

**French/German/Spanish**

General Certificate of Secondary Education **A704/A714/A724**

Controlled Assessment Writing

**Mark Scheme for June 2010**

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

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

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## GCSE Controlled Assessment Writing (French A704/German A714/Spanish A724)

### Scheme of Assessment

Task One	Communication	15 marks
	Quality of Language	15 marks
	<b>Total</b>	<b>30 marks</b>
Task Two	Communication	15 marks
	Quality of Language	15 marks
	<b>Total</b>	<b>30 marks</b>
	<b>TOTAL</b>	<b>60 marks</b>

### General Notes for Marking

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

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

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

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

**Communication****15 Marks**

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

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

Annotations suitable for assessing Communication points:

- ✓ Information given
- ✓+ Information well expressed
- ✓- Information not well expressed
- ✗ Irrelevant material
- D** Development of ideas
- O** Opinion
- J** Justification
- R** Repetition

**Communication 15 marks**

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

**Quality of Language****15 marks**

- Irrelevance may earn Quality of Language marks (but not Communication marks).
- No penalty if tenses/time frames are not included.
- Some errors in complex language are acceptable at high grades but the sentence must still be comprehensible.
- Attempts at ambitious language should be rewarded (see list for definitions).
- Use of common idioms (e.g. *j'ai faim, il fait beau, ich habe Hunger, tengo frio*) does not automatically mean a higher grade band.
- Simple sentences (or evidence of connecting verbs) refers to a sentence structure, e.g. subject/verb/complement.

Annotations suitable for assessing Quality of Language points:

**P+** Past used correctly

**P-** Past attempted but incorrect

**F+** Future used correctly

**F-** Future attempted but incorrect

**T+** Other tense correctly used

**T-** Other tense attempted but incorrect

**V** Good use of vocabulary

**L** Lovely lexical item (complex / ambitious language)

**I** Idiom

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

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