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**GCSE  
FRENCH  
8658/WF+WH**

**F+H**

Paper 4 Writing (Foundation and Higher)

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Specimen mark scheme

June 2018

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v1.0

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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 Assessment Writer.

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.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

## 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.

An answer which contains nothing of relevance to the question must be awarded no marks.

**Foundation Tier**

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

	Communication	Content	Quality of language	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	8					8
Question 2		10	6			16
Question 3				5	5	10
Question 4		10	6			16
Total	8	20	12	5	5	50

**Question 01**

For this question, students are required to write four sentences. Each sentence is marked according to the following criteria. The maximum mark is 8.

[8 marks]

Mark	Communication
2	The relevant message is clearly communicated.
1	The message is relevant but has some ambiguity and causes a delay in communication.
0	The message is irrelevant or cannot be understood.

The following indicative content is an example of the responses that students may give to this question.

	2 marks	1 mark	0 marks	
01.1	C'est la cantine à l'école.	Cantine à l'école	déjeuner	[2 marks]
01.2	Une fille mange un sandwich.	Une fille manger.	sandwich	[2 marks]
01.3	Il y a une salade et un jus d'orange.	Salade et jus d'orange.	manger	[2 marks]
01.4	La cantine est très moderne.	Cantine moderne	moderne	[2 marks]

**Question 02**

For this question there are four compulsory bullet points, which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 40 words over the whole question. The number of words is approximate and you must mark all work produced by the student.

**[16 marks]****Content**

Level	Marks	Response
5	9-10	A full coverage of the required information. Communication is clear.
4	7-8	A good coverage of the required information. Communication is mostly clear but perhaps with occasional lapses.
3	5-6	A reasonable coverage of the required information. Communication is generally clear but there are likely to be lapses.
2	3-4	A partial coverage of the required information. Communication is sometimes clear but there are instances where messages are not conveyed.
1	1-2	A minimal coverage of the required information. Communication is often not clear and there may be frequent instances where messages are not conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

**Quality of language**

Level	Marks	Response
3	5-6	Uses a variety of appropriate vocabulary and grammatical structures. Generally accurate.
2	3-4	Vocabulary and grammatical structures generally appropriate to the task, with some attempt at variety. More accurate than inaccurate.
1	1-2	Vocabulary and structures used may be limited, repetitive or inappropriate. There may be frequent errors.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

**Notes**

A mark of zero for Content automatically results in a mark of zero for Quality of language, but apart from that, the Content mark does not limit the mark for Quality of language.

The following indicative content is an example of the response that students may give to this question.

Salut ! Je suis à Benidorm dans l'est de l'Espagne. Il fait très chaud et il y a beaucoup de soleil. L'hôtel est moderne et ma chambre est jolie avec une télévision et une douche. Je vais à la plage et j'achète des souvenirs. (43 words)

**Question 03**

The translation is assessed for Conveying key messages (5 marks) and Application of grammatical knowledge of language and structures (5 marks), as specified in the criteria below. The maximum mark is 10. When awarding the marks, the student's response across all five sentences should be considered as a whole.

**[10 marks]****Conveying key messages**

Level	Marks	Response
5	5	All key messages are conveyed.
4	4	Nearly all key messages are conveyed.
3	3	Most key messages are conveyed.
2	2	Some key messages are conveyed.
1	1	Few key messages are conveyed.
0	0	No key messages are conveyed.

**Application of grammatical knowledge of language and structures**

Level	Marks	Response
5	5	Very good knowledge of vocabulary and structures; highly accurate.
4	4	Good knowledge of vocabulary and structures; generally accurate.
3	3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

**Notes**

A mark of zero for Conveying key messages automatically results in a mark of zero for Application of grammatical knowledge of language and structures, but apart from that, the Conveying key messages mark does not limit the mark for Application of grammatical knowledge of language and structures.

**Indicative content**

The following indicative content is an example of a response which would be awarded full marks.

<b>1</b>	My father is tall.	Mon père/papa est grand.
<b>2</b>	At school I like maths and science.	Au collège/A l'école/Au lycée j'aime les maths/mathématiques et les sciences.
<b>3</b>	I listen to music in the evening.	J'écoute de la musique le soir/tous les soirs/chaque soir.
<b>4</b>	In my town there is a cinema and a museum.	Dans ma ville il y a/on trouve un cinéma et un musée.
<b>5</b>	I played football in the park with my friends.	J'ai joué au foot(ball)/j'ai fait du foot(ball) dans le/au parc/jardin public avec mes amis/amies/copains/copines.

Other reasonable alternative translations will also be accepted.

**Exemplification of mark scheme**

To exemplify the marking criteria for *Conveying key messages* and *Application of grammatical knowledge of language and structures*, a range of exemplar student responses have been provided below with a commentary.

**Student 1**

1. Mon pere est grand.
2. Au collegé j'aime math et science.
3. J'ecoute la musique le soir.
4. Dans ma ville il y a cinema et musée.
5. J'ai joué au foot au parc avec mes amis.

Conveying key messages = **5 marks**

Application of grammatical knowledge of language and structures = **5 marks**

All key messages are conveyed. Despite the omission of articles and some accents and despite the misspellings of 'math' and 'science', the student displays a very good knowledge of vocabulary and the response is highly accurate.



**Student 2**

1. Ma pere est grand.
2. une collége j'aime le math et sciences.
3. J'ai ecoute de la music.
4. Dans ma ville il y a cinema et museum.
5. J'ai joué au foot au park avec mon amis.

Conveying key messages = **4 marks**

Application of grammatical knowledge of language and structures = **3 marks**

Nearly all key messages are conveyed (wrong tense with 'listen' and omission of 'evening'). The response is not generally accurate given the use of English words, omissions and two inaccurate possessive adjectives. However, it is more accurate than inaccurate

**Student 3**

1. Mon pere grande.
2. Au collége j'amie le maths et le sciences.
3. Je regarde de la musique.
4. Dans ma ville une cinema et musee.
5. Je joué au foot le parc avec mon amis.

Conveying key messages = **3 marks**

Application of grammatical knowledge of language and structures = **2 marks**

Most key messages are conveyed (no verb in first and fourth sentences but ideas are communicated, messages just come through in second, third is wrong, the last sentence also communicates key information). The response is generally inaccurate with limited knowledge of vocabulary and structures.

**Student 4**

1. Mon pere grand.
2. Au collége j'aime le maths et le sciences.
3. J'ai ecoute de la musique.
4. ....
5. Je joué au foot park.

Conveying key messages = **2 marks**

Application of grammatical knowledge of language and structures = **2 marks**

Some key messages are conveyed. The first two sentences convey key messages despite the omission of the verb in the first one. The other two sentences only convey some of the key messages. Again, the response is generally inaccurate with limited knowledge of vocabulary and structures.

**Student 5**

1. pere grand.
2. collège maths and sciences.
3. J'ai listen music.
4. cinema
5. Joue football park.

Conveying key messages = **1 mark**

Application of grammatical knowledge of language and structures = **1 mark**

Few key messages are conveyed. The response is highly inaccurate and demonstrates a very limited knowledge of vocabulary and structures – inaccurate or omitted verbs, no articles and unknown key vocabulary.

**Question 04**

For this question, there are four compulsory bullet points which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 90 words for this task. The number of words is approximate and you must mark all work produced by the student.

**[16 marks]****Content**

Level	Marks	Response
5	9-10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
4	7-8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
3	5-6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
2	3-4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1	1-2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

**Notes**

There may be some imbalance in the coverage of the four 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.

**Quality of language**

<b>Level</b>	<b>Marks</b>	<b>Response</b>
<b>3</b>	5-6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
<b>2</b>	3-4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
<b>1</b>	1-2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
<b>0</b>	0	The language produced does not meet the standard required for Level 1 at this tier.

**Notes**

- (a) A major error is one which seriously affects communication.
- (b) A mark of zero for Content automatically results in a mark of zero for Quality of language. Apart from that, the Content mark does not limit the mark for Quality of language.

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.

Either	Question 04.1	<p><b>This is a possible response (indicative content):</b></p> <p>J'habite à Manchester dans le nord de l'Angleterre. Manchester est une ville commerciale. Il y a des cinémas et des centres commerciaux. J'aime Manchester parce que c'est animé. En général j'aime ma maison parce que c'est confortable, pratique et moderne. Cependant, ma chambre est trop petite pour moi et mon frère. Récemment je suis allé au restaurant à Manchester avec ma famille. J'ai mangé une pizza et une glace. J'ai bu un coca. C'était délicieux. A l'avenir je vais habiter à New York parce qu'il y a beaucoup de distractions. (90 words)</p> <p style="text-align: right;"><b>[16 marks]</b></p>
or	Question 04.2	<p><b>This is a possible response (indicative content):</b></p> <p>Pour me relaxer j'aime faire du sport. Je suis assez sportif et je joue au cricket. C'est très amusant et j'adore ça. J'aime aussi nager et je vais souvent à la piscine. J'habite avec ma mère et mon petit frère. J'adore ma mère parce qu'elle est gentille. Cependant je déteste mon frère parce qu'il m'énerve quelquefois. Récemment, je suis allé au cinéma avec mon meilleur ami et j'ai vu un film qui s'appelle Spooks. C'était très amusant. Le week-end prochain je vais aller en ville pour acheter des jeux vidéo. (90 words)</p> <p style="text-align: right;"><b>[16 marks]</b></p>

However, there may be some imbalance in the coverage of the compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will still have access to full marks where the other criteria are met. To exemplify this, the following alternative indicative content is provided.

Either	Question 04.1	<p><b>This is a possible response (indicative content):</b></p> <p>J'habite à Manchester dans le nord de l'Angleterre. Manchester est une ville commerciale et jolie. J'aime Manchester car j'aime les magasins. Il y a aussi des cinémas. En général j'aime ma maison parce que c'est confortable, pratique et moderne. La cuisine est très moderne et le jardin est grand. Cependant, ma chambre est trop petite pour moi et mon frère et je n'aime pas le salon. Récemment je suis allé au cinéma à Manchester avec ma famille et j'ai vu un bon film. A l'avenir je vais habiter à Londres. (90 words)</p> <p style="text-align: right;"><b>[16 marks]</b></p>
or	Question 04.2	<p><b>This is a possible response (indicative content):</b></p> <p>Pour me relaxer j'aime faire du sport. Je suis assez sportif et je joue au cricket. C'est très amusant et j'adore ça. J'aime aussi nager et je vais souvent à la piscine avec mes amis le week-end. J'habite avec ma mère et mon petit frère. J'adore ma mère parce qu'elle est gentille. Elle est amusante aussi. Cependant je déteste mon frère parce qu'il m'énerve quelquefois. Récemment, j'ai vu un film d'action avec mon meilleur ami. Le week-end prochain je vais aller en ville pour acheter des jeux vidéo. (88 words)</p> <p style="text-align: right;"><b>[16 marks]</b></p>

**Higher Tier**

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

	Content	Quality of language	Range of language	Accuracy	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	10	6					16
Question 2	15		12	5			32
Question 3					6	6	12
Total	25	6	12	5	6	6	60

**Question 01**

For this question, there are four compulsory bullet points which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 90 words for this task. The number of words is approximate and you must mark all work produced by the student.

**[16 marks]**
**Content**

Level	Marks	Response
5	9-10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
4	7-8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
3	5-6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
2	3-4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1	1-2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

**Notes**

There may be some imbalance in the coverage of the four 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.

**Quality of language**

Level	Marks	Response
<b>3</b>	5-6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
<b>2</b>	3-4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
<b>1</b>	1-2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
<b>0</b>	0	The language produced does not meet the standard required for Level 1 at this tier.

**Notes**

- (a) A major error is one which seriously affects communication.
- (b) A mark of zero for Content automatically results in a mark of zero for Quality of language. Apart from that, the Content mark does not limit the mark for Quality of language.

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.

Either	Question 01.1	<p><b>This is a possible response (indicative content):</b></p> <p>J'habite à Manchester dans le nord de l'Angleterre. Manchester est une ville commerciale. Il y a des cinémas et des centres commerciaux. J'aime Manchester parce que c'est animé. En général j'aime ma maison parce que c'est confortable, pratique et moderne. Cependant, ma chambre est trop petite pour moi et mon frère. Récemment je suis allé au restaurant à Manchester avec ma famille. J'ai mangé une pizza et une glace. J'ai bu un coca. C'était délicieux. A l'avenir je vais habiter à New York parce qu'il y a beaucoup de distractions. (90 words)</p> <p style="text-align: right;"><b>[16 marks]</b></p>
or	Question 01.2	<p><b>This is a possible response (indicative content):</b></p> <p>Pour me relaxer j'aime faire du sport. Je suis assez sportif et je joue au cricket. C'est très amusant et j'adore ça. J'aime aussi nager et je vais souvent à la piscine. J'habite avec ma mère et mon petit frère. J'adore ma mère parce qu'elle est gentille. Cependant je déteste mon frère parce qu'il m'énerve quelquefois. Récemment, je suis allé au cinéma avec mon meilleur ami et j'ai vu un film qui s'appelle Spooks. C'était très amusant. Le week-end prochain je vais aller en ville pour acheter des jeux vidéo. (90 words)</p> <p style="text-align: right;"><b>[16 marks]</b></p>

However, there may be some imbalance in the coverage of the compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will still have access to full marks where the other criteria are met. To exemplify this, the following alternative indicative content is provided.

Either	Question 01.1	<p><b>This is a possible response (indicative content):</b></p> <p>J'habite à Manchester dans le nord de l'Angleterre. Manchester est une ville commerciale et jolie. J'aime Manchester car j'aime les magasins. Il y a aussi des cinémas. En général j'aime ma maison parce que c'est confortable, pratique et moderne. La cuisine est très moderne et le jardin est grand. Cependant, ma chambre est trop petite pour moi et mon frère et je n'aime pas le salon. Récemment je suis allé au cinéma à Manchester avec ma famille et j'ai vu un bon film. A l'avenir je vais habiter à Londres. (90 words)</p> <p style="text-align: right;"><b>[16 marks]</b></p>
or	Question 01.2	<p><b>This is a possible response (indicative content):</b></p> <p>Pour me relaxer j'aime faire du sport. Je suis assez sportif et je joue au cricket. C'est très amusant et j'adore ça. J'aime aussi nager et je vais souvent à la piscine avec mes amis le week-end. J'habite avec ma mère et mon petit frère. J'adore ma mère parce qu'elle est gentille. Elle est amusante aussi. Cependant je déteste mon frère parce qu'il m'énerve quelquefois. Récemment, j'ai vu un film d'action avec mon meilleur ami. Le week-end prochain je vais aller en ville pour acheter des jeux vidéo. (88 words)</p> <p style="text-align: right;"><b>[16 marks]</b></p>



**Question 02**

For this question there are two compulsory bullet points, which are assessed for Content (15 marks), Range of language (12 marks) and Accuracy (5 marks), as specified in the criteria below. The maximum mark is 32. The student is expected to produce approximately 150 words over the whole question. The number of words is approximate and you must mark all work produced by the student.

**[32 marks]****Content**

Level	Marks	Response
5	13-15	An excellent response which is fully relevant and detailed, conveying a lot of information. Communication is clear with little or no ambiguity. Opinions are expressed and justified.
4	10-12	A very good response which is almost always relevant and which conveys a lot of information. Communication is mostly clear but there are a few ambiguities. Opinions are expressed and justified.
3	7-9	A good response which is generally relevant with quite a lot of information conveyed. Communication is usually clear but there are some ambiguities. Opinions are expressed and may be justified.
2	4-6	A reasonable response with some relevant information conveyed. Communication is sometimes clear but there may be instances where messages break down. An opinion is expressed.
1	1-3	A basic response which conveys a limited amount of relevant information. Communication may not be clear and there are instances where messages break down. An opinion may be expressed.
0	0	The content does not meet the standard required for Level 1 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.

**Range of language**

Level	Marks	Response
4	10-12	Very good variety of appropriate vocabulary and structures. More complex sentences are handled with confidence, producing a fluent piece of coherent writing. The style and register are appropriate.
3	7-9	Good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful, producing a mainly fluent piece of coherent writing with occasional lapses. The style and register are appropriate.
2	4-6	Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully. The style and register may not always be appropriate.
1	1-3	Little variety of appropriate vocabulary. Structures are likely to be short and simple. Little or no awareness of style and register.
0	0	The range of language produced does not meet the standard required for Level 1 at this tier.

**Notes**

A mark of zero for Content automatically results in a mark of zero for Range of language. Apart from that, the Content mark does not limit the mark for Range of language

**Accuracy**

Level	Marks	Response
5	5	Accurate, although there may be a few errors especially in attempts at more complex structures. Verbs and tense formations are secure.
4	4	Generally accurate. Some minor errors. Occasional major errors, usually in attempts at more complex structures. Verbs and tense formations are nearly always correct.
3	3	Reasonably accurate. There are likely to be minor errors and there may be some major errors, not only in complex structures. Verb and tense formations are usually correct.
2	2	More accurate than inaccurate. The intended meaning is generally clear. Verb and tense formations are sometimes correct.
1	1	There may be major errors and frequent minor ones, and the intended meaning is not always clear. There is only limited success with verb and tense formations.
0	0	The accuracy does not meet the standard required for Level 1 at this tier.

**Notes**

- (a) A major error is one which seriously affects communication.
- (b) A mark of zero for Content automatically results in a mark of zero for Accuracy. Apart from that, the Content mark does not limit the mark for Accuracy.

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.

Either	Question 02.1	<p><b>This is a possible response (indicative content):</b></p> <p>Je recommanderais mon collègue parce que c'est un bon exemple d'un collègue typiquement britannique. Il est aussi très bien équipé et récemment on a construit une nouvelle salle de sports. On peut faire une grande variété de sports ici. Toutes les salles de classe ont un tableau blanc interactif et les professeurs sont très compréhensifs. Mon prof d'anglais, par exemple, est super. Il ne se met jamais en colère et il explique bien sa matière. Je fais beaucoup de progrès en anglais. Tous les élèves sont amicaux et polis. Il y a rarement de problèmes entre eux. L'année dernière je suis allé au musée avec mon collègue. Nous avons quitté le collège à 9h00 et nous avons voyagé en minibus. Nous avons vu beaucoup de choses intéressantes et nous nous sommes bien amusés. J'ai beaucoup aimé être avec mes amis du collège dans un endroit différent. J'ai appris de nouvelles choses aussi. (151 words)</p> <p style="text-align: right;"><b>[32 marks]</b></p>
or	Question 02.2	<p><b>This is a possible response (indicative content):</b></p> <p>Il est important d'aller en vacances parce qu'on peut s'amuser et se dépayser. Il y a aussi beaucoup de choses à faire et à voir dans le monde. Beaucoup de gens préfèrent passer les vacances à l'étranger parce qu'il fait plus beau qu'en Angleterre. Dans notre société les gens travaillent dur et ils ont besoin du temps libre pour se détendre. Moi, j'aime aller au bord de la mer parce qu'on peut se bronzer. L'année dernière je suis allé en France pour passer deux semaines à Bergerac. On est restés dans une maison très confortable. Il y avait une piscine chauffée et un très joli jardin. En plus, j'ai aimé ma chambre parce qu'il y avait la climatisation. J'aime mieux loger dans une maison comme ça parce qu'on a plus de liberté. Pendant la journée, je me suis bronzé et le soir je suis allé au restaurant. C'était une très bonne expérience et en plus, je pouvais me détendre. (159 words)</p> <p style="text-align: right;"><b>[32 marks]</b></p>

However, there may be some imbalance in the coverage of the compulsory bullet points but, provided at least some coverage of both bullet points is evident, students will still have access to full marks where the other criteria are met. To exemplify this, the following alternative indicative content is provided.

Either	Question 02.1	<p><b>This is a possible response (indicative content):</b></p> <p>Je recommanderais mon collège parce que c'est un bon exemple d'un collège typiquement britannique. Il est aussi très bien équipé et récemment on a construit une nouvelle salle de sports. On peut faire une grande variété de sports ici. Toutes les salles de classe ont un tableau blanc interactif et les professeurs sont très compréhensifs. Mon prof d'anglais, par exemple, est super. Il ne se met jamais en colère et il s'entend bien avec ses élèves. Je fais beaucoup de progrès en anglais. Tous les élèves sont amicaux et polis. Il y a rarement de problèmes entre eux. On offre un choix de matières intéressantes et les professeurs sont très travailleurs. Les résultats sont toujours très bons et pour beaucoup de parents c'est le collège le plus populaire de la région. L'année dernière je suis allé au musée avec mon collègue. Nous avons vu beaucoup de choses intéressantes ce qui était super. (151 words)</p> <p style="text-align: right;"><b>[32 marks]</b></p>
or	Question 02.2	<p><b>This is a possible response (indicative content):</b></p> <p>Il est important d'aller en vacances parce qu'on peut s'amuser et se dépayser. Il y a aussi beaucoup de choses à faire et à voir dans le monde. Mais moi, j'aime aller au bord de la mer parce qu'on peut se bronzer. L'année dernière au mois d'août je suis allé en France pour passer deux semaines à Bergerac. On est restés dans une maison très confortable. Il y avait une piscine chauffée et un très joli jardin où j'ai passé beaucoup de temps. En plus, j'ai aimé ma chambre parce qu'il y avait la climatisation. Il y avait aussi un balcon avec une belle vue. Cependant j'aurais aimé une télé plasma !!! J'aime mieux loger dans une maison comme ça parce qu'on a plus de liberté. Pendant la journée, je me suis bronzé et le soir je suis allé au restaurant où j'ai trouvé la nourriture savoureuse. C'était une très bonne expérience et en plus, je pouvais me détendre. (159 words)</p> <p style="text-align: right;"><b>[32 marks]</b></p>

**Question 03**

The translation is assessed for Conveying key messages (6 marks) and Application of grammatical knowledge of language and structures (6 marks) as specified in the criteria below. The maximum mark is 12. When awarding the marks the student's response across the passage should be considered as a whole.

**[12 marks]****Conveying key messages**

Level	Marks	Response
6	6	All key messages are conveyed.
5	5	Nearly all key messages are conveyed.
4	4	Most key messages are conveyed.
3	3	Some key messages are conveyed.
2	2	Few key messages are conveyed.
1	1	Very few key messages are conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

**Application of grammatical knowledge of language and structures**

Level	Marks	Response
6	6	Excellent knowledge of vocabulary and structures; virtually faultless.
5	5	Very good knowledge of vocabulary and structures; highly accurate.
4	4	Good knowledge of vocabulary and structures; generally accurate.
3	3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

**Notes**

A mark of zero for Conveying key messages automatically results in a mark of zero for Application of grammatical knowledge of language and structures, but apart from that, the Conveying key messages mark does not limit the mark for Application of grammatical knowledge of language and structures.

To celebrate my birthday, I invited my friends to my house. My mother prepared a special meal. I received a computer. It is useful because I have a lot of homework. Next year in September I will do an apprenticeship in a college in the town centre and I would like good results.

### Indicative content

The following indicative content is an example of a response which would be awarded full marks.

Pour fêter/célébrer mon anniversaire j'ai invité mes amis/amies/copains/copines à la maison/chez moi. Ma mère/maman a préparé/cuisiné/fait un repas spécial. J'ai reçu/On m'a donné un ordinateur/une tablette. C'est utile/commode/pratique parce que/car j'ai/je reçois/on me donne beaucoup/plein de devoirs. L'année prochaine/L'an prochain en septembre je ferai/vais faire un apprentissage à/dans un lycée au centre-ville et je voudrais/j'aimerais de bons résultats.

Other reasonable alternative translations will also be accepted.

### Exemplification of mark scheme

To exemplify the marking criteria for *Conveying key messages* and *Application of grammatical knowledge of language and structures*, a range of exemplar student responses have been provided below with a commentary.

#### Student 1

Pour fêter mon anniversaire, j'ai invité mes amis à la maison. Ma mère a préparé un repas speciale. J'ai reçu un ordinateur. C'est utile parce que j'ai beaucoup de devoirs. L'année prochaine en septembre je ferai un apprentissage au lycée dans le centre-ville et je voudrais bons résultats.

Conveying key messages = **6 marks**

Application of grammatical knowledge of language and structures = **6 marks**

All key messages are conveyed. The only errors are 'speciale, beaucoup' and the omission of 'de' in the last sentence. It is therefore virtually faultless.

#### Student 2

Pour celebre mon anniversaire, j'ai invité mes amis à la maison. Ma mère à fait un repas speciale. J'ai reçu à l'ordinateur. C'est utile parce que je beaucoup de devoirs. L'année prochaine à septembre je fait à l'apprentissage au lycée à la centre-ville et je voudrais de bons resultats.

Conveying key messages = **5 marks**

Application of grammatical knowledge of language and structures = **4 marks**

The message relating to the apprenticeship is not conveyed and there is only a partial message regarding homework. Overall, therefore, nearly all key messages are conveyed. The inaccuracies, for example the omission of the verb in the clause about homework, celebre, à la centre-ville, are such that the response is generally, rather than highly accurate.

**Student 3**

Pour mon anniversaire, j'ai invité mon amis au chez mois. Ma mère a prepare au speciale diner. J'ai reçu un ordinateur. C'est utile parce que j'avais beaucoup de devoirs. L'année prochaine en septembre je vais faire apprentissage au lycée dans un ville et je voudrais bien results.

Conveying key messages = **4 marks**

Application of grammatical knowledge of language and structures = **3 marks**

Most key messages are conveyed. 'My house, having homework, town centre, results' are unclear or not communicated. A reasonable knowledge of vocabulary is demonstrated. The response is more accurate than inaccurate despite the number of errors (e.g. possessive adjective, lack of accents, omissions).

**Student 4**

Pour mon anniversaire, j'invite mon amis à ma maison. Ma mère a prepare un diner special. J'ai un ordinateur. C'est util parce que j'ai beaucoup de devoirs. L'anne prochain en septembre je apprentissage au collège en ville et je voudrais bon resultats.

Conveying key messages = **3 marks**

Application of grammatical knowledge of language and structures = **2 marks**

Some key messages are conveyed as there are issues with 'having invited friends, receiving the computer, doing the apprenticeship, town centre'. There is a limited knowledge of vocabulary and structures and there are errors in every sentence, although these do not always affect the communication of required messages. The piece is generally inaccurate.

**Student 5**

Pour moi anniversaire, j'ai mes amis à ma maison. Ma mère a prepare un diner special. J'ai un ordinateur. C'est ... parce que j'ai beacoup de devoirs. L'anée prochain en septembre je ..... au collège en ville et je voudrais bon resultats.

Conveying key messages = **2 marks**

Application of grammatical knowledge of language and structures = **2 marks**

Few key messages are conveyed and there is a limited knowledge of vocabulary and structures. There are omissions and many misspellings. The piece is generally inaccurate.

**Student 6**

Pour anniversaire, je amis à maison. Ma mère ..... J'ai receive un ordinateur. C'est ... parce que j'ai devoirs. En septembre je collège et je voudrais bien results.

Conveying key messages = **1 mark**

Application of grammatical knowledge of language and structures = **1 mark**

Very few messages are communicated - mainly in the first sentence and the 'homework' idea. The response is highly inaccurate.

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