

## Paper 2

### Question 5

#### Sample 1

**Total 5 marks**

- (a) = 0 Inappropriate lift produces an untargeted answer which does not answer the question
- (b) = 1 Only one part of the answer is provided through lift in the second part
- (c) = 2 Both answers are correct and score
- (d) = 2 Both answers are correct and score
- (e) = 0 Does not score as lift is too vague and general, and does not apply only to driving
- (f) = 0 Does not score as lift produces an untargeted answer (as a 1 mark question, only the first element is considered for the answer)
- (g) = 0 Does not answer the question

#### Sample 2

**Total 4 marks**

- (a) = 0 Does not answer the question
- (b) = 0 Does not answer the question
- (c) = 1 First part of the question scores, the second part does not as lift produces untargeted answer (*les appareils qui...* is not an advantage)
- (d) = 2 Both answers are correct and score
- (e) = 0 Confusing answer which does not communicate successfully and does not score
- (f) = 1 Wrong tense but can be understood and shows understanding of the question
- (g) = 0 Does not answer the question

#### Sample 3

**Total 8 marks**

- (a) = 1 Correct answer
- (b) = 1 Only one correct element provided
- (c) = 2 Both answers are correct
- (d) = 2 Both answers are correct
- (e) = 0 Does not score as lift is too vague and general and does not apply only to driving
- (f) = 1 Correct answer
- (g) = 1 Correct answer

### Question 6

#### Sample 1

**Total: 6 marks**

##### **Communication and Content: 3**

Student refers to all 4 bullets, although not all refer to an excursion as such. There is reasonable communication but little linking between ideas expressed. Word count is over minimum of words.

##### **Linguistic knowledge and accuracy: 3**

A fair number of inaccuracies and tenses are not always accurate but there is also some evidence of correct syntax and spelling. Some attempts (albeit partially successful) at subordination (*ou j'habite*) and past tense (*je visité*). Good use of pronoun (*on y va*).

**Sample 2**

**Total: 8 marks**

**Communication and Content: 4**

Coherent piece covering all 4 bullets satisfactorily. Some hesitation in the last paragraph due to inaccurate tense formation (*on à va dans un restaurant*). Most other mistakes do not detract from understanding the message.

**Linguistic knowledge and accuracy: 4**

Good range of appropriate vocabulary and structures. Successful subordination and enhancement through adjectives. Some mistakes on genders but overall, verbs are accurate and Perfect and Imperfect tenses are used correctly.

**Sample 3**

**Total: 7 marks**

**Communication and Content: 4**

All bullets are covered and the piece is fairly well linked together, although it is quite pedestrian. Generally communicates, occasional ambiguity (*elle n'aime pas beaucoup aimer /à ton avis, il n'aime pas délicieux*)

**Linguistic knowledge and accuracy: 3**

Verbs are inconsistent but there are some successful attempts at variety and tenses. Only very basic coordination (*mais*) but no subordination.

**Question 7**

**Sample 1**

**Total: 16 marks**

**Communication and Content: 9**

Although this piece is not without error, communication is clear and coherent. There is a sense of individuality and engagement in the writing. All bullet points are addressed in a relevant manner, fully developed, each offering a personal opinion.

**Linguistic knowledge and accuracy: 7**

Although the student demonstrates a good knowledge of grammatical structures (good 3<sup>rd</sup> paragraph in particular), relevant vocabulary and tenses, the piece overall lacks accuracy, verbs are sometimes inaccurate (*ils nous aidons/j'ai utilise/pour prende/je me suis caissé et...*). Use of pronouns is insecure (*parler toi/avec ils/ils nous font être et..*)

**Sample 2**

**Total: 10 marks**

**Communication and Content: 5**

Although all bullet points are addressed in some way, some have little development and unfortunately the minimum word requirement has not been met (79 words only). This will impact on both the Communication mark and the Language mark. The 3<sup>rd</sup> bullet point lacks any notion of conditional tense, which means the bullet point has been only partially addressed. The 4<sup>th</sup> bullet point has limited development.

**Linguistic knowledge and accuracy: 5**

There is a satisfactory range of lexis and structures, accuracy is generally good but the piece overall is very short and the student cannot access the higher mark bands with only 79 words.

**Sample 3**

**Total: 14 marks**

**Communication and Content: 7**

All bullet points are addressed and the student communicates in a manner which would be intelligible to a native French speaker (the 3<sup>rd</sup> paragraph in particular communicates very well). However, some communication is a little unclear, especially in the second paragraph. The piece shows some development but tends to the pedestrian. The student concentrates on the single issue of school/exams and a better student may have included a greater range of reasons to be stressed.

**Linguistic knowledge and accuracy :7**

Overall, student uses a good range of appropriate lexis (*préoccupante/crise économique*) and grammatical structures (*sans être diplômé/ plus difficile/ne pas étudier*) but the piece suffers from a number of inaccuracies and errors are noticeable when student attempts more sophisticated structures (*si je n'avais pas...je ne pouvais pas...*)

**Sample 4**

**Total: 18 marks**

**Communication and Content: 9**

This piece is pleasant to read and the student communicates opinions effectively. All 4 bullet points are addressed successfully and are developed. The last bullet point could have been developed a little more in order to gain the top mark.

**Linguistic knowledge and accuracy: 9**

This is a very accurate piece with a good range of lexis and grammatical structures for this level. The student is able to use comparative and superlative accurately, there is good subordination and agreements are mostly correct.

**Question 8**

**Sample 1**

**Total: 5 marks**

- a) 1
- b) 0
- c) 1
- d) 1
- e) 1
- f) 0
- g) 0
- h) 0
- i) 1
- j) 0

**Sample 2**

**Total: 3 marks**

- a) 0
- b) 0
- c) 0
- d) 0
- e) 1
- f) 0
- g) 0
- h) 0
- i) 1
- j) 1

**Sample 3**

**Total: 8 marks**

- a) 1
- b) 0
- c) 1
- d) 1
- e) 1
- f) 0
- g) 1
- h) 1
- i) 1
- j) 1

## **Paper 3**

### **Sample 1**

**Task A:** Topic C4 Relationships with family and friends

Task A: 2'34". Task A should last between 2 and 3 minutes, so the timing of this element is correct.

The student is at ease with the TE which is extremely important to allow him to perform at his best. Task A is at the mid-point between minimum and maximum time allowed - the student thus has potential access to the entire range of marks. The TE asks all five question types, as prescribed by the specification and the questions are expressed clearly. Prompts are not used in this case. Three prompts are allowed: Why (not)? Anything else? Is that all?

- Q1 The student **describes** the picture, mentioning that a group of friends are taking a picnic in the countryside. He offers some information on what the weather may be like and to what degree the experience has been enjoyable.
- Q2 The student offers **factual** information about the picture, indicating which picnic items are visible. Additional information includes the suggestion that there must have been a large amount of food available in advance of the picnic.

- Q3 This question includes the requirement for past **hypothesis**. Although the student has understood the question, the response is a slightly difficult to follow, as tenses are not clear when reference is made to the preparation for the picnic.
- Q4 The qualities of a good friend are expressed in an unambiguous way. During expansion of the response, information becomes less clear, although the student subsequently offers **opinions** which are couched in much clearer terms.
- Q5 The **evaluative** requirement of task A is fulfilled by the link the student makes between friendship and study-related stress. The response is reflective in nature and is an excellent example of spontaneity.

**Communication and content: 6**

A maximum of 8 marks are available here. The student's performance must initially be allocated to the appropriate mark band. There is evidence from the student's five responses that the performance may be within the 7-8 band, as responses are all developed. On the other hand, the language used is not consistently adapted in an effective manner, as there are several lapses within Task A. The above summary of the student's five responses does include a range of opinions and some additional speculation. Pronunciation and intonation are not without error, but they do match the requirements stipulated by the descriptors in the 5-6 mark band. The student's performance straddles the top two mark bands at times but there is not quite enough evidence to tip the balance between 6 and 7, even though he develops the earlier responses. This is a clear example of where a student seeks to exploit all questions, even though the first two questions do not necessarily require such a high level of response.

**Linguistic knowledge and accuracy: 3**

In parts, this student uses a mixture of intermediate and more complex grammatical structures, with a high degree of accuracy. This level is not maintained throughout, but key strengths are within the following:

*Sur cette image, je vois ...  
On dirait qu'il fait beau ...  
il fait du soleil ...  
qu'ils ont passé une excellente journée  
je vois un panier avec ...  
peut-être des autres besoins (boissons)  
je vois qu'il avait beaucoup de choses à manger comme ...  
des autres fruits.  
Tout ça, c'est dans un grand couvercle blanc ...  
Elles préparaient de la nourriture ...  
Mais je pense que le plus important c'est d'appeler tes amis ...  
et de organiser la sortie.  
Les qualités d'un bon ami sont d'être compréhensif et d'être honnête ...  
Je pense en général qu'un bon ami est quelqu'un qui me fait rire ...  
que me dit toujours la vérité.  
tu ne peux être tous les jours avec tes devoirs...  
parce que ça, c'est stressant ...  
je pense que c'est très important ..... d'oublier tout ça et décompresser.  
un jour avec tes amis.*

To achieve the maximum mark of 4 for this element, the performance would need to include greater consistency of grammatically sound structures. Equally, some responses lack clarity. A mark of 2 would indicate that errors hinder clarity, preventing the communication of the intended message. Whilst this is sometimes the

case, the listener can understand the message intended within each of the five responses, indicating performance within the 3 band. If there is some doubt as to whether a mark of 2 or 3 should be applied, the student's performance is enhanced by the successful use of some more complex structures, beyond the realm of tenses: *quelqu'un qui me fait rire, je pense que le plus important c'est d'appeler tes amis*. Several tenses are used, often successfully, albeit with some errors at key moments. Modal verbs are applied correctly, with use of pronoun and the superlative in evidence. 2 marks would be a little harsh, responses being sufficiently coherent to merit 3 marks.

**Task B:** E2 Hobbies, interests, sports and exercise

**Task C:** A2 Holidays, tourist information and directions

Task B lasts for 3'11" and C lasts for 3'34". Tasks B and C should last between 3 minutes and 3 minutes 30 for students to have potential access to the full range of marks. There is no interruption between the end of Task B and the beginning of Task C, in line with the requirements for the conduct of the test. The student has ample opportunity to perform at his best, as the TE uses a significant range of question types, varying the level of demand, as appropriate. She equally avoids the use of closed questions.

Task B: The test continues with the sub-topic of Hobbies, interests, sports and exercise. The conversation begins with a general question on pastimes, allowing the student to adapt to this new element of the test. Although the question is predictable and straightforward, the student has some difficulty in responding in an appropriate tense. As he can offer some detail, the overall meaning does become slightly clearer, once it is established he has little spare time to devote to a range of pastimes. The TE picks up on what the student says and seeks further information relating to *la danse*. It is most important that TEs avoid asking questions from a planned list and this exemplar is a case of excellent practice. As this part of the test is marked independently of task A, the student is entitled to utilise some of the structures he accessed in Task A, relating to avoiding *le stress*. This will not be regarded as repetition. Whilst *la danse* tends to dominate this student's free time, the TE skilfully diverts the conversation to past experiences, allowing the student the opportunity to mention a more diverse range of recreational activities, whilst visiting an additional tense. The conversation's structure is very sound, as the student is subsequently asked a more evaluative question on the importance de *l'exercice tous les jours*. The student can offer a little development here. The question on other clubs is met with a very short response, but the student is then much more prepared to expand when asked a more evaluative question on life without pastimes. By the end of task B, there is some repetition of content and language already used.

Task C: The sub-topic of Holidays, tourist information and directions is a general one relating to holiday preferences. The student's response is understandable overall, but the latter part of the response is not very clearly articulated. The question of *activités* may not have been fully understood by the student, as the response begins with a short contextualisation on the previous year's holiday. Perhaps it would have been advisable to ask an initial question on last year's holiday, followed by the question on activities undertaken during that holiday. Means of transport and holiday accommodation are addressed within a single question and the student offers a response to both strands, although tense errors make the response slightly difficult to navigate. The overall message is nevertheless conveyed. The response to the question on holiday weather is essentially within the incorrect tense, but the consequences of the weather on planned holiday activities are still communicated. To draw the correct tense from the student in the subsequent questions, the TE is mindful to express the question on future holidays very simply. The student's response includes correct use of the future tense and a great deal of expansion, including reasons for the planned holidays in Germany and Spain. The benefits of holidays *en famille ou avec les amis* is initially dealt with in a very spontaneous way, with plausible reasons for preferring the latter. The response begins very well, but it does then lose some momentum.

### **Communication and content: 8**

The student's performance across Tasks B and C can be compared initially with the descriptors for the 10-12 band. It becomes apparent that this performance does not reflect these statements. In terms of fulfilling the

criteria for a mark within the 7-9 band, there is evidence to indicate that this may be the appropriate band. The student produces several extended sequences of speech, whilst remaining on task in terms of relevance. There is some variety of vocabulary, although the language used is rarely “uncommon” in nature. The performance certainly does not lean in the direction of the 10-12 band. If one examines the criteria relating to the 4-6 band, it would be harsh to claim there are only occasional extended sequences of speech across Tasks B and C. Nor can one conclude that ideas are mainly straightforward, as some responses are relatively unpredictable. The performance does not therefore tend in the direction of the 4-6 band. The performance is clearly within the 7-9 band and as it tends neither upwards nor downwards, a mark of 8 is applicable.

#### **Interaction and spontaneity: 5**

To achieve a mark within the 7-8 band, the student would need to sustain communication across the two tasks. There are some instances where this is not the case as parts of several responses do not communicate the desired message. The ability to respond spontaneously is in evidence, although this spontaneity is at times intermittent. One must therefore look towards the descriptors of the 5-6 band, to determine whether these reflect the student’s performance. He makes clear attempts to interact and this is clearly not stilted, as would be the case for a mark in the 3-4 band. The student maintains the flow of language where possible, but occasionally struggles to use repair strategies to maintain this momentum. In Task B, he develops the conversation independently when clarifying his reasons for liking dance and in evaluating the hypothetical consequences of having no pastimes. In Task C, there is less evidence of this independence, although his account of future plans includes excellent development. Overall, the performance can be sited within the 5-6 band, but leans marginally more in the direction of the 3-4 band rather than the 7-8 band.

#### **Linguistic knowledge and accuracy: 5**

In this element, a maximum of 8 marks are available, considering both Tasks B and C. One may begin by determining the mark band whose descriptors best reflect the student’s performance. The phrases in French below are a summary of the more complex structures attempted, equally taking account of the range of tenses attempted. These more successful attempts need to be balanced against less correct uses of basic and intermediate language structures, to gain a global perspective on Linguistic knowledge and accuracy.

*je fais de la danse ...  
je passer beaucoup des heures...  
faisant ça..  
pour faire d’autre activité  
j’aime de la danse parce que c’est ...  
pour moi c’est une opportunité d’oublier les examens ...  
je décompresse ...  
je me relaxe ..  
tous les choses que me stressent ... je n’aime pas .  
Quand j’étais .. je jouais au tenni depuis ..  
Je pense que ...  
En général, c’est très important d’avoir un excellent forme physique .. d’avoir un bonne santé ...  
Tu es quelquefois tout seul ...  
Le weekend par exemple tu ne sais qu’est-ce que tu vas faire ..  
il y a beaucoup des activités ...  
il y a une grand variété ..*

*Ça, c’est ... le chose que nous aime le plus ...  
Je suis allé à France  
J’ai visité Paris ...  
je faisais l’escalade ...  
nous retourner à Espagne ...*

*Le service était excellent ..  
 J'espère que j'irai ...  
 Pour visiter des musées ...  
 Parce que je fais de l'histoire et j'aime aussi ça..  
 nous irons à une place en Espagne ...  
 c'est un village dans le nord que un part de ma famille habite ...  
 Je préfère passer mes vacances en famille ..  
 Quand tu es avec tes amis, tu ..*

To match the performance with the appropriate mark band, one can begin by considering the descriptors from within the 7-8 band. This performance very rarely reflects these descriptors. Turning one's focus to the descriptors two bands below, in the 3-4 band, it is true that meaning is not always conveyed, due to the density of errors, in certain parts. Equally, responses sometimes contain an element of ambiguity. Straightforward structures are in evidence in most responses, although the student usually includes at least one intermediate or more complex structure into responses. Where the student attempts to incorporate the range of past, present and future contexts, there is intermittent ambiguity. Typically, there would need to be slightly more successful examples of a range of tenses to justify a mark within the 5-6 band. There is however evidence of other more complex linguistic structures which need to be considered alongside a very mixed success rate in terms of application of tenses. These include infinitive clauses, subordinate clauses and pronoun use. This constitutes just enough to justify a mark beyond the 3-4 band.

**Total for Section A:** 6+3 = 9/12

**Total for Section B:** 8+5+5 = 18/28

**Total for Section A and B:** 9+17 = 27/40

## Sample 2

**Task A:** Topic A2 Holidays, tourist information and directions

2'31". Time starts when the student begins. Task A must last between 2 & 3 minutes, so timing is correct. The test is conducted very sympathetically and the student is clearly at ease with the TE. Task A is paced in such a way that the timing works extremely well. The pace is purposeful, but the student is not rushed. The TE asks all five question types, as prescribed by the specification and she does not use any prompts. Please note that only three prompt phrases are allowed: Why (not)? Anything else? Is that all?

- Q1: The student confidently **describes** who is in the picture, what individuals are doing and that they are looking happy. We learn they are arriving at the airport. The student mentions more subtle detail e.g. the mother is holding the passports. There is also information about what the boy is wearing.
- Q2: The student offers **factual** information about the picture, describing what the boy is wearing. She had mentioned this in her response to Q1, but the TE is correct to ask Q2. To do otherwise could affect the student's performance, as five different types of question are expected. The student also explains why the boy's clothing suits the purpose of air travel. There is some further expansion of this response.
- Q3: This question, involving past **hypothesis**, is understood by the student. However, she responds using a mixture of tenses which are not always clear. The response becomes clearer once she offers an example of the future tense.
- Q4: The beginning of the response is unclear, but becomes clearer when the student offers **opinions**



and reasons for the importance of holidays. This is followed by a useful comparison and manipulation of time frames, relating to earlier childhood experiences. The response concludes with the inclusion of additional reasons for taking holidays. The student deals confidently with this question.

- Q5: The student easily fulfils the **evaluative** component of task A by outlining the reasons for which holidays in one's own country are valuable. She equally draws a comparison between holidays at home and those taken abroad. By this point, the response becomes a little hard to understand in places. The student is naturally to be commended for seeking to include more difficult concepts and more ambitious structures, as Q5 requires a great degree of spontaneity.

**Communication and content mark: 6**

To arrive at the appropriate mark out of a possible maximum of 8, the student's performance must initially be sited within the appropriate mark band. Does the student's performance correspond to the descriptors for the 7-8 mark band? Overall, the student offers some developed and fluent responses. She is occasionally successful in adapting language to suit the purpose of her responses. Opinions are expressed and justification is attempted. Pronunciation and intonation correspond to the descriptors for 5-6 marks. Adaptation of language is sometimes reflective of the 5-6 mark band descriptors. A mark of 7 is not quite reached, even though there is some evidence of performance in line with the 7-8 mark band descriptors.

**Linguistic knowledge and accuracy mark: 3**

In calculating a mark out of 4, Task A is considered in its entirety, although there are pockets of more and less successful language. Basic and intermediate grammatical structures are generally secure, although accuracy is often less consistent where the student offers more complex structures:

*Je peux voir ..  
Ils arrivons ...  
La mère a des passeports...  
Il porte ...  
Avec les choses essentielles  
Plus de vêtements pour les vacances ...  
il essayera ... ambiguous here  
it arriveraient ... tense not clear  
Ils vont arriver à l'autre pays ...  
Les vacances est très important parce que ..  
pour oublier ses soucis ...  
passere le temps avec la famille ...  
Quand j'étais petit, je ne passais pas le temps avec ma famille..  
Tu peux connaitre ...  
tu peux par exemple passer tes vacances avec tes amis et ta famille ..  
tu peux allere a la plage ...  
aussi faire des choses que tu fais normalement ...  
mais si tu vas à ...*

Grammatical structures are not sufficiently accurate for a mark of 4. Responses are however sufficiently accurate to avoid ambiguity, most of the time. Tenses are rather mixed in terms of accuracy but this is compensated by other strengths, such as the successful use of modal verbs and infinitives. Responses are generally but certainly not always coherent. There is some successful use past, present and future time frames. A mark of 2 would be harsh, as there is enough successful use of language structures to justify 3 marks.

**Task B:** Topic D1 Environmental issues

**Task C:** Topic E2 Hobbies, interests, sports and exercise

Task B lasts 3'10" and C 3'13". Tasks B and C should both last between 3' and 3'30" for students to have potential access to the full mark range. This is clearly the case in both instances. Task C must continue without pause or interruption from Task B, which is the case here. The TE selects a range of question types. Subsequent questions link into what the student has already said and the use of open questions is the norm, allowing the student to operate at an appropriate level, in terms of both content and language.

Task B: The exemplar test continues with the sub-topic of Environmental issues. The task begins with an evaluative question relating to *le recyclage*. The TE is in a position to open the conversation with a relatively demanding question, as she knows the student well and this works to the student's advantage. Although the student finds it difficult to respond accurately, the response is nevertheless sufficiently clear to convey several points of view. To the *importance de recycler* question, the student makes an initial answer, ramping up the quality of response by including previous experiences of recycling. The student is slightly more hesitant when initially responding to how she contributes to helping the environment, which would suggest one of her strengths lies in meeting the challenge of more demanding questions. The level of response improves when describing her environmental contribution within the context of *ta ville*. Responses to the last two questions on the environment are less successful than previous ones, but only the latter is somewhat misinterpreted.

Task C: The opening question on pastimes is very accessible. The student offers a response on different levels, relating the question to present and past experiences, before referring to the benefits of taking part in sport. She succeeds in conveying the social, as well as the health benefits. The student also mentions several clubs and their positive impact, whether academically linked or other. In certain cases, students may use the context of school to convey a whole range of topics. There can be several reasons for responding in this way. For example, some pupils may be boarders, meaning that school will be used as a vehicle to exemplify a range of topical responses – this approach is quite acceptable. Towards the end of Task C, there is some slight repetition of positive aspects of sport, although there is some re-phrasing to compensate for this.

**Communication and content: 8**

A potential maximum of 12 marks are available for this element, so allocating the performance to the correct mark band is the first step. When considering the descriptors for the 10-12 mark band, it is true that the student does sometimes communicate detailed and relevant information, using extended sequences of speech. Apart from this the student's performance tends to reflect the descriptors of the 7-9 mark band. Pronunciation and intonation are reflected within the 7-9 mark band, as they can be considered intelligible most of the time. There is equally some variety of structure, but uncommon language is somewhat lacking. Overall, a mark at the centre of the 7-9 mark band is appropriate. Despite some repetition, the student meets the requirements of this mark band at various stages within this conversation. Adhering to the necessary timings also allows ample opportunity access quite a wide range of vocabulary.

**Interaction and spontaneity: 7**

To access the maximum mark band of 7-8, students are typically required to respond spontaneously and with ease. This is sometimes the case in respect of this student, but in other instances, we note that the student can respond in a way which is much more typical of the 5-6 band descriptors. She is indeed mostly able to develop the conversation, independent of the TE. For example, the student has no hesitation in escalating the level of response in relation to the benefits of sport. Although the student sometimes hesitates in establishing the flow of ideas, she still manages to sustain communication through most of Task B and C. The student's approach to more complex questions on the environment pointed towards the possibility of achieving a mark within the 7-8 band, but the two conversations must be assessed globally. There are sections where performance is more mixed, even where less complex questions are asked, but there is still just about enough evidence to justify a mark within the 7-8 band.

**Linguistic knowledge and accuracy: 5**

Once again, both Tasks B and C must be assessed to allocate a mark out of a maximum of 8. Are the descriptors relating to the 7-8 mark band an accurate reflection of the student's overall performance? There is accurate use of a range of tenses and other structures, but the overall impression is a blend of accurate and less accurate language, via a range of basic and more complex structures, some of which are comprehensible:

*Le recyclage, c'est très difficile ...  
Beaucoup de gens n'a pas les temps pour fait ces activités.  
Ils croyente que ce n'est pas important ...  
Quand j'étais petit, je toujours recyclais ...  
J'ai pense que c'est une activité très important pour la sante ...  
parce que si tu ne recycles pas, il peut avoir de la pollution ...  
ce n'est pas bon pour la sante ...  
Par exemple, je recycle tous les jous ...  
J'ai fait les présentations au ..  
pour montrere la pollution a notre pays ...  
il n'y a pas de centre de recyclage près ...  
j'ai ..  
je vais au ..  
il y a des personnes qui prennent toujours les cars et la voitures ..  
tout le monde doit faire des choses ...*

*Mon passe-temps préféré est jouer au basket et lire.  
je préférais jouer au foot, mais ..  
C'est très bon pour connaitre des nouveaux personnes ...  
et passer du temps avec les amis.  
une chose très important pour la culture ...  
Lire c'est un chose que toute le monde doit faire.  
C'est un club qui fait ..  
des activités physiques que normalement nous ne ferions pas ..  
parce que je suis douée ...  
tu peux avoir de la meilleure coordination ...*

A much greater degree of accuracy within grammatical structures would be needed if a mark within the 7-8 band were to be considered. Towards the other end of the available mark range, one can consider the 3-4 band, as there are a number of errors which hinder the clarity of specific sections. These are not noted above, as they are sometimes too unclear to pick out from the recording. The student does however manipulate at least some grammatical structures and there is some attempt at complexity, albeit repetitive, in places. There are also successful attempts at a broad range of tenses, even though these are limited in number. These more impressive sections offer just enough to place the performance within the 5-6 band, though tending rather more towards 3-4 than towards 7-8. This leads to a mark of 5 being awarded.

**Total for Section A:** 6+3 = 9/12

**Total for Section B:** 8+7+5 = 20/28

**Total for Section A and B:** 9+20 = 29/40