meet the standard required for a mark at this tier.

Notes

- A mark of zero for AO2 automatically results in a mark of zero for AO3. Apart from that, the AO2 mark does not limit the mark for AO3.
- A **major error** is a one which adversely affects communication.
- A **minor error** is one which does not affect communication.

Guidance for examiners

Once you have decided on the mark for AO2, you should read through the response once more and decide on the marks for AO3. A mark of 0 for AO2 automatically results in marks of 0 for AO3 but, apart from that, the AO2 mark does not limit the AO3 marks. However, a short piece is unlikely to show sufficient variety for a high mark in AO3 for Range and use of language.

The following points should be taken into account when deciding on the mark to be awarded:

- For AO3 Range and use of language there are two strands: variety of vocabulary and structures and complexity of sentences. For a mark of 5, there will be good evidence that the criteria for both strands have been met comfortably. Sometimes it will be necessary to adopt a 'best fit' approach, because the two strands will not be consistently demonstrated.
- There must be more complex sentences for the student to score 3 marks or more. See Glossary below. This should not be seen as a 'tick list', but rather as an indication of the definition of complexity at GCSE level.
- For the award of 5 marks for AO3 Accuracy, the writing need not be perfectly accurate. There may be occasional errors in attempts at more complex language, but these will be infrequent.
- For a piece of writing that contains a good number of errors, a useful starting point will be to decide whether overall it is more inaccurate than accurate. If it is, then the **maximum** mark will be 2.
- A major consideration in awarding marks for Accuracy is correctly formed verbs and tense formations. All verbs and tense formations should be considered here but as there are only two bullet points in this question, only two time frames will be elicited. While some students will develop their ideas and, in doing so, use a third time frame and different tenses, there is not the same requirement as there is in Foundation Question 5/Higher Question 2 to refer to all three time frames.

Glossary

The following glossary provides some guidance on terms used within the descriptors.

Lapse in clarity	Use of language that causes a delay in communication. For example: <i>Mon scolaire est grande.</i> <i>J'aime le football. C'est ennuyeux.</i> <i>Le soir je mange mon déjeuner à midi.</i>
Major error	An error which adversely affects communication. Some examples are: Incorrect verb forms. Incorrect use of pronouns. Examples of major errors: <i>Vous aimez le sport for J'aime le sport.</i> <i>Hier je mange un sandwich.</i>
Minor error	An error which does not affect communication. Some examples are: Incorrect but close to correct spellings. Incorrect genders and errors of agreement. Incorrect or missing accents unless these alter the meaning. Examples of minor errors: <i>Mon collègue est grande.</i> <i>Mes professeurs sont intéressant.</i>
Development	A development is an additional detail, reasoning, justification and/or elaboration of ideas, accounts and/or description. It can either be a clause (' <i>Ma maison est grande et c'est super</i> ') or a phrase (' <i>J'habite à Manchester, dans le nord-ouest de l'Angleterre</i> '). Both of these examples are successful because they communicate clearly. Unsuccessful attempts at developments are those which include lapses in clarity. Examples are: <i>A l'avenir, je vais trouver un bon travail. C'était une bonne idée pour gagner beaucoup d'argent.</i> <i>Récemment, je suis allé à un concert. C'était nul, parce qu' elle a une belle voix.</i>
Variety of language	Some examples: Different ways of expressing opinions – <i>j'aime/j'adore/je préfère, c'est super/génial/excellent.</i> Use of intensifiers> Different persons of the verb.
Complexity of language and structure	Some examples are : use of infinitive constructions introduced by prepositions (<i>avant de, pour, sans</i>), adjectives (<i>il est difficile de</i>), nouns (<i>j'ai l'intention de</i>) and after verbs (<i>je préfère aller, j'aime étudier, il faut travailler, il vaut mieux dormir</i> and the modal verbs <i>devoir, pouvoir, vouloir, savoir</i>) preposition (<i>après avoir</i>) + past participle. use of object pronouns ((<i>me, te, nous, vous, le, la, les, lui</i>)). use of emphatic pronouns (eg <i>avec/chez/pour moi/toi/ lui/elle/nous</i> , etc). use of indefinite pronouns/adjectives such as <i>quelque chose, tout(e)(s)</i> , etc. use of connectives such as <i>en plus, par contre, à part, malgré.</i> use of adverbs and adverbial phrases such as <i>d'abord, cependant, c'est pourquoi, par exemple, malheureusement.</i> use of negatives (<i>ne...pas/rien/personne/jamais/plus, ni... (ni ...), ne... pas encore, ne...que</i> etc). use of <i>depuis</i> constructions and constructions such as <i>je viens de...</i>

	use of comparative adjectives and expressions (<i>meilleur(e)(s)(es)</i> and <i>plus/moins/aussi...que</i>). use of demonstrative adjectives and pronouns (<i>ce, cette, ces, ce qui/que</i> etc). use of possessive pronouns (<i>à moi</i>, etc). use of superlative adjective (<i>le meilleur, la meilleure, les meilleurs, les meilleures, le pire, la pire</i> and <i>les pires</i> etc). use of superlative adverb (eg <i>le mieux</i>). use of a range of tenses ((eg Perfect, Imperfect, Periphrastic Future (<i>aller</i> + Infinitive), Inflectional Future, Conditional, Present participle). use of subordinate clauses introduced by eg <i>parce que, car, puisque, si</i> etc. use of relative clauses introduced by <i>qui, que, quand, où</i>. use of coordinating conjunctions: <i>donc, ensuite, ou, puis, mais, alors</i> (when using longer sentences).
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Notes

A mark of zero for AO2 automatically results in a mark of zero for AO3. Apart from that, the AO2 mark does not limit the mark for AO3.

Question 03.1

Below is some guidance on the specific bullet points included in the question:

Bullet	Comments
• what you think of studying languages in school	Accept one statement about studying languages in school. Needs to be a clear opinion.
• your future career plans.	Accept one statement about future career plans. Accept references to future study.

The following indicative content is an example of the response that students may give to this question. It demonstrates a balanced coverage of the compulsory bullet points. It would be awarded full marks.

Au collège j'étudie le français et l'espagnol. J'adore le français. C'est une matière qui m'intéresse beaucoup et j'ai un très bon rapport avec mon professeur. Cependant, je trouve que l'espagnol est plus dur que le français et à mon avis les cours sont un peu ennuyeux. Je pense que les langues sont très importantes pour moi parce que j'ai le désir de travailler dans un pays étranger à l'avenir et savoir parler une langue différente serait très utile.

L'année prochaine je voudrais aller au lycée et si j'ai de bons résultats, j'aimerais aller à l'université pour continuer à étudier. Après ça j'espère trouver un emploi intéressant. Je pense qu'un travail dans le commerce serait une possibilité. Avoir un bon salaire n'est pas la chose la plus importante dans ma vie mais je voudrais être content avec mon emploi.

(151 words)

[25 marks]

The following indicative content is an example of a response displaying some imbalance in the coverage of the compulsory bullet points, although both bullet points are covered.

Au collège j'étudier le français et l'espagnol. J'adoré le français. C'est un matière qui m'intéressant beaucoup et je m'etends très bien avec mon proffesseur. Cependant, je trouve que l'espagnol est difficile que le français et à mon avis les cours est un peu enuyeux. Je pense que les langues sont très important pour moi parce que j'ai le désire de travaille dans un pays étrange à l'avenir et avoir parlé une langue différente seriat très utile. Mon oncle et ma tante habiterai en France et j'adore passe du temps là-bas et parler français tous les jour. C'est super !

L'année prochaine je vais allé au lycée et si j'ai de bons résultats, j'aimerais allé à l'université pour continuer à étudier. Après ça j'espère trouver un emploi intéressant car je voudrais une vie heureux.

(148 words)

[16 marks]

AO2

Communication is mostly clear but there are the lapses in clarity 'j'adoré le français, je m'etends, est difficile que, un pays étrange' and 'avoir parlé'. There are, however, regular attempts at development of ideas, accounts and description which are mostly successful. This places the work at Level 4. Given that one would not consider Level 5, a mark of 11 is awarded.

AO3 Range and use of language

Variety of language includes the use of connectives, intensifiers, different persons of the verb. Complex language used includes infinitive constructions, subordinate clauses and present, future and conditional tenses. However, these are not always successful for example in language such as; *'qui m'intéressant, le désire de travaille, seriat, j'adore passe'* and *'j'aimerais allé'*. Although there are regular attempts at complexity, these are sometimes rather than generally successful. For this reason a mark of 3 at Level 3 is awarded.

AO3 Accuracy

The response is more inaccurate than accurate. There are major errors such as *'Mon oncle et ma tante habiterai en France'* and frequent minor errors such as *'j'étudier, un matière, mon proffesseur, les cours est un peu enuyeux, les langues sont très important, tous les jour, je vais allé au lycée, une vie heureux'*. This matches the descriptors for award of marks at Level 2. Verb and tense formations are often incorrect. The work matches the criteria for the award of 2 marks at Level 2.

This response is awarded 16 marks out of a possible 25 marks.

Question 03.2

Below is some guidance on the specific bullet points included in the question:

Bullet	Comments
• what you think of social media	Accept one statement about social media. Needs to be a clear opinion. Accept references to specific apps etc.
• how you have used technology recently.	Accept one statement about how the student has used technology recently. Accept references to mobile technology.

The following indicative content is an example of the response that students may give to this question. It demonstrates a balanced coverage of the compulsory bullet points. It would be awarded full marks.

J'utilise les réseaux sociaux tous les jours. C'est utile quand je veux envoyer des messages à mes amis. Ça m'aide aussi à suivre mes célébrités préférées. Je peux voir ce qu'elles font et j'adore lire ce qu'elles postent. Cependant, on peut passer trop de temps sur les réseaux sociaux et ce n'est pas bon pour la santé. En plus, certains postent des choses qui ne sont pas agréables et c'est très inquiétant.

Le week-end dernier, j'ai eu beaucoup de devoirs à faire. J'ai pu faire des recherches sur mon ordinateur et j'ai trouvé ça vraiment utile. J'ai aussi utilisé mon ordinateur pour écrire des documents pour mes professeurs. Je trouve la technologie indispensable pour faire des achats en ligne. Avec l'argent que j'ai reçu pour mon anniversaire j'ai cherché de nouveaux vêtements sur un site populaire. C'était très facile.

(154 words)

[25 marks]

The following indicative content is an example of a response displaying some imbalance in the coverage of the compulsory bullet points, although both bullet points are covered.

J'utiliser les réseaux sociaux tous les jours. Ce utile quand je veux des messages à mes ami. Ça m'aide aussi mes célébrités préférées. Je peu voir qu'elles font et j'adore lire les postent. Cependant, on peut passe trop de temps sur les réseaux sociaux et ce n'est bon pas pour la santé. En plus, gens postent des choses pas agréable et c'est inquiète.

Le week-end dernier, j'ai beaucoup de devoirs à faire. J'ai faire des recherches sur mon ordinateur que je trouvé vraiment utile. J'ai aussi utilise mon ordinateur pour écrire des documents pour mes professeurs. J'ai fini des devoirs de maths, de science et de français. C'est ennuyeux. Je trouve la technologie indispensable pour fait des achats en ligne. Je reçu de l'argent pour mon anniversaire et j'ai chercher de nouvelles vêtements sur un site populaire. C'était très facile.

(150 words)

[13 marks]

AO2

Quite a lot of information is conveyed and communication is usually clear but with some lapses in clarity. Lapses in clarity include; '*je veux des messages, ça m'aide aussi mes célébrités préférées, lire les postent, c'est inquiète*' and some tense confusion in the second paragraph. There is successful development of ideas, accounts and descriptions. This best matches the descriptors for Level 3. Given that one would not consider a mark in the level above nor below, a mark of 8 is awarded.

AO3 Range and use of language

Variety of language includes the use of the connectives, different persons of the verb and different ways of expressing opinions. Attempts at complex language include use of subordinate clauses, infinitive constructions, direct object pronouns and present, perfect and imperfect tenses. These are not always successful for example in language such as; '*Je peu voir, on peut passe, que je trouvé, pour fait des achats*'. The work best matches the Level 3 descriptors. There is some variety of appropriate vocabulary and grammatical structures and complex language is sometimes successful. Therefore, a mark of 3 at Level 3 is awarded.

AO3 Accuracy

The response is more inaccurate than accurate. There are major errors such as '*ce utile*' and '*c'est inquiète*' and frequent minor errors such as '*j'utiliser, mes ami, ce n'est bon pas, gens postent des choses pas agréable, j'ai faire, je trouvé, je reçu, j'ai chercher de nouvelles vêtements*'. Verb and tense formations are often incorrect. The work best matches the descriptors for award of marks at Level 2 so a mark of 2 is awarded.

This response is awarded 13 marks out of a possible 25 marks.