

GCSE (9-1)
French (1FR1)
Exemplars

Paper 4, Writing



Contents

Introduction	3
Marking points in the spotlight	4
Overview of exemplars	5
Foundation tier Question 2	6
Student response A	7
Student response B	9
Foundation tier Question 3 / Higher tier Question 1	11
Student response C	12
Student response D	14
Student response E	16
Higher tier Question 2	18
Student response F	19
Student response G	21
Appendix – Mark scheme additional guidance	24

Introduction

The purpose of this exemplification pack is to provide teachers and students with some examples of marked responses to the new GCSE French Paper 4, Writing, and to demonstrate Pearson's approach to marking.

In this pack, you will find a mark scheme, a sample of responses, and an examiner commentary for each open-response question of the Paper 4, Writing.

The example responses are based on real student answers and we have shown their original responses. Please note that due to the timing of publishing these exemplars, students who produced work had not been taught under the 2024 specification. As such, students have used some vocabulary and grammar outside of the 2024 specification, and this is given equal but not extra credit. This is in accordance with the requirements of the Department for Education's subject content.

Marks awarded in the exemplars are based on a relatively small sample. Whilst they are a good indication of the marks likely to be awarded for different levels, exact marks may differ somewhat when based on standardisation of a whole live series.

The Sample assessment materials which these responses are based on can be found on the Pearson website [here](#).

If you have any enquiries regarding these materials or have any other questions, please contact our subject advisor team on Teachinglanguages@pearson.com.

Marking points in the spotlight

Following our review of over 500 samples of student work across the three languages of French, German and Spanish, we have shone a spotlight on a few specific points:

- **‘Equal credit’ for use of language outside of the vocabulary and grammar lists**

To fulfil tasks, students are only required to use vocabulary and grammar included in the vocabulary and grammar lists of the specification. If they **correctly** use language outside of the vocabulary and grammar lists, they receive the same (but no extra) credit. For example, in **French commentary F**, the student includes the sentence, ‘je respire de l’air frais’ to develop the main idea of enjoying football (AO2). This sentence includes the word ‘respirer’ which is not on the vocabulary list, but it is credited in the same way as would any sentence that contained vocabulary list words only, e.g. if the student had written, ‘j’aime l’air frais.’

All **incorrect** language will be treated in the same way, regardless of whether or not it is included in the vocabulary and grammar lists. For example, in **French commentary F**, the phrase ‘je me détendre’ (‘se détendre’ is not on the vocabulary list) is given as an example of inaccurate language under AO3. It is listed alongside other verbs which **are** on the vocabulary list and which are also exemplified as inaccurate (e.g. je courirai).

- **‘Addressed’**

The mark scheme guidance states that, ‘a bullet point in a task is considered addressed if there is evidence of a response to it.’ It is important to note that the response must be both relevant and comprehensible for it to be considered as ‘evidence’ and therefore considered to be addressed.

For example, in **French commentary E**, the student attempts to address all of the bullet points but only manages a relevant and clear response to two of them, i.e. for bullet point 1 they do not talk about different types of shops but only mention going to a shop in London (‘je suis aller un magasin in London’). For bullet point 4 they attempt to talk about where they will next go shopping but do not achieve it because the tense used does not fit the timeframe in ‘le weekend prochain je suis aller Manchester Trafford centre’, and so is not comprehensible. It is therefore considered that these two bullet points are not addressed.

- **Short responses**

If students produce short responses which fall well below the minimum recommended length, they are likely to be self-limiting in terms of marks. It is possible that they will not address all of the bullet points or show a high level of development or variety.

For example, in **French commentary B**, the student only writes 26 words out of a recommended 40 to 50 words and is therefore unable to fully demonstrate their ability to develop ideas (AO2) or use a variety of language (AO3).

Overview of exemplars

Foundation tier Question 2

Response	AO2 mark (out of 9)	AO3 mark (out of 5)	Overall mark (out of 14)
A	9	5	14
B	2	1	3

Foundation tier Q3 / Higher tier Q1

Response	AO2 mark (out of 13)	AO3 mark (out of 5)	Overall mark (out of 18)
C	13	4	17
D	10	3	13
E	6	2	8

Higher tier Question 2

Response	AO2 mark (out of 17)	AO3 mark (out of 5)	Overall mark (out of 22)
F	17	4	21
G	10	2	12

Foundation tier Question 2

Mark scheme

This question contains three bullet points that form part of the task. Students are expected to produce 40–50 words for this task.

AO2: Response to stimulus		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
7-9	<ul style="list-style-type: none"> All three bullet points addressed Some development of ideas Most of the response is comprehensible; some messages may be unclear. 	5	<ul style="list-style-type: none"> Some variety of vocabulary and phrases Simple grammatical structures with some variety, some linking of sentences with conjunctions Some accurate language, mostly minor errors.
4-6	<ul style="list-style-type: none"> Two or more bullet points addressed Limited development of ideas Some parts of the response are comprehensible; the message sometimes breaks down. 	3-4	<ul style="list-style-type: none"> Limited variety of vocabulary and phrases Simple grammatical structures with limited attempt at variety, limited linking of sentences with conjunctions Limited accurate language; errors occur, some of which may be major.
1-3	<ul style="list-style-type: none"> One or more bullet point addressed Little or no development of ideas Few parts of the response are comprehensible; the message often breaks down. 	1-2	<ul style="list-style-type: none"> Minimal variety of vocabulary and/or phrases in isolation Minimal use of simple grammatical structures, likely to be repetitive Minimal accuracy in the language, frequent errors both major and minor.
0	<ul style="list-style-type: none"> No rewardable material. 	0	<ul style="list-style-type: none"> No rewardable material.

Student response A

(b) Write a review of your mobile phone for a website.

You must include the following points:

- what your phone looks like
- your opinion of your phone
- how you will use it this weekend.

Write your answer in French. You should aim to write between 40 and 50 words.

mon portable est assez petit et noir. J'adore mon portable ~~parce~~^{car et} est utile et à mon avis c'est très ludique. Cependant, l'écran est trop petit et est très lent. Ce weekend je vais regarder un film d'action et je vais écouter musique sur mon portable.

Examiner commentary A

Total marks: 14 out of 14 marks	
Response to stimulus (AO2): 9 out of 9 marks	Linguistic knowledge and accuracy (AO3): 5 out of 5 marks
<ul style="list-style-type: none"> All three bullet points are addressed and the response successfully fulfils the requirements of the task in a straightforward way. The response sits in the 7-9 mark band for coverage. There is some development of ideas, particularly in giving the pros and cons of the phone; we are told why the student is fond of the mobile and then the opinion is enhanced by the description of its disadvantages. The third bullet point is developed by describing two things that the mobile is going to be used for at the weekend e.g. 'regarder un film d'action' and 'ecouter musique'. For development, the 7-9 mark band is the best fit. The response is clear and thoroughly comprehensible. For comprehensibility, the 7-9 mark band is also most suitable. <p>The best-fit approach results in this response being placed at the top of the mark band 7-9 for response to stimulus. The student did everything required to achieve the top mark for this answer.</p>	<ul style="list-style-type: none"> The vocabulary has some variety of vocabulary. The student uses a series of appropriate words for the context and to describe and give opinions, e.g. 'portable', 'utile', 'l'écran', 'film d'action', 'a mon avis' etc. The use of the qualifiers 'assez', 'trop' and 'très' is both effective and varied. The response sits in mark band 5 for variety. There is some variety of grammatical structures. The student efficiently uses the present tense and future events are well handled by the use of 'aller' plus suitable infinitives, e.g. 'je vais regarder un film ...'. There are several nice linkages between sentences, e.g. 'J'adore mon portable car est utile ...'. For grammar, mark band 5 is appropriate. There is some accurate language throughout with just a few minor errors and omissions, for example a few missing accents and articles. For accuracy, the response sits within mark band 5. <p>The best-fit approach results in this response being placed in mark band 5 for linguistic knowledge and accuracy and therefore receives top marks. Despite a few minor errors the student has presented some variety of accurate language.</p>

Student response B

(a) Write a review of a café for a website.

You **must** include the following points:

- where the café is
- your opinion of the food
- when you will next visit the café.

Write your answer in **French**. You should aim to write between 40 and 50 words.

~~J'habite~~ il y a une café premier douche ~~de~~ au .
cinema. ça c'est délicieux, j'aime ~~de~~ du pain
Je visiter en samedi; avec mon pere et mon
frère ~~ma~~

Examiner commentary B

Total marks: 3 out of 14 marks	
Response to stimulus (AO2): 2 out of 9 marks	Linguistic knowledge and accuracy (AO3): 1 out of 5 marks
<ul style="list-style-type: none"> The student has attempted the three bullet points, but is only successful in addressing one of them. For example, a café is mentioned but its location is not clearly given, and therefore the student has not answered the first bullet point. The student gives an opinion about bread but it's not clear whether this comes from the café. The phrase 'Je visiter en samedi' allows us to understand that the third bullet point is addressed, even though it's not accurate. For coverage the piece is placed in the 1-3 mark band. The student attempts to develop ideas in a simple way but does not succeed because the initial statements are not clear enough to be developed. For example, two family members are mentioned for a visit but it doesn't clearly say where, and the phrase 'c'est délicious' is used but we're not entirely sure what is delicious. Since there is very little development of ideas the piece falls into the 1-3 mark band for development. The response lacks clarity from the start. In the second sentence, enthusiasm is shown for bread, and there is mention of two family members involved in a visit, but few parts of the response are comprehensible and the message often breaks down, for example by the inclusion of the word 'douche', which does not make sense in context. Although the word is not included in the vocabulary list, it's inclusion equally impacts the comprehensibility of the response. The 1-3 mark band is most appropriate for comprehensibility. <p>The best-fit approach results in this response being placed in the middle of mark band 1-3 with a mark of 2 since the essay is firmly in this band for all aspects of response to stimulus.</p>	<ul style="list-style-type: none"> This relatively short piece has minimal variety in vocabulary used, with basic words such as 'pain', 'samedi' and 'mon frère' used. Some words such as 'douche' are deployed in isolation and it seems that the student does not understand it's meaning. This is accounted for under the AO2 mark since is mostly impacts comprehensibility. The response is self-limiting in terms of variety due to the brevity of the response (26 words out of a recommended 40-50 words). For this feature of linguistic knowledge and accuracy the 1-2 mark band is apt. For variety of grammatical structures, the student shows a little ability to use the present tense of very common verbal expressions, such as 'il y a', 'c'est' and 'j'adore'. By using the unconjugated form of 'visiter', the student does not show the ability to express future time frame. There is thus only minimal use of grammatical structures and no linking of sentences. Again, the piece can be placed in the 1-2 mark band. There is minimal accuracy in the response, although spelling of common items is correct. Frequent major errors such as the use of the mostly English adjective 'délicious' compromise the overall accuracy, and therefore the 1-2 mark band is appropriate. <p>Due to very limited accuracy and variety, the best-fit approach results in this response being placed in the bottom of the 1-2 mark band with a mark of 1 for linguistic knowledge and accuracy. The short length of the response does not allow the student to demonstrate increased variety and accuracy of language.</p>

Foundation tier Question 3 / Higher tier Question 1

Mark scheme

This question contains four bullet points that form part of the task. Students are expected to produce 80–90 words for this task.

AO2: Response to stimulus		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
11-13	<ul style="list-style-type: none"> All four bullet points addressed Frequent development of ideas Response is comprehensible; an occasional message may be unclear. 	5	<ul style="list-style-type: none"> Some variety of vocabulary and grammatical structures, some extended sentences; occasional complex language Generally successful use of past, present and future timeframes Generally accurate language; some minor errors, there may be an occasional major error.
8-10	<ul style="list-style-type: none"> Three or more bullet points addressed Some development of ideas Response is generally comprehensible; some messages may be unclear/difficult to understand immediately. 	3-4	<ul style="list-style-type: none"> Occasional variety of vocabulary and grammatical structures; occasionally extended sentences Some successful use of past, present and future timeframes Some accurate language; mostly minor errors with some major errors.
5-7	<ul style="list-style-type: none"> Two or more bullet points addressed Occasional, brief development of ideas Some parts of response are comprehensible; the message sometimes breaks down. 	1-2	<ul style="list-style-type: none"> Limited variety of vocabulary and grammatical structures; short, simple sentences Limited success with different timeframes Limited accuracy in the language; frequent errors both major and minor.
1-4	<ul style="list-style-type: none"> One or more bullet point addressed Little or no extra detail added to ideas Limited parts of response are comprehensible; the message often breaks down. 	0	<ul style="list-style-type: none"> No rewardable material.
0	<ul style="list-style-type: none"> No rewardable material. 		

Student response C

Write to your friend about shopping.

You must include the following points:

- types of shops in your area
- your opinion of one shop with reasons
- what you have bought recently
- where you will go for your next shopping trip.

Write your answer in French. You should aim to write between 80 and 90 words.

Dans ma région, il y a beaucoup des magasins. Il y a les magasins des vêtements, les magasins des nourriture et les magasins des jeux de vidéo.

À mon avis, je préfère les boulangerie parce que c'est très belle et délicieux. C'est aussi dans le centre ville à Derby, qui est plus génial ~~par~~ parce que je peux faire du vélo ça.

Récemment, ~~je~~ dans ville je suis allé au le café et j'ai acheté un tasse de thé avec un croissant pour mon petit déjeuner. J'ai mangé le croissant, c'était délicieux.

La semaine prochaine, je vais aller avec mes amis, ^{Chloé} au centre ville en voiture à la magasins de vêtements parce que je voudrais acheter des vêtements pour mon ~~en~~ anniversaire mais Chloé voudrais acheter des chausseuses pour ~~sa~~ mon anniversaire.

Examiner commentary C

Total marks: 17 out of 18 marks	
Response to stimulus (AO2): 13 out of 13 marks	Linguistic knowledge and accuracy (AO3): 4 out of 5 marks
<ul style="list-style-type: none"> The student has addressed the four bullet points, albeit the third bullet point being about an item of food, which is maybe not exactly what was intended by the question but is still acceptable. It sits comfortably in the 11-13 mark band. Each bullet point is developed, the first one by including a range of shops, the second one by giving information about the location of the shop and reason for liking it. The third bullet point gives clear details about what they have bought and a personal opinion 'c'était délicieux'. The last bullet point is fully developed and the inclusion of the third person 'Chloé' offers further development. As frequent development is shown, this piece is placed in the 11-13 mark band for this aspect. The response is comprehensible, with only slight ambiguity throughout the passage due to the use of 'ça' or other omissions. It remains a good fit for the 11-13 mark band. <p>The best-fit approach results in this response being placed in the 11-13 mark band for response to stimulus, with a top mark of 13 since the student has met all three assessment criteria well.</p>	<ul style="list-style-type: none"> There is occasional variety e.g. 'boulangerie', 'vêtements' 'chaussures', 'region' etc., but the range of vocabulary used is generally not very wide. Occasionally, the student has used more complex structures and includes a range of conjunctions e.g. 'plus génial', 'qui', and 'parce que'. This makes it a good fit for the 3-4 mark band in terms of variety. The student has a good command of all the verbs and uses all the various timeframes successfully. There is fairly good use of time marker linkage such as 'Récemment', and 'La semaine prochaine'. The response fits in mark band 5 for this aspect. There is some accurate language but this script does not quite fit in the top mark band despite the absence of major errors. This is because of the frequency of minor errors such as incorrect genders, lack of accents and misspellings; e.g. 'norritures', 'beaucoup des', 'c'est très belle', 'dans ville' 'à la magasins', 'voudrais', and 'chasseuses' etc. The best fit for this response is therefore in the 3-4 mark band. <p>The best-fit approach results in this response being placed in the 3-4 mark band for linguistic knowledge and accuracy. As the few errors do not impair meaning and the verbs and timeframes, in particular, are correct, this piece can be awarded a mark of 4.</p>

Student response D

(b) Write to your friend about transport.

You **must** include the following points:

- public transport where you live
- your opinion of public transport with reasons
- how you went to school last week
- where you will go this summer.

Write your answer in **French**. You should aim to write between 80 and 90 words.

Sophie,

Je suis mal, parce que le bus pour ma ville est tard tous le jour. ~~Je prendre~~
~~le bus~~ J'ai en bus en ~~épole~~ collège et maintenant je suis froid et
tard dans la matier.

Cependant, je sais autre buses et trains sont bon, mais près du moi c'est
très ~~mal~~. Le transport publique est aussi bon pour reduire
le pollution ~~sur tout~~ dans centre et circulation ~~sur tout~~ dans centre-ville.

La semaine dernier, j'ai en bus deux jour mais malheureuse^{usement,}
le autre mois jour, ma mère ~~était~~ ^{avant je suis allée} ~~je devais~~ aller en sa voiture avec
ma mère ~~par~~ car le bus était trop tard. ~~C'est assez~~

Dans été, je vais aller avec ma famille en France pour mon père car
il ~~je~~ aime ~~par~~ faire du la pêche. En général, nous allons
dans centre-France, près du une petite ville et normalement c'est
chaud. Nous voyagerons en voiture ~~et~~ ^{tra} pour dix-sept heurs.

Examiner commentary D

Total marks: 13 out of 18 marks	
Response to stimulus (AO2): 10 out of 13 marks	Linguistic knowledge and accuracy (AO3): 3 out of 5 marks
<ul style="list-style-type: none"> All four bullet points are addressed. Despite not mentioning the word 'school' in the third bullet point, the student does clearly give a timeframe of 'last week' to talk about travel in the past and therefore the objective of the bullet point is considered fulfilled. There is good coverage of the fourth bullet point where we are told that the student is going to France. The piece can be placed in the 11-13 mark band. There is some successful development of ideas, such as describing some plus points of public transport. Development of ideas is very apparent in the last paragraph where we told of a planned visit to France, and given reasons, destination and mode of transport. The development of ideas improves throughout the piece and for the detail included, the piece can be placed in the 8-10 mark band. The response is generally comprehensible but it is difficult to immediately understand the discussion of local transport, for example in the statement 'Je suis mal' which doesn't link to the rest of the sentence in meaning. However, the student's thoughts on public transport in general and the section about summer plans are more readily accessible. The 8-10 mark band is apt here. <p>The best-fit approach results in this response being placed in the 8-10 mark band for response to stimulus with a mark of 10, since addressing all four bullet points leads them to a higher mark within that band.</p>	<ul style="list-style-type: none"> There is some variety of in-context vocabulary, some of which is more complex such as 'reduire le pollution', 'circulation', and 'voyagerons en voiture'. In the first paragraph, there is an overreliance on the use of 'avoir' and 'être'. The use of words such as 'car', 'parce que', 'cependant', and 'surtout' in several instances allows the student to produce extended sentences. For variety of vocabulary and grammatical structures the piece is best placed in the 3-4 mark band. The student's use of past, present and future timeframes is inconsistent. The use of the present tense is sometimes successful, and the paragraph expressing past action does not begin well but recovers with a more impressive use of a perfect and imperfect tense. In the last paragraph, the student reveals ability to express future timeframes but this is not consistent. For the use of timeframes, the piece again falls in the 3-4 mark band. The essay contains some accurate language such as 'je suis allée en voiture avec ma mère' and 'je vais aller avec ma famille en France' but there are several minor errors with genders, agreements and some misspellings. 'Nous allerons' can be counted as a more major error as it's unrecognisable as the future tense of 'aller'. Since there is some accurate language with mostly minor errors the essay is placed in the mark band 3-4 for accuracy. <p>The best-fit approach results in this response being placed in the 3-4 mark band for linguistic knowledge and accuracy with a mark of 3, since overallly the response is more often 'sometimes accurate' rather than 'generally accurate'.</p>

Student response E

Write to your friend about shopping.

You **must** include the following points:

- types of shops in your area
- your opinion of one shop with reasons
- what you have bought recently
- where you will go for your next shopping trip.

Write your answer in **French**. You should aim to write between 80 and 90 words.

Bonjour mes amis!

Heir je suis aller un magasin in london cetait tres beu.

Jai acheté un polo parce que la supermarche cetait ennuyeux : cetait tres sale et vieux. cependant un polo cest bon.

Recement Jai acheté un polo rouge et un pantalon vert. Mais la weekend prochain je suis aller manchester (trafford centre) cest tres moderne et beau parce que cest grand.

En london c'est lots of supermarche cependant J'aime ne pas parce que cetaite affreux ~~et~~ vetements made for vieux ~~et~~ people.

Examiner commentary E

Total marks: 8 out of 18 marks	
Response to stimulus (AO2): 6 out of 13 marks	Linguistic knowledge and accuracy (AO3): 2 out of 5 marks
<ul style="list-style-type: none"> The student has addressed two of the bullet points. The fourth and arguably first bullet point have been attempted but, because the tense used does not fit the time frame, and there is an over-reliance on English, this is not clearly addressed. The response therefore fits in the 5-7 mark band. There is occasional brief development given with relevant linking words and descriptive adjectives. However, further detail given is not always clearly linked to ideas. For example, 'J'ai acheté un polo parce que la supermarche cetait ennuyeux'. The essay fits in the 5-7 mark band for development. Some parts of the response are comprehensible. The inclusion of English words in some of the sentences e.g. 'made for vieux people' in the final paragraph, cause the message to break down, and at times the messages are not wholly coherent. The essay is therefore best placed in the 5-7 mark band. <p>The best-fit approach results in this response being placed in the middle of the 5-7 mark band for response to stimulus, with a mark of 6 due some incoherence in the ideas and overreliance on English. No aspect is placed in the 8-10 mark band which indicates the appropriateness of the middle of the 5-7 mark band.</p>	<ul style="list-style-type: none"> There is some variety of vocabulary and grammatical structures and the student has used a fair number of adjectives and occasional longer sentences using conjunctions such as 'parce que', 'cependant', and 'mais'. There are only three verbs used in the response; 'être', 'aller' and 'acheter'. The student has attempted a negative form but this is not successful. Linguistically, this piece offers simple subordination and a range of vocabulary and has been awarded a mark in the 3-4 mark band. Although time frame markers are in place, such as 'heir', 'recrement', 'la weekend prochain' etc, there is limited success with different timeframes. Most of the verbs used in the perfect tense are incorrect e.g. 'je suis aller', and the student did not demonstrate ability to express a future timeframe. The student did, however, successfully use the imperfect 'c'était'. The piece falls in the 1-2 mark band, as limited success with different timeframes is shown. There is limited accuracy throughout the piece although adjectives are, on the whole, accurate. The lack of apostrophes and accents, especially in the verbs, create a level of ambiguity. There is also a number of major errors e.g. 'J'aime ne pas'. Lack of accuracy in timeframes has already been mentioned under the second bullet point. For accuracy, the essay falls within the 1-2 mark band. <p>The best-fit approach results in this response being placed in the 1-2 mark band for linguistic knowledge and accuracy, and given a mark of 2 due to the frequency of errors.</p>

Higher tier Question 2

Mark scheme

This question contains four bullet points that form part of the task. Students are expected to produce 130–150 words for this task.

AO2: Response to stimulus		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
14-17	<ul style="list-style-type: none"> All four bullet points addressed Consistent development of ideas Response is easily comprehensible; it is rare that the message is not immediately clear. 	4-5	<ul style="list-style-type: none"> A wide variety of vocabulary and grammatical structures, frequent extended sentences; frequent complex language Consistently successful use of past, present and future timeframes Consistently accurate language; any errors are minor.
11-13	<ul style="list-style-type: none"> All four bullet points addressed Frequent development of ideas Response is comprehensible; the occasional message may be unclear. 	2-3	<ul style="list-style-type: none"> Some variety of vocabulary and grammatical structures, some extended sentences; some complex language Some successful use of past, present and future timeframes Generally accurate language; mostly minor errors, occasional major errors.
8-10	<ul style="list-style-type: none"> Three or more bullet points addressed Some development of ideas Response is generally comprehensible; some messages may be unclear/ difficult to understand immediately. 	1	<ul style="list-style-type: none"> Occasional variety of vocabulary and grammatical structures; occasionally extended sentences; there may be occasional use of complex language Occasional success with past, present and future timeframes Some accurate language; frequent errors, some of them major.
5-7	<ul style="list-style-type: none"> Two or more bullet points addressed Occasional, brief development of ideas Some parts of the response are comprehensible; the message sometimes breaks down. 	0	<ul style="list-style-type: none"> No rewardable material.
1-4	<ul style="list-style-type: none"> One or more bullet point addressed Limited development of ideas, any extra detail is likely to be very brief Limited parts of the response are comprehensible; the message often breaks down. 		
0	<ul style="list-style-type: none"> No rewardable material. 		

Student response F

2 (a) Write about healthy living for an online magazine.

You must include the following points:

- what makes a healthy diet
- the pros and cons of eating out
- what healthy activities you did last week
- how you will stay healthy this weekend.

Write your answer in French. You should aim to write between 130 and 150 words.

ce qui compte le plus pour moi, c'est rester en pleine forme.
Quand j'étais plus jeune, je mangeais comme quatre, mais
maintenant je mange sainement. Je crois que de manger
sainement, on doit être très équilibré. on doit manger
des hamburgers, des frites, mais aussi manger des légumes.
Bien sûr nous devons les gens ^{j'adore} on peut manger au restaurant.
à ce que j'aime le plus, c'est que la nourriture est vraiment
délicieuse. manger au restaurant est un bon moyen de passer
un bon moment avec ma famille. cependant, ^{les} repas
sont souvent chers, et il y a beaucoup de bruit! ~~un~~ La semaine
dernière, j'ai joué un match de foot ~~avec~~ avec mon équipe.
faire du sport est bon pour la santé et ~~le~~ le mental, ~~et je~~
Quand je joue au foot, je me ^{repose} respire de tendre, je et je
respire de l'air frais. ce weekend, je vais faire ^{plusieurs} plusieurs
d'activités pour rester en pleine forme. samedi matin, je
courrais avec ma mère, et de cette façon, je peux oublier les
petits tracas de la vie quotidienne. En plus, je mangerai
un repas avec beaucoup des légumes. J'adore les légumes,
~~mais si je mangerais plus de chocolat, j'en mangerais tous les~~
jours.

Examiner commentary F

Total marks: 21 out of 22 marks	
Response to stimulus (AO2): 17 out of 17 marks	Linguistic knowledge and accuracy (AO3): 4 out of 5 marks
<ul style="list-style-type: none"> All four bullet points are fully addressed and the student offers an original response to the topic of staying healthy. The response sits comfortably in the 14-17 mark band for coverage. There is consistent development for each of the bullet points, with many personal touches such as referring to her eating habits when younger in the sentence 'quand j'étais plus jeune...', or even the wish to be able to eat more chocolate in the final sentence. The student gives explanation of why playing football is healthy with the sentence 'je respire de l'air frais'. Although the verb 'respire' is not on the vocabulary list it receives equal (but not extra) credit as a verb from within the vocabulary list. This response is an excellent example of the 14-17 mark band for development. The response is easily comprehensible. It reads very well indeed and the student has managed to link the piece together in a skillfull manner and even included a touch of humour. The response sits in the 14-17 mark band for comprehensibility. <p>The best-fit approach results in this response being placed in the 14-17 mark band for response to stimulus, with a mark of 17 since all criteria have been successfully achieved.</p>	<ul style="list-style-type: none"> The student has used a wide variety of vocabulary relevant to the context e.g. 'sainement' and 'la vie quotidienne'. Words outside of the vocabulary list such as 'équilibre' and 'tracas' receive equal (but not extra) credit. Each sentence starts with a different linking word/phrase. Although inaccurate, the student attempted to include a 'si' clause in the last sentence. The response sits comfortably in 4-5 mark band for variety. The student is consistently successful in their use of timeframes. A variety of timeframe indicators is used throughout the piece e.g. 'la semaine dernière' and 'ce weekend', and most verbs are correct such as 'je mangerai' and 'j'ai joué'. The response sits in the 4-5 mark band for use of timeframes. Overall, this piece has a good level of general accuracy, genders are correct and understanding of agreements are sound. There are a few major errors such as 'je courirai' and 'si je pourrais'. Although the verb 'se détendre' is not in the vocabulary list, the inclusion of 'je me detendre' is treated equally as an error which detracts from the accuracy of the response. There are also a few accents missing and wrong prepositions which do not affect meaning and are therefore considered minor errors. The response sits in 2-3 mark band for accuracy due to the existence of occassional major errors. <p>The best-fit approach results in this response being placed in the 4-5 mark band for linguistic knowledge and accuracy. This student is awarded a mark of 4 instead of 5 for linguistic knowledge and accuracy due to the presence of major errors.</p>

Student response G

Write about schools for an online magazine.

You must include the following points:

- what makes a good school
- the pros and cons of single-sex schools
- what happened at your school recently
- your education plans for next year.

Write your answer in French. You should aim to write between 130 and 150 words.

Par moi, je pense que une école bonne est que il y a beaucoup activités pour les gens et nourriture délicieuse aussi. En plus les professeurs doit genial et calme et très patiente. Une école bonne on doit gymnase et un cantine grande aussi, et la piscine.

A mon avis, le collégié tout le monde les garçons ou tout le monde les filles est mal et ça chouette. Par exemple il faut porter le bonne uniforme (correct) et il ~~gaut~~ ^{ne} gaut pas en plus tard. Il me semble que les gens ~~et~~ ils ne sont pas assez genial dans l'école tout les femmes ~~est~~ ou les garçons. Le disadvantages sont les filles ~~et~~ il ne faut pas porter les bijoux et ~~pas~~ maquillage et je trouve que ~~est~~ injuste. Pour les garçons ils doit jouer le sports après tout classe tout les jours. Je suis contre les rules et je crois que très bête et inutile pour tous les personnes.

Récemment, mon collègue ~~Robert~~ et moi ~~all~~ avons été dans un Espagne pour les vacances. C'était très cher mais beaucoup amusant. Au début je pense que c'était relaxant et agréable puisque il y a beaucoup de choses à faire et manger et c'était agréable. C'est que après 10 jours, j'étais malade et il est plus plus. Quel dommage!

1 L'année prochain ~~il y a~~ je ~~se~~ j'aimerais prendre un année sabbatique. Après mes examens je vais visiter ma ~~pre~~ père et il habiter l'Etat Ohio et après cela je vais ma année sabbatique et gagne l'argent pour l'université en deux ans. Il paraît que c'est un bonne idée pour moi et génial pour ma travaille et futur aussi.

Examiner commentary G

Total marks: 12 out of 22 marks	
Response to stimulus (AO2): 10 out of 17 marks	Linguistic knowledge and accuracy (AO3): 2 out of 5 marks
<ul style="list-style-type: none"> All four bullet points are addressed, although there is a little uncertainty about the coverage of the second one since although cons are described, there is no obvious pro. For this reason, the response is placed within the 11-13 mark band. The student develops ideas frequently. Several aspects of an ideal school are presented. Many features of the establishment in the second paragraph are given, despite all seeming to be disadvantages. There are details about the visit to Spain and why it wasn't entirely enjoyable after the fourth day. Future plans are explained with added reasoning. For development, a mark in the 11-13 mark band is appropriate. Some parts of the response are comprehensible but some of the messages break down. Meaning is often lost because of omissions, for example 'on doit gymnase', 'je trouve que injuste', and 'je vais ma année sabbatique', in addition to frequent use of English or incorrect words e.g. 'canteen' and 'stayé'. The student's response related to same-sex schools and description of a recent event is confusing in parts. Plans for the future make up the clearest part of the response. For comprehensibility the 5-7 mark band is fitting. <p>The best-fit approach results in this response being placed in the top of the 8-10 mark band for response to stimulus, with a mark of 10. The response is disadvantaged by lack of comprehensibility in parts but the coverage and development is good.</p>	<ul style="list-style-type: none"> There is some variety of vocabulary suitable for the subject such as 'proffeseur', 'gymnase', 'uniforme', and some useful more general lexis like 'malade' and 'quel dommage', for example. Some grammatical structures and subordination are used such as 'il n faut pas porter', 'il me semble que', 'je trouve que'. There are some extended sentences with linkages such as 'En plus', 'A mon avis', and 'Au début'. For vocabulary and structures the 2-3 mark band is fitting. The present timeframe is quite well used to describe schools and the use of a conditional tense in 'j'aimerais prendre' and the construction 'je vais visiter' ensures that a sound idea of the future is given. Success is inconsistent however, with several instances of unsuccessful timeframes, e.g. 'ils doit jouer'. Some success with timeframes places this in the 2-3 mark band. There is some accurate language but there are frequent errors, some of them major. Errors include spelling mistakes (e.g. 'norriture', 'l'anne prochain'), incorrect use of accents (e.g. 'trés', 'collégé', 'apres'), agreements (e.g. 'calme', 'patiente') and omitted articles (e.g. 'beaucoup activités'), as well as major errors such as 'il faut pas en plus tard' and unconjugated verbs e.g. 'il habiter l'Etas Unis'. Errors with timeframes have already been mentioned. Mark band 1 is most appropriate for accuracy of language. <p>The best-fit approach results in this response being placed in mark band 2-3 for linguistic knowledge and accuracy, and given a mark of 2 due to the general aptitude with the language shown and the frequency of errors.</p>

Appendix – Mark scheme additional guidance

Interaction between AO2 and AO3 marks (all questions)

- The response to stimulus mark (AO2) does not limit the mark for linguistic knowledge and accuracy (AO3), except where a student produces a response that is wholly irrelevant to the task set. In this circumstance, 0 marks for both (AO2) and (AO3) will be awarded.
- Linguistic and grammatical errors are accounted for in the AO3 grid and should therefore be disregarded when applying the AO2 grid.

Errors (AO3 grids: all questions)

A **minor error** may or may not hinder clarity, i.e. the message may take time to understand but is understood (see tables below).

A **major error** prevents meaning being communicated, i.e. the message cannot be understood (see tables below).

Minor errors – may or may not hinder clarity			
Errors that do not hinder clarity		Errors that hinder clarity	
Adjective agreement	La mer est vert. Mon frère est intelligente.	Verb agreement	L'année dernière, ma tante acheté une voiture.
Spelling (slight)	J'aime le fromage.	Spelling (significant)	J'aime manger du poollet.
Gender	Dans le ville il y a un piscine.	Relative pronouns	Mon frère, que aime le foot, joue tous les samedis.
Accents (missing)	Mon anniversaire est le deux fevrier.	Accents (incorrect)	Ou est la garé ?
Contractions	Ma maison est près de le parc.	Vocabulary	Mon équipe a joué très mauvais. Mon ami est dans France.
Word order (incorrect)	Je n'ai mangé pas à midi.	Constructions	Je n'entends pas avec ma sœur. En France il y a chaud en été.
Mother-tongue interference	Mon père est un professeur.	Mother-tongue interference	C'est mon anniversaire, je suis 16 ans.
		Tenses (inappropriate)	Je vais parti en vacances.

Major errors – prevents meaning being conveyed	
Verb agreement	Est-ce que nous allez au cinéma ce soir ?
Spelling (misleading)	J'aime la nation et le tennis.
Tenses (incorrect)	Demain il est allé au collège en bus.
Incorrect verb formation	J'alle au marché. Je recève des cadeaux.
Vocabulary	Ma mère est courante.
Use of infinitive instead of conjugated verb	Lucie avoir un accident de voiture.
Mismatch of subject and possessive adjectives	Je veux s'amuser.
Mother-tongue interference	Mon père travaille dans un office. Il y a un museum en ville.

Glossary of terms (questions 2 and 3)

AO2 grids

Addressed (*Bullet points*): the mark grids for AO2 indicate the minimum number of bullet points in the task that must be addressed before a student may be placed in any particular band. A bullet point in a task will be considered addressed if there is evidence of a response to it. Before awarding a mark, examiners should consider coverage of the task bullet points alongside the other assessment criteria in the band, as a best fit in a lower band may be more appropriate. For example, a student who addresses all four task bullet points in question 3 may still be placed in the band below (8-10) if they do not meet the requirements in the 11-13 band for development of ideas and comprehensibility. See Example response 2 in Exemplification of mark schemes for an illustration of this. Students may address the task bullet points in any order.

Development refers to an additional clause or sentence that elaborates or provides additional detail to the response to a task bullet point. There is no requirement for equal development of the task bullet points.

Comprehensible relates to how easy it is to understand the main points and ideas of the response when read as a whole. Linguistic and grammatical errors are accounted for in the AO3 grid and should therefore be disregarded when applying the AO2 grid.

AO3 grids

Complex language includes features such as:

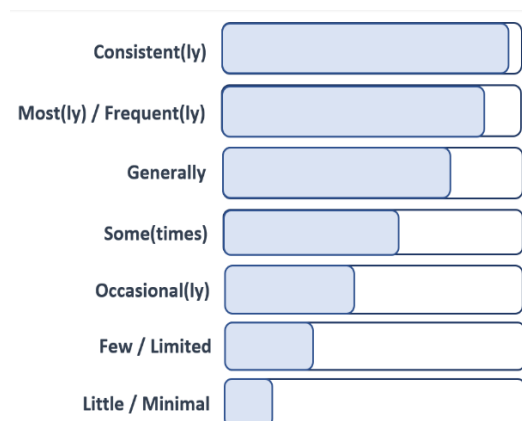
- longer sentences with coordinating conjunctions (e.g. and, or), subordinating conjunctions (e.g. because, when)
- other complex structures such as relative and infinitive clauses
- varied use of pronouns
- multiple conjugated verbs in one sentence or clause
- use of grammatical structures and word order that is very different to English in form and/or function.

Variety refers to the range of vocabulary and grammatical structures listed in the specification for each tier. Any grammatical structures or vocabulary used which is outside of these lists is rewarded with equal (but not extra) credit.

If the response is in the top band for variety but in the bottom band for accuracy, then a mark in the middle band is likely to be the most appropriate. Conversely, if the response is in the top band for accuracy but in the bottom band for variety, then a mark in the middle band is likely to be the most appropriate.

Differentiation terms within the mark scheme

As guidance, the illustration gives an indication of the relative relationship of terms used in the mark grids.



Note: The illustration should be referred to in conjunction with individual mark grids as each term does not necessarily equate to high or low marks. For example, although “**frequent development...**” equates to higher marks “**frequent errors...**” would conversely equate to lower marks.