
GCSE **FRENCH**

Unit 4 Writing
Report on the Examination

4655
June 2014

Version: 1.0

Further copies of this Report are available from aqa.org.uk

Copyright © 2014 AQA and its licensors. All rights reserved.

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Administration

On the whole, most schools/colleges followed administration procedures very well. Efficient administration meant that work was presented in student order (following the Attendance/Mark list) with correctly completed Candidate Record Forms (CRF). These schools/colleges had ensured that students had written the same title on the CRF, on the Task Planning Form (TPF), if this had been used, and on the work itself. Students had also clearly written Task 1 and Task 2 at the top of the front page of each response and again this matched the information on the CRF and TPF. Each student's work was also collated by a treasury tag, still the preferred method. It is pleasing to note that schools/colleges provided task sheets for all students.

However, a minority of schools/colleges did not follow the guidance and the following was noted by examiners: some schools/colleges did not send the work in student order as on the Attendance list; the use of plastic wallets and folders made marking more time consuming for examiners; some work had not been collated at all or paper clips had been used, which were not always in place when parcels were opened.

Teachers are therefore encouraged to:

- collate each student's work – ie the two tasks - together with the CRF and the TPF. The use of treasury tags to keep portfolios together is preferred as paper clips and plastic wallets cause significant handling problems
- indicate on the back of the CRF if a TPF has been used or not
- remind students to write neatly as poor handwriting can affect marks
- send the work in the same student order as on the Attendance List, as would be done for a terminal examination paper
- ensure students have written the following information on each piece of work:
 - centre number
 - candidate number
 - candidate name
 - component code (46554)
 - task title.

(Please note that teachers should **not** write on the students' work (eg marks they may have awarded))

- adhere to the deadline of 7 May by which all materials should be sent to the AQA examiner. The following items must be sent to the AQA examiner:
 - students' work (2 tasks per student) clearly labelled as Task 1 and Task 2
 - the task sheets
 - Task Planning Forms (if used)
 - Candidate Record Forms (signed)

Task Titles

It is pleasing to note that the vast majority of teachers continue to devise tasks that elicit quality responses that score good marks. Broad and general titles are now more widely seen and this encourages more successful approaches and outcomes. The most common titles seen this year were: School (sometimes with future plans); Work and Education; Work Experience; Lifestyle; My area; Where I live; Health; Holidays; Leisure; Celebrities. Technology and Media were addressed more often this year and students produced some high quality responses. As last year, schools/colleges are reminded that for this component it is the response to the title that is

assessed and that in order for students to score highly, responses need to be ‘fully relevant and detailed’. Where titles have more than one element to them, for example ‘Work and Education’ or ‘My home and local area’, both elements need to be addressed in detail for high marks to be awarded. It is still disappointing to see that in some cases this year one element was addressed fully with often only a few lines relating to the other element. Schools/colleges are also reminded that there should be no overlap between the two tasks submitted. This occurred in some cases, for example, when students submitted ‘My School’ for Task 1 and ‘Myself’ for Task 2, the latter contained detailed information about school which was also in Task 1. Teachers who produce cross-context titles should ensure that more able students have the opportunity to produce detailed work rather than limited information across a range of topics. These factors impacted adversely on marks. Schools/colleges are reminded again that although the bullet points are there only as a guide to students, they should nonetheless refer directly to the title. This was not always the case and led students to include material that was not fully relevant, which then affected the marks awarded.

All schools/colleges have a Controlled Assessment Adviser notified to them at the start of each academic year and teachers are strongly advised to get tasks checked and approved. Controlled Assessment Advisers are delighted to help teachers with tasks and can also deal with any queries relating to controlled assessment. Details of Controlled Assessment Advisers can be obtained from the Languages team at mfl@aqg.org.uk.

Although there was an improvement in the effectiveness of task titles this year, below are some comments on some of this year’s task titles that did not elicit optimum responses, with reasons why not.

Task title	Issues
A recent holiday	Students included information about preferences and a future holiday. A broader title such as ‘Holidays’ would have ensured a better outcome.
Where I live	Students included information about household tasks and pocket money. Although these elements may be included in the teaching of the context of home and local area, the title does not refer to them. ‘Where I live and my life at home’ would be a more effective title.
Personal Information	The approach here was to encourage students to describe themselves and provide some general information about where they lived, family etc. This was an effective task with less able students. However, more able students had been presented with this task and had written responses that were too simple and basic to warrant the award of high marks.
My School	Students had included comparisons between French and English schools and activities before school or at weekends. The inclusion of ‘My’ tends to limit what the students could write and teachers should encourage students to contextualise routines and out of school activities in order to make responses relevant to the title.

Task Planning Forms (TPF)

As last year, these were not widely used. The best practice was where students had produced TPFs that made reference to the bullet points with a number of key words for each. The most successful TPFs benefitted the students in that they provided support in helping them to produce and set out their responses effectively. Schools/colleges are reminded that English words are acceptable and can be more useful than French infinitives, which in many cases led students to be inaccurate with verb formations. There were still many TPFs seen that included conjugated verbs that had either not been obliterated at all or had not been obliterated fully. Teachers are reminded that this will impact on marks, as examiners will ignore the clause(s) where that verb is used when awarding a mark for Range of Language and Accuracy. Teachers are also reminded that they should indicate on the reverse of the CRF whether a TPF has been used.

Content

As in previous years, there were many examples of quality work from students who were able to write detailed and well-expressed extended pieces of writing. Students are being particularly well prepared in their ability to express and explain ideas and points of view.

Schools/colleges are reminded that for top marks, the work needs to be **fully relevant** and **detailed** and **clear communication** is paramount. Where students failed to score marks, it was where they had been encouraged to be too ambitious and to attempt to learn and reproduce language that was not commensurate with their ability. Some students had been encouraged to write too much and sometimes tended both to stray from the point and therefore not produce responses that were fully relevant or they produced responses that were not as accurate towards the end. Lower content marks will also reflect lack of detail in the response and messages that cause delay in or breakdown of communication. The latter is where inaccuracy can impact on marks for Content.

Range of Language

As last year, more able students are becoming more successful in producing complex language. However teachers are advised to differentiate what they encourage students to reproduce, as in some cases lower ability students are being expected to memorise language that is too ambitious and consequently it is often unsuccessful. This year, more able students included a wide range of tenses and made effective use of the present subjunctive. Nevertheless many students tended to use the Immediate Future (eg *'je vais'* followed by an infinitive) rather than the Future tense, and this is one area where teachers might consider providing more opportunities for a variety of language. As was reported last year, many students succeeded in creating longer sentences with connectives. The most frequently used were: *'car, parce que, et, mais'* but *'si, donc, quand'* were seen more regularly this year. It was also gratifying to note an increase in attempts at complex structures such as: *'après avoir/être, depuis, je pense/crois que, je le/la/les trouve'* together with a variety of infinitive constructions. In terms of variety of language, teachers are encouraged to consider teaching different ways of expressing opinions and likes/dislikes and also of eliciting subject pronouns other than *'je'*. It is hoped that the above suggestions are useful for students aiming at the top marks for Range of Language. Finally, and as in previous years, the misuse of dictionaries often led to inappropriate language being used. Students need to be aware of how to use dictionaries effectively.

Accuracy

As was the case last year, the vast majority of students were able to write fairly accurately so that the intended meaning was clear and it was rare for them to score fewer than 3 marks. Areas of focus for students need to be: verb formations and conjugations, omissions (especially auxiliary verbs in the perfect tense), use of '*ne...pas*'. For higher ability students, top marks require them to understand the importance of accuracy relating to gender, adjectival agreements and minor omissions. Although these are minor errors, they still impact on the award of top marks for accuracy.

Further support/advice

- Make sure everything students write is relevant to the title and that the bullet points take this into account
- Keep titles simple but if the title has two or more elements, make sure students cover each of them sufficiently
- Make use of your Controlled Assessment Adviser to check task titles
- Prepare language which is commensurate with the student's ability. Lower ability students can be disadvantaged through trying to use complex structures with which they struggle to communicate effectively
- Advise students not to attempt sentences that are too complex if they are not able to reproduce them accurately from memory
- Practise using verb tables in the dictionary with students in advance of Stage 3.
- Advise students to work on a range of ways of expressing opinions and of justifying them
- Encourage the student to prepare a TPF and take full advantage of it by using the bullet points and writing a few key words next to each
- Encourage use of English words on the TPF if it helps
- Ensure that all students know what is meant by a conjugated verb

Further support

At the time of publication of results, schools/colleges will receive the total mark out of 60 for Unit 4 as well as the UMS score for the unit. In order to access the breakdown of the mark out of 60 (ie the mark out of 30 per task and the mark awarded for each assessment criterion), schools/colleges must register with e-AQA and use the Enhanced Results Analysis (ERA).

Further examples of completed writing tasks with marks and video commentaries from the 2011 examination are available in the Secure Key Materials (SKM) area of e-AQA. Further support materials will be published on the subject pages of our website in the autumn term 2014.

Guidance Notes for Examiners

The following guidance, provided to examiners during the examining period, is reproduced below for information.

Assessment issues

1. Task Planning Forms (TPF)

If more than 40 words have been used, examiners will ignore when awarding a mark, the parts of the student's response (ie the phrases or clauses) which use words noted on the TPF beyond the first 40.

If a conjugated verb appears on the TPF, examiners will ignore the clause(s) where that verb is used when awarding a mark for Range of Language and Accuracy. If the sentence (with the conjugated verb discounted) still communicates, then it may be counted towards the mark for Content. The same applies to the use of codes (eg, a picture of an eye to represent the Spanish word *hay*).

Visuals on Task Planning Forms are not permitted in June 2012 and beyond.

2. Exactly what do examiners mark?

- They mark the student's response **to the title**.
- They do **not** mark a response to the bullet points which have the status of guidance. The student may choose to ignore the bullet points completely.
- The response must be relevant to the title.

3. Must the title relate directly to the Contexts defined in the specification?

No. The title can be anything.

4. How do examiners identify the title?

- The title is the task.
- The task and the scene-setting may seem blurred or merged together. The focus is the task.
- See examples in *Additional Exemplar Tasks: Controlled Assessment Writing and Speaking* on our website within Example answers for your language at <http://www.aqa.org.uk/subjects/french/gcse/french-4655/past-papers-and-mark-schemes> where the task and scene setting are clearly separated.

5. What is a relevant response?

- The response must be relevant to the task.
- Students are not penalised for not responding to the scene setting details.

6. And what if there is a significant amount of irrelevant material?

- It would affect the mark for CONTENT.
- Only the material which is relevant should still be assessed for RANGE OF LANGUAGE and ACCURACY.

7. What if a student has omitted an entire aspect of the title?

A student with the task 'Home, local area and special occasions' who writes nothing about home area, for example, could be considered to have completed two thirds of the task. The piece could therefore be eligible for the 10-12 band for Content, assuming the piece fulfils the criteria for that band in other ways. This would still allow the student access to all mark bands for language.

8. What if there is a significant duplication of material across the two pieces of work submitted?

- The same material cannot be credited twice.
- Incidental and occasional overlap do not count as duplication.

9. What if it is clear the student's entire response is identical (ie exactly the same, word for word) to model answers in a textbook or to the wording of tasks from other students at the same centre?

The work would be referred to our Irregularities/Malpractice Department.

10. Does the number of words affect assessment?

- The quality not the quantity of work affects the assessment outcome.
- 200-350 words across both tasks if aiming at grades D-G, 400-600 if aiming at grades A*-C, is for **guidance** only.
- Obviously, the shorter the assignment, the more difficult it becomes to meet the upper bands of assessment criteria for CONTENT (and therefore other categories).
- There is no *upper* limit on the number of words. The whole piece will be read and marked by the examiner.

11. How does the CONTENT mark affect the marks for RANGE OF LANGUAGE and ACCURACY?

Content Mark	Maximum Mark for Range of Language	Maximum Mark for Accuracy
0	0	0
1–3	1–4	1-2
4–6	1–6	1-3
7–9	1–8	1-4
10–12	1–10	1-5
13–15	1–10	1-5

12. The criteria for assessment

All of the criteria should be considered when deciding on a mark, but the following guidelines will prove particularly useful.

(a) Content**General overview**

If the descriptor fits the piece exactly, then the examiner will award the middle mark in the band. If there is strong evidence of the descriptors and/or the examiner had been considering the band above, the highest of the three marks would be awarded. If there is just enough evidence and/or the examiner had been considering the band below, then the lowest mark in the band would be awarded.

13-15 marks

- Students provide a **fully relevant** and **detailed** response with **almost all** information conveyed **clearly** and **developed**.
- They must offer ideas / opinions / points of view (minimum 2) and at least two of them must be explained or justified.
- The piece should have a well organised structure, ie a sound ordering of ideas but **not** necessarily a formal essay structure or an introduction, conclusion, etc.

10-12 marks

- The response will be **mostly** relevant and **a lot** of information will still be provided and conveyed **clearly** and will **generally** be developed.
- There is a requirement to give **and explain** ideas / opinions / points of view (minimum 2)

7-9 marks

- The response will be **generally** relevant with **quite a lot** of information conveyed **clearly**.
- There will still be evidence of an ability to **develop** ideas.
- There is a requirement to give opinions / points of view (minimum 2).

4-6 marks

- The response is **limited** but **some** relevant information will be conveyed.
- There will be **some development** of basic ideas.
- There is a requirement to give opinions (minimum 2). These could be very simple, eg: 'I like French. I like Spanish. France is good.' = 3 simple opinions.

1-3 marks

- The response is **very limited** with **little** relevant information conveyed.
- There will be **no real structure**.

0 marks

- No relevant information is communicated in a coherent fashion. If zero is awarded for Content, zero must also be awarded for Range of Language and Accuracy.

Detailed consideration of issues

- i) Relevance** This refers to relevance to the title (ignoring scene-setting, etc). Examiners look out particularly for the following scenarios:

- The piece on a specific topic that strays into other areas (eg *My School Routine* should not have long digressions on work experience or future career).
- The piece with a title covering a range of topics which only mentions one of them (eg the title is *School and Future Career* but the student only mentions 'school').
- The piece which starts with a long preamble about the student which is not relevant to the title.
- Work where there is a significant duplication of material across the two tasks submitted. The same material cannot be credited twice. Examiners do not count incidental and occasional overlap as duplication.
- Examiners are aware of the principle of balance. The piece on *My holiday last summer* which includes a couple of sentences on what the student generally does/will do next year is perfectly acceptable but if the student takes ⅓ of the piece talking about what (s)he usually does and ⅓ of the piece dealing with next year's plans then the work should not be judged 'fully relevant' unless the student has been able to link this material clearly to the title.

Similarly with the task on *My Work Experience* where a large part of the piece is taken up with what the student will do next year.

- Irrelevant material in the work is taken into account in awarding the marks, even if there is sufficient relevant material to meet the recommended word length. For example, if a student has written 600 words and 300 words are relevant to the title, the examiner cannot simply ignore the 300 words of irrelevant material and deem the piece to be fully relevant.

In practice, the vast majority of tasks will be fully relevant but many will not score in the top band for Content because of other limitations. However, any piece which is not judged fully relevant cannot be awarded a mark in the top band. Where it is obvious from the task sheet that the bullet points have led the student into including irrelevant material, the examiner will treat the lack of relevance as leniently as possible. Material which is deemed irrelevant will be discounted when assessing Range of Language and Content.

ii) Information conveyed

- It is necessary to consider the amount of information given and the extent to which it is developed. (Development of information/ideas means going beyond a basic response to give additional detail.)

Note that a piece which does not reach the recommended length specified in the specification (minimum 200 words across both pieces for grades G-D, minimum 400 words across both pieces for grades C-A*) is unlikely to score highly for Content, ie a piece of less than about 100 words is likely to fall into the Limited or Poor band, a piece of less than about 200 words is unlikely to score above the Sufficient band. However, a piece of 200+ words will in theory have access to the full mark range. The examiner is assessing primarily quality rather than quantity and precision and clarity of expression are more important than the number of points made.

- There is no *upper* limit on the number of words. The whole piece will be read and marked.

iii) Expression and explanation of ideas/points of view/opinions

- Ideas, points of view and opinions must be viewed as one notion and are the same for assessment purposes.
- To score 4+ for Content there must be at least **two** opinions/points of view/ideas expressed.
- To score 10+ for Content, at least **two** opinions must be expressed **and explained / justified**. At a basic level, explanation of an opinion is most likely to consist of a statement of the opinion followed by *parce que* ..., but more able students may find more subtle ways of justifying their opinions. For example, the explanation may come before the opinion (see below).

Information/Opinions – Examples

13-15 marks	Detailed response – almost all information developed . A number (at least two) opinions expressed and explained in some detail.	<i>A Manchester, il y a beaucoup de choses à faire et c'est pourquoi j'aime vivre ici. Il y a des théâtres, discothèques, bars et même une patinoire, mais mon endroit préféré est le cinéma dans le centre commercial. Normalement j'y vais samedi avec mes amis surtout quand il y a un film d'horreur. Nous préférons les films d'horreur parce qu'ils sont plus excitants que les films romantiques. A Manchester, il y a beaucoup de distractions et je dirais que c'est une ville idéale pour les jeunes.</i>
10-12 marks	A lot of information- generally developed . At least two opinions expressed and explained .	<i>J'aime habiter à Manchester, parce que je crois que c'est une ville très intéressante même si c'est une ville industrielle. Il y a beaucoup à faire ici, par exemple la patinoire. J'aime aussi aller au cinéma dans le centre-ville avec mes amis. Nous préférons voir les films d'horreur, parce qu'ils sont passionnants.</i>
7-9 marks	Quite a lot of information. At least two opinions. Some development of information and opinions.	<i>J'aime habiter à Manchester. C'est une ville intéressante, mais industrielle. J'aime aller au cinéma dans le centre-ville avec mes amis pour voir des films d'horreur.</i>
4-6 marks	Limited response – some information – some development . At least two basic opinions expressed	<i>J'habite à Manchester. Manchester est grand. C'est industriel. J'aime le cinéma à Manchester. J'aime les films d'horreur.</i>
1-3 marks	Very limited – little information. Few or no basic opinions.	<i>J'habite à Manchester. Manchester est grand.</i>
0 marks	No relevant information communicated.	<i>Me live Manchester. Me ami être Wayne.</i>

iv) Clarity of expression In order to gain a mark of 7+ for Content, there is a requirement that information, opinions and development of points be conveyed **clearly**. The following are the factors most likely to affect clarity of expression:

- incorrect choice of vocabulary/dictionary errors (eg *allumette* for *match* etc)
- gross grammatical errors which hinder communication. Errors with verb endings, particularly the wrong person of the verb, are particularly important here.
- omissions of words, phrases or whole sentences. These generally occur where the candidate has attempted to learn by heart a draft version of the task and remembered it imperfectly so that the sense of the sentence or paragraph is impaired.
- (occasionally) gross errors of punctuation

v) **Organisation** For the top Content band there is a requirement that the piece should have a **well organised structure**. Pieces scoring in the bottom band may have **no real structure**. Note the following points:

- A well organised structure means a sound ordering of ideas but not necessarily a formal essay structure with an introduction, conclusion, etc.
- Students are, however, required to produce a continuous piece of writing rather than a series of answers to the bullet points on the task sheet. A piece which cannot be fully understood without reference to the task sheet is unlikely to demonstrate a well organised structure.
- In the vast majority of cases, the requirement for a piece placed in the top band for Content to have a well organised structure will not be an issue. It will be other factors which determine whether it scores in the top band and many pieces placed in lower bands will also be well organised.

13-15 marks	Well organised structure	<i>Normalement, je reste en France avec ma famille. Nous passons généralement deux semaines ici en août et nous restons dans un hôtel. Cependant, l'année dernière, nous avons décidé d'aller en Espagne et nous sommes restés dans un hôtel à Madrid.</i>
10-12 marks (and below)	(Structure less well organised – can only be fully understood by reference to the task sheet)	<i>Je passe les vacances en France avec ma famille. Nous passons deux semaines ici en août et nous restons dans un hôtel. Nous sommes allés en Espagne et nous sommes restés dans un hôtel à Madrid.</i>
1-3 marks	No real structure	<i>Je vais en France. Nous sommes allés en Espagne. Nous sommes allés à Madrid. Je vais avec ma famille. Nous sommes restés dans un hôtel.</i>

Content – Summary

- **Content not fully relevant** Examiners will not award a mark above 12
- **Structure obviously not well organised** Examiners will not award a mark above 12
- **Fewer than 2 opinions explained** Examiners will not award a mark above 9
- **Only one opinion or no opinions expressed** Examiners will not award a mark above 3
- **Deciding on a mark within the Content band** If the descriptor fits the piece exactly examiners will award the middle mark in the band. If there is strong evidence of the descriptors and/or examiners considered the band above, then examiners will award the highest of the three marks; if there is only just enough evidence and/or examiners considered the band below, then examiners will award the lowest mark.

In the top (Very Good) band, a performance which matches the descriptor **exactly** should be awarded the middle mark of 14; the top mark (15) **comfortably** fulfils all of the criteria and *may* even go beyond them.

	Relevance	Information conveyed	Opinions expressed / explained	Clarity of expression	Organisation
Very Good 13-15 marks	Fully relevant	Detailed response – almost all information developed	A number (at least two) opinions expressed and explained in some detail.	Almost all information conveyed clearly	Well organised structure
Good 10-12 marks	Mainly relevant	A lot of information - generally developed	At least two opinions expressed and explained	A lot of information conveyed clearly	(Structure less well organised – can only be fully understood by reference to the task sheet)
Sufficient 7-9 marks	Generally relevant	Quite a lot of info - some development	At least two opinions. Some development of opinions.	Some information conveyed clearly	
Limited 4-6 marks	Some relevant information	Limited response- some information – some development	At least two basic opinions expressed	Clarity of expression generally a problem	
Poor 1-3 marks	Little relevant information	Very limited - little information	Few or no basic opinions expressed		
0 marks	No relevant information communicated in a coherent fashion				No real structure

(b) Range of Language

General overview

9-10 marks

- A variety of **tenses** must be used **successfully**. This means two or more tenses and a minimum of one instance of a tense use which is other than the default tense used. The tenses could come from the same time frame (for example the perfect and the imperfect) but a greater range of tenses will add to the complexity of the language used. An overall judgement needs to be made as to whether “verb tenses are used successfully.” There needs to be evidence that the student can communicate messages successfully in more than one tense. There may be minor spelling errors but provided they do not prevent communication they can be credited.
- The use of different tenses is not a ‘passport’ to the 9-10 band.
- There must be evidence of **successful use of complex sentences**. This could be:
 - use of subordinating conjunctions (but this is not an absolute requirement)
 - use of adverbial phrases (*en arrivant.....* etc).

- use of infinitive constructions after a preposition (*pour me détendre*), after an adjective (*facile à faire*) or after a verb (eg modal verbs; *on peut aller* etc)
- a range of different structures leading to longer, more varied sentences (eg *j'aime aller* rather than *je vais*)
- use of pronoun objects
- use of adverbial conjunctions (eg *cependant*) or prepositional phrases (eg *par exemple*)
- regular use of connectives to form longer sentences.

Remember, however, that this is GCSE so even in the highest mark band we are not necessarily looking for use of the subjunctive or similar grammatical structures.

- There needs to be a **wide range of vocabulary**. This means that students will not be too repetitive in the words they use.

7-8 marks

- **Mainly successful** use of complex sentences. The note above about what constitutes complexity for the 9-10 band will also apply here.
- No specific requirement to use more than one tense but the use of different tenses may constitute evidence of 'more complex sentences.'
- There must be a **good range** of vocabulary, so students in this band will again be trying to avoid repetition of the more common words.

5-6 marks

- There will be some attempts made at longer sentences using appropriate linking words. At this level this will often mean repeated dependence on simple connectives such as 'and' / 'but', though 'because' will also be found fairly frequently when students attempt to explain ideas and points of view. Use of other forms of complex sentences will often not be wholly successful.
- There should be **some variety** of vocabulary, though students will generally be using a more basic range of vocabulary than in the higher bands and there may be more repetition.

3-4 marks

- Language will be basic, with **short, simple sentences**. Attempts at longer sentences and more difficult constructions will usually not be successful.
- Vocabulary will generally be appropriate to the basic needs of the task but will be **limited**, with a lot of repetition and overuse of a few common verbs such as *to be*, *to have*, *to like*, *to go*.

1-2 marks

- Little understanding of language structure shown with just the occasional short phrase which is correctly used.
- Vocabulary will be very **basic**, with only isolated words correctly used. Vocabulary will often be anglicised.

Detailed consideration of issues

i) Variety of vocabulary Consider particularly:

- use of synonyms, eg *je préfère* and *j'adore* rather than just *J'aime voyager*, *je vais en train/bus...*, *voyager*, *partir* etc, rather than just *aller*, *chouette*, *passionnant*, *merveilleux*, etc, rather than *bien* etc, etc.
- use of 'Higher Tier'/more sophisticated vocabulary – though remember this may vary somewhat from school to school depending on course books used, etc.

- dictionary use – frequent poor dictionary use is likely to have a limiting effect on the mark available.

ii) **Variety of structures** Consider:

- use of infinitive constructions introduced by prepositions (*après avoir, avant de, pour, sans*), adjectives (*C'est facile à faire*), nouns (*J'ai l'intention d'aller*) and after verbs (*Je préfère aller*)
- use of object pronouns (*Je l'aime*)
- use of connectives such as *comme..., pas seulement... mais aussi..., d'une part... et d'autre part..., à part.*
- use of adverbs and adverbial phrases such as *cependant, parce que, donc, aussi, par exemple*
- use of *puisque'il y a* constructions and constructions such as *j'apprends le français depuis cinq ans*
- use of comparative expressions (*plus...moins*)
- use of demonstrative adjectives and pronouns (*ce, qui, etc*)
- use of complex sentences and a range of tenses (v below)

iii) **Use of complex/longer sentences** Consider:

- use of subordinate clauses introduced by eg *si, quand, où, parce que, comme, bien que, alors que, étant donné que* and relative pronouns such as *qui, que*
- use of the present subjunctive after verbs of wishing, command, request, emotion, after *pour que* to express purpose

and, when considering use of longer sentences:

- use of co-ordinating conjunctions: *et, mais, donc*

iv) **Use of tenses**

- To score 9 or 10 marks for Range of Language a variety of **tenses** must be used **successfully**. This means two or more tenses and a minimum of one instance of a tense use which is other than the default tense used. The tenses could come from the same time frame (for example the perfect and the imperfect). A greater range of tenses will add to the complexity of the language used.
An overall judgement needs to be made as to whether “verb tenses are used *successfully*.” There needs to be evidence that the candidate can communicate messages successfully in more than one tense. There may be minor spelling errors but provided they do not prevent communication they can be credited.
- The immediate future (ie *aller* + infinitive, etc) counts as a separate tense (and a different tense from the future (ie *je mangerai*). A present tense verb with a future time marker (eg *La semaine prochaine je vais à Paris*) does not.
- The present subjunctive does not count as a separate tense from the present indicative. A construction using the present tense to refer to the past (eg *Je joue du piano depuis 2 ans /Je viens de quitter le collège*) counts as the present tense. Similarly a construction using the present tense to refer to the future (eg *J'espère aller au cinéma*) counts as the present.
- The imperfect subjunctive and the passive voice are not required for active use in this specification but should be credited if used.
- The use of different tenses is not a ‘passport’ to the 9-10 band.
- Below the 9-10 band, use of a range of tenses is a factor to take into consideration when judging use of a variety of structures/complex language.

Range of Language – Summary

- **Only one tense used** Examiners do not award a mark above 8
- **Only one or no longer/complex sentences** Examiners do not award a mark above 4
- **The Range of Language mark must not be more than one band higher than the mark awarded for Content.**

	Variety of vocabulary	Variety of structures	Use of complex / longer sentences	Use of tenses
9-10 marks	Wide variety of vocabulary. Avoidance of repetition. Use of 'Higher Tier'/more sophisticated vocabulary	Wide variety of structures used successfully	Successful use of complex sentences – handled with confidence to produce a fluent piece of coherent language	At least two tenses used successfully
7-8 marks	Good variety of vocabulary – some attempts to avoid repetition	Good variety of structures used with some success, enabling the student to communicate with some degree of precision.	Mostly successful use of complex sentences	No requirement to use more than one tense, but, when used, a range of tenses can be considered under variety of structures
5-6 marks	Some variety of vocabulary but repetition of some common words	Some variety of structures, though more difficult structures may not always be used successfully	At least two attempts at longer sentences using appropriate linking words (eg <i>et</i> , <i>mais</i> , <i>parce que</i>)	
3-4 marks	Limited vocabulary but appropriate to the basic needs of the task. A lot of repetition. Overuse of common words such as <i>être</i> , <i>avoir</i> , <i>aller</i> , <i>aimer</i> , <i>il y a</i> , <i>bien</i> . There may be poor dictionary use.	Basic language using simple structures which are rarely linked. Attempts at difficult constructions will often be unsuccessful	Sentences mainly short and simple. Attempts at longer sentences may be flawed	
1-2 marks	Very limited vocabulary, often anglicised or containing many cognates. Incorrect use of some words. Sometimes, only isolated words used correctly.	Little understanding of language structure. An occasional short phrase or sentence may be correctly used.		
0 marks	No language produced which is worthy of credit			

Examples

9-10 marks	<i>J'habite à Dundee en Ecosse, et je l'aime parce qu'il ya une variété de boutiques, ce qui est important pour moi parce que j'adore faire du shopping. La ville est située au bord de la rivière Tay et c'est très pittoresque. Dundee est une ville dynamique avec une université, un théâtre et un excellent centre culturel, où parfois on peut regarder des films français... Au XIXe siècle beaucoup d'irlandais sont arrivés à Dundee, parce qu'en Irlande des personnes mouraient de faim.</i>
7-8 marks	<i>Une personne avec qui j'ai travaillé s'appelait Aicha, une amie de ma famille. Elle avait les cheveux blonds courts et elle portait des lunettes. J'aime parce qu'elle était sympa et n'a pas sévère... A l'avenir je serais fleuriste car je pense que c'est très intéressant et j'aime les fleurs.</i>
5-6 marks	<i>Dans mon temps libres, j'aime patiner parce que c'est facile. J'aime surfer sur l'internet sur mon portable. Je ne supporte pas fumer et de boire. J'adore le photographe, parce que c'est amusant. J'aime la musique, surtout Rock. J'adore le fast-food parce que c'est délicieux. Et aussi plus de calories.</i>
3-4 marks	<i>Je vais décrire le chanteur Justin Bieber. J'adore Justin musique. C'est la date de naissance le 1er mars 1994. Cheveux de Justin Bieber est bruns et courts et yeux marron. Justin Bieber n'a pas le frère et la sœur</i>
1-2 marks	<i>Ma famille et moi était en bonne santé. alimentation - fruits, du poulet, des poissons et des légumes. boisson - eau. Lorsqu'il est jeune je malsain non - fruits, poulet, pêche et manger des légumes - pommes de terre, frites et gâteaux. Pas jouer - volley, de foot et de rugby.</i>
0 marks	<i>Ouvert du lundi, je travaille. Vendredi ouvert de huit et trois employés il y est un peu quelque chose.</i>

(c) Accuracy**General overview**

NB. Range of tenses is assessed under RANGE OF LANGUAGE. The range of tenses is not considered when assessing Accuracy.

5 marks

- **Largely accurate.**
- Major errors only usually appear in complex structures.
- There may be some minor errors (eg gender).
- Verbs and tenses are **secure**.

4 marks

- Errors occur but the piece is **generally accurate**. Mistakes made will not generally impede communication.
- Verbs and tenses are **usually correct**.

3 marks

- **More accurate than inaccurate**, though there will often be fairly frequent errors.
- The intended **meaning is clear**.
- Verbs and tenses are **sometimes unsuccessful**.

2 marks

- **Many errors.**
- Mistakes **often impede communication**.
- Verbs are **rarely accurate**.

1 mark

- **Frequent errors.**
- Mistakes **regularly impede communication.**
- **Limited understanding** of basic linguistic structures.

Detailed consideration of issues

- There are only 5 marks available to cover the whole range of ability (ie 8 grades). Each mark will therefore cover a relatively wide range of performance and a mark of 5 will represent more than an A* performance.
- The mark awarded for Accuracy must not be more than one band higher than the mark awarded for Content.
- Examiners are not over-influenced by the standard of accuracy in the last part of a piece – this will probably be the most inaccurate bit. If in doubt, they re-read the whole piece.
- A repeated major error (ie one where communication is impeded) should be considered each time it occurs. Repeated minor errors will incur no further penalty after the first occurrence.

		Major errors	Minor errors	Verbs/tenses
5 marks	Largely accurate	Hardly any, usually only in attempts at more complex sentences	A few (eg mistakes of gender, minor spelling mistakes)	Secure
4 marks	Generally accurate	A few, usually only in attempts at more complex sentences	Some	Mostly correct
3 marks	More accurate than inaccurate	Some gross errors but the intended meaning is clear	Fairly frequent	Sometimes correct
2 marks	Many errors	Many – communication is often impeded	Many errors – most sentences contain mistakes	Rarely correct
1 mark	Frequent errors	Frequent – errors regularly impede communication	Frequent – Limited understanding of basic linguistic structures	Limited understanding
0 marks	No language produced which is worthy of credit Little, if any understanding of the most basic linguistic structures			

Examples

5 marks	<i>J'ai fait un stage de travail dans un école primaire. J'ai travaillé de neuf heures jusqu'à trois heures et je suis allé au travail à pied ou en voiture. Normalement pendant le semaine d'école mon réveil sonne à 7h30, mais pendant mon stage je me réveillais à sept heures.</i>
4 marks	<i>Le week-end dernier j'ai fait de l'équitation avec ma mère, ce type de sport est dangereux, mais aussi les émotions faciles. Puis je suis allé au restaurant pour manger le poulet et frites et boire de la limonade. Puis le dimanche je suis allé au parc avec mes amis et nous ont mangé des fast-food et bu du sprite, j'ai joué au football avec mes amis, et après j'avait une boum.</i>
3 marks	<i>Le week-end dernier je suis allé au centre commercial, parce que de nombreux magasins, je suis allée avec mes amis et ma soeur. Nous sommes allés en voiture. de nombreux vêtements, par exemple le jean et t-shirts. J'étais au restaurant et ont mangé de poulet et frites et bu un coca-cola. Puis est allé à la maison de mon ami. J'ai passé quarante livres au restaurant et passé soixante livres dans mes vêtements.</i>
2 marks	<i>Normalement, mon jamais petit déjeuner et j'aime le petit déjeuner. Quand j'aime le toast ma mère dire petit déjeuner est en bonne santé. Le tabagisme est mauvais vous une malsaine. A mon avis l'alcool j'aime mais est illégal.</i>
1 mark	<i>Dans l'avenir je et ma famille est saine et plus exercer. boire plus de jus de fruits et moins de coca et aussi manger moins de nourriture, restauration rapide et plus des légumes, poulet et gâteau en bonne santé. Dans ma vie d'opinion santé important. également prévenir le gain de poids à mon avis.</i>
0 marks	<i>Je prends choses sur l'engagement de la commerce. J'aime beaucoup car je beaucoup, parce que le moins industriel et les gens très bonne la moi.</i>

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of our website.

Converting Marks into UMS marks

Convert raw or scaled marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator www.aqa.org.uk/umsconversion