
GCSE French 2016: Exemplars for Paper 4 Higher Tier

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Introduction

- The purpose of this pack is to provide teachers and students with some examples of responses to GCSE French.
- The sample assessment materials which these responses are based on can be found on the Pearson website.
- In this pack, you will find a small sample of responses, an examiner commentary and the mark scheme for each question.
- The responses are all from students and we have retained their original responses where possible.
- We will add to these exemplar packs throughout the year.
- If you have any enquiries regarding these materials or have any other questions about the course, please contact our subject advisor team on TeachingLanguages@pearson.com.

Question 1(a) and 1(b)

Question 1 – Question and mark scheme

Le Nouvel An

- 1 (a) Alex, ton ami(e) français(e), t'a envoyé un email sur ce que tu as fait pour célébrer le Nouvel An.

Écris une réponse à Alex. Tu **dois** faire référence aux points suivants :

- comment tu as célébré le Nouvel An hier soir
- comment ta famille passe le premier jour de l'année
- pourquoi les gens doivent célébrer le Nouvel An ou non
- tes projets pour les prochains douze mois.

Écris 80–90 mots environ **en français**.

(20)

Les ambitions

- (b) Un site Internet français pour les jeunes cherche ton opinion sur les ambitions.

Écris à ce site Internet.

Tu **dois** faire référence aux points suivants :

- la sorte de personne que tu es
- le travail que tu as déjà fait
- pourquoi avoir de l'ambition est important ou non
- tes projets pour l'avenir.

Écris 80–90 mots environ **en français**.

(20)

Assessment criteria for the Higher tier

Question 1 – Higher tier (20 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However in order to access marks in the top band students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see **Additional guidance** below).

The student is expected to produce 80–90 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 1: communication and content mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"> Communicates brief information relevant to the task with little development Uses straightforward language to narrate, inform and interest; straightforward personal opinions are given with limited justification Expresses straightforward thoughts and ideas; uses common, familiar language with repetition Variable use of appropriate register and style
4–6	<ul style="list-style-type: none"> Communicates information relevant to the task, with development of the occasional key point and idea Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions which are occasionally successful Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language Appropriate use of register and style is evident but with inconsistencies

Mark	Descriptor
7–9	<ul style="list-style-type: none"> Communicates information relevant to the task, with development of some key points and ideas Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language Appropriate use of register and style is evident but with occasional inconsistency
10–12	<ul style="list-style-type: none"> Communicates information relevant to the task with some expansion of key points and ideas Effective adaptation of language to narrate, inform, interest and give convincing personal opinions Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language Appropriate use of register and style throughout, with minimal inconsistency

Additional guidance

Creative language use: examples of creative language use are:

- using language to create an effect
- using language, including familiar, high frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Register and style definition: Informal register and style - examples of informal style include colloquial, conversational language that students would use with friends. It also requires use of the informal structure when using, for example, verbs and possessive adjectives.

Adaptation of language to narrate, inform, interest and give convincing opinions: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.

Question 1: linguistic knowledge and accuracy mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"> • Uses straightforward grammatical structures, some repetition • Produces brief, simple sentences, limited linking of sentences • Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed
3–4	<ul style="list-style-type: none"> • Uses mostly straightforward grammatical structures, occasional repetition • Produces occasionally extended sentences linked with familiar, straightforward conjunctions • Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed
5–6	<ul style="list-style-type: none"> • Different examples of straightforward grammatical structures are evident • Produces some extended sentences that are linked with familiar, straightforward conjunctions • Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication
7–8	<ul style="list-style-type: none"> • Some variation of grammatical structures, occasional complex structure • Produces frequently extended sentences, well linked together • Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication

Additional guidance

Complex grammatical structures are considered to be:

- all grammar and structures that are included in the grammar list which are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

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Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Candidate A – question 1(a):

- 1 (a) Alex, ton ami(e) français(e), t'a envoyé un email sur ce que tu as fait pour célébrer le Nouvel An.

Écris une réponse à Alex. Tu **dois** faire référence aux points suivants :

- comment tu as célébré le Nouvel An hier soir
- comment ta famille passe le premier jour de l'année
- pourquoi les gens doivent célébrer le Nouvel An ou non
- tes projets pour les prochains douze mois.

Écris 80–90 mots environ **en français**.

(20)

Bonjour Alex!

Normalement ma famille et moi célébré le Nouvel An hier soir par rester ~~chez~~ chez moi depuis douze heure du matin pour regarder la télé et attendre depuis c'est le l'année changer.

Par passe le premier jour de l'année tout ma famille se lever tard et après ça mon père cuisine beaucoup la nourriture pour ma deux sœurs ma mère moi et ~~mon~~ par il aussi seulement quand nous tout finir manger mon père ~~est~~ pas faire une choses mais moi ~~les~~ ^{moi, ma parents et ma sœurs} ~~les~~ ^{passer} la aspirateur, faire le lit et faire tout dans la maison mais c'est un routine par moi. après ^{ça} ~~est~~ ^{moi, ma parents et ma sœurs} ~~est~~ ^{aller} prendre une douche et regarder la télé un tas

les gens célébrer le Nouvel An ou non par elle dans un grande vacance a les Etats-Unis parce que ils n'aime pas le froid dans l'Angleterre mais ils aime le chaud dans le Etats-Unis.

Dans le douze mois prochaine je voudrais prenu un peu pais et je aussi voudrais faire plus bon dans l'école parce que c'est ma finale l'année avous je choisi qui sujet je besoin faire pour le collège.

Examiner comment:

The candidate communicates information relevant to the task with development of some key points and ideas. The candidate uses straightforward grammatical structures and there are some successful references to the past, present and future events with the coverage of bullet points 1, 2 and 4 from the question. The candidate has written far more than the 80–90 words required for the task, but has not been penalised for this. However, he or she might have achieved a higher mark by focusing less on quantity and more on quality of work. Verbs are a particular issue – although the time frame can usually be understood from the context of each sentence, the actual verb is frequently misspelled, which sometimes leads to ambiguity.

Grid 1 (communication and content): 7 marks

Mark	Descriptor
7–9	<ul style="list-style-type: none"> Communicates information relevant to the task, with development of some key points and ideas Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language Appropriate use of register and style is evident but with occasional inconsistency

Grid 2 (linguistic knowledge and accuracy): 4 marks

3–4	<p>Errors prevent meaning being conveyed</p> <ul style="list-style-type: none"> Uses mostly straightforward grammatical structures, occasional repetition Produces occasionally extended sentences linked with familiar, straightforward conjunctions Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed
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Candidate B – Question 1(a):

Alex,

Hier soir, j'ai je suis allé à un fête avec ma famille et ~~mes amis~~ ~~notre~~ mes amis.

C'était à la maison de mon oncle et ma tante ~~en~~ au Londres. Il y avait ~~beaucoup~~ beaucoup manger et ~~boire~~ boire, et ~~et~~ et c'était génial!

Aujourd'hui, passer le premier jour de l'année, moi et ma famille avons ~~allés~~ mangé le déjeuner à notre restaurant ^{préférée} ~~favorite~~, 'The Carpenters Arms' en Sunninghill. C'est la cuisine de France et Angleterre. ^{et je l'adore!}

Je pense que les gens doivent ~~te~~ célébrer le Nouvel An ~~du~~ parce que ~~c'est~~ c'est une chance ~~faire~~ être un plus mieux personne. cependant, je sais que les autres ne célèbrent pas le nouvel an,

et je pense que c'est ~~parce~~ parce qu'ils ne pensent pas que ~~c'est~~ c'est une grande occasion, et ce n'est pas différent des ~~te~~ l'année dernière.

Pour les prochains douze mois, je veux être plus organisé, parce que j'aurai mes GCSEs et puis les courses de mes 'A levels' et ~~j'ai~~ ~~besoin de~~ je veux les bonnes grades!

Amicalement,

Examiner comment:

The candidate communicates information which is relevant to the task and uses an appropriate register and style. Some variation of grammatical structures is evident and there are successful references to past, present and future events. The candidate has written far more than the 80–90 words required, but has not been penalised. Importantly, the candidate has addressed all four bullet points and used correct tenses to do so. There are some quite long sentences. The candidate has attempted some slightly more complex structures and vocabulary, but not always successfully.

Grid 1 (communication and content): 8 marks

7–9	<ul style="list-style-type: none"> Communicates information relevant to the task, with development of some key points and ideas Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language Appropriate use of register and style is evident but with occasional inconsistency
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Grid 2 (linguistic knowledge and accuracy): 7 marks

7–8	<ul style="list-style-type: none"> Some variation of grammatical structures, occasional complex structure Produces frequently extended sentences, well linked together Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication
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Candidate C – question 1(a):

Salut Alex, comment tu va ?

Moi je suis allé à Piccola perdine, c'est un restaurant italien restaurant ce que c'est très cher. On a rester la en par trois heures, on a buade, manger, bu et après nous sommes allés pour une promenade à la maison. Après la belle journée ma famille sont rester avec moi. J'aurais du manger plus au resto parce ce que j'avais encore faim quand j'ai rentrer à la maison. Moi je pense que les gens doivent célébrer le Nouvel An parce ce que c'est un moment avec la famille, et un moment de passer de l'année, ce que la fais. Aussi il faut penser comment la passer à l'extérieur. Pour moi je ne suis dit qu'il faut que je fais le glos pour mes dents tous les jours. J'aurais avoir des belles dents ! Ce qui sera magnifique !

Examiner comment:

The candidate communicates information relevant to the task and frequently uses accurate language and structures. The candidate has covered bullets 1, 3 and 4. The candidate has written a lot more than the 80–90 words required for this task, but has not been penalised for doing so. The candidate could be advised to try and make the handwriting clearer, as it is important that the examiner can read what is intended without difficulty. In the live examination, use of black ink is a requirement. The language used is quite sound, with occasional and usually successful use of more ambitious structures and some reasonable linking.

Grid 1 (communication and content): 9 marks

7–9	<ul style="list-style-type: none"> Communicates information relevant to the task, with development of some key points and ideas Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language Appropriate use of register and style is evident but with occasional inconsistency
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Grid 2 (linguistic knowledge and accuracy): 8 marks

7-8	<ul style="list-style-type: none"> Some variation of grammatical structures, occasional complex structure Produces frequently extended sentences, well linked together Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication
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Candidate D – question 1(a):

Cher Alex,
 Je suis très heureuse ^{parce} ~~que~~ que nous avons célébré le
 Nouvel An hier soir et je me suis bien amusé! Ma
 famille ^{avons} invitée tous les monde à la maison et c'était très
 amusant. Nous avons écouté la musique ~~vous~~ et ~~le~~ ^{un} homme
 de la maison près, il était très intéressant.
 Le premier jour de l'année (aujourd'hui), c'est l'anniversaire
 de mon grand-père donc nous aimons à visiter ~~les~~ ^{mes} grand-
 parents. Mon grand-père, il est sage et il aime le Nouvel
 An.
 A mon avis, c'est important à célébrer le Nouvel An car
 vous pouvez voir ~~bon~~ ta famille. Personnellement, j'aime voir
 mes cousines parce qu'elles sont très marrant ^{après}. Le Nouvel An,
 je veux étudier toujours et je j'aime essayer manger saïné.
 J'espère que pour les prochains douze mois, je peux
~~et~~ améliorer ma forme et que je passe plus de temps
 avec mon petit frère. Récemment moi et ma sœur
 aînée ^{mais} avons disputons et je veux être amis. Franchement,
 elle est irritant mais tant pis!

Examiner comment:

The candidate communicates information relevant to the task with some expansion of key points and ideas. There is some variation of grammatical structures with successful references to past, present and future events. The candidate has addressed all four bullet points with success, and some quite individual thoughts are conveyed and linked together. The language used is mostly secure, with some successful use of more complex structures and ambitious vocabulary. Very occasionally, errors slightly hinder communication.

Grid 1 (communication and content): 11 marks

10–12	<ul style="list-style-type: none">• Communicates information relevant to the task with some expansion of key points and ideas• Effective adaptation of language to narrate, inform, interest and give convincing personal opinions• Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language• Appropriate use of register and style throughout, with minimal inconsistency
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Grid 2 (linguistic knowledge and accuracy): 7 marks

7–8	<ul style="list-style-type: none">• Some variation of grammatical structures, occasional complex structure• Produces frequently extended sentences, well linked together• Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication
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Candidate E – question 1(b):

(b) Un site Internet français pour les jeunes cherche ton opinion sur les ambitions.

Écris à ce site Internet.

Tu **dois** faire référence aux points suivants :

- la sorte de personne que tu es
- le travail que tu as déjà fait
- pourquoi avoir de l'ambition est important ou non
- tes projets pour l'avenir.

Écris 80–90 mots environ **en français**.

(20)

Je me décrirais comme sportive, travailleuse et organisée. Mes amis pensent que je suis bavarde et aimable mais quelquefois ~~serais~~ timide. ~~Ma mère trouve que je suis~~

J'ai déjà ~~parfois~~ travaillé l'année dernière quand j'avais un petit emploi dans un animalerie au centre de Chelmsford. J'ai dû servir les clients, donner à manger aux animaux et nettoyer les cages. J'aimais cet emploi, parce que c'était varié comme travail. ~~et les gens~~

À mon avis, il est très important d'avoir de l'ambition, ~~pour~~ afin de savoir ~~qu'on~~ on voudrait faire à l'avenir. Par exemple, mon frère a de l'ambition d'être médecin, alors ~~il~~ il faut travailler beaucoup au collège.

Quand je finirai mon GCSEs, j'ai l'intention de rester

à mon collège pour étudier les maths, la biologie, le dessin et le Français. Après avoir fait les examens, je vais aller à l'université, où j'étudierai les langues parce qu'elles m'intéressent. Je n'ai pas encore décidé que je veux être à l'avenir.

Examiner comment:

The candidate communicates information and opinions relevant to the task with some expansion of key points and ideas with frequent examples of creative language use to express individual thoughts and ideas. There are frequently

extended and linked sentences with successful references to past, present and future events. All four bullet points have been successfully addressed, and the fact that the candidate has written far more than the 80–90 words required has not, on this occasion, disadvantaged him or her. There is good use of a variety of vocabulary and grammatical structures with some successful use of more complex grammar.

Grid 1 (communication and content): 12 marks

10–12	<ul style="list-style-type: none">• Communicates information relevant to the task with some expansion of key points and ideas• Effective adaptation of language to narrate, inform, interest and give convincing personal opinions• Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language• Appropriate use of register and style throughout, with minimal inconsistency
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Grid 2 (linguistic knowledge and accuracy): 8 marks

7–8	<ul style="list-style-type: none">• Some variation of grammatical structures, occasional complex structure• Produces frequently extended sentences, well linked together• Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication
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Question 2(a) and 2(b)

Question 2 – Question and mark scheme

Aidez-moi à aller à Québec !

- 2 (a) Vous voulez participer à un événement sportif au Québec, mais il y a très peu de places disponibles.

Écrivez une lettre pour convaincre les organisateurs de vous offrir une place.

Vous **devez** faire référence aux points suivants :

- pourquoi vous voulez participer
- les activités sportives que vous avez déjà faites
- comment cet événement sportif va vous aider à l'avenir
- pourquoi le sport est important pour les jeunes.

Justifiez vos idées et vos opinions.

Écrivez 130–150 mots environ **en français**.

(28)

Monsieur/Madame,

- (b) Un magazine français cherche des articles sur des excursions scolaires pour son site Internet.

Écrivez un article sur une excursion scolaire que vous avez faite récemment pour intéresser les lecteurs.

Vous **devez** faire référence aux points suivants :

- pourquoi votre collègue a organisé cette excursion
- ce que vous pensez généralement des excursions
- les activités les plus intéressantes
- une autre excursion que vous voulez faire à l'avenir.

Justifiez vos idées et vos opinions.

Écrivez 130–150 mots environ **en français**.

(28)

Question 2 – Higher tier (28 marks)

For this question, students' work is marked by Pearson using assessment criteria contained in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all 4 bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However in order to access marks in the top band students must refer to all bullet points and meet the other assessment criteria in the top band.

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This question requires students to write in a formal register/style (see **Additional guidance** below).

The student is expected to produce 130–150 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 2: communication and content mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–4	<ul style="list-style-type: none">Communicates occasionally detailed information relevant to the task with occasionally effective development of key points and ideasSome effective adaptation of language to narrate, inform, interest/convinceOccasional examples of creative use of language to express individual thoughts, ideas and points of view, occasional justification; variety of mainly common, familiar language, occasional examples of uncommon languageAppropriate use of register and style with the occasional inconsistency
5–8	<ul style="list-style-type: none">Communicates some detailed information relevant to the task, frequently effective development of key points and ideasFrequently effective adaptation of language to narrate, inform, interest/convinceExamples of creative use of language to express some individual thoughts, ideas and points of view, some justified; some variation of vocabulary and expression with some examples of uncommon languageAppropriate use of register and style with few inconsistencies
9–12	<ul style="list-style-type: none">Communicates detailed information relevant to the task, with mostly effective development of key points and ideasMostly effective adaptation of language, to narrate, inform, interest/convinceCreative use of language to express a range of individual thoughts, ideas and points of view, most of which are justified; variety of vocabulary and expression, frequent examples of uncommon languagePredominantly appropriate use of register and style

Mark	Descriptor
13–16	<ul style="list-style-type: none">Communicates detailed information relevant to the task, with consistently effective development of key points and ideasConsistently effective adaptation of language to narrate, inform, interest/convinceCreative use of language to express and fully justify a wide range of individual thoughts, ideas and points of view; wide variety of vocabulary and expression, many examples of uncommon languageConsistent use of appropriate register and style throughout

Additional guidance

Creative use of language: examples of creative language use are:

- using language to create an effect
- using language, including familiar, high frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

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Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Adaptation of language to narrate, inform, interest/convince: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest/convince.

Register and style definition: Formal register and style includes, for example, avoidance of slang, over-familiar language, exaggeration, 'text-speak', inappropriate colloquialisms or writing in a conversational style. Formal register and style require the use of the formal structure when using, for example, verbs and possessive adjectives.

Question 2: linguistic knowledge and accuracy mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none">• Uses a variety of mainly straightforward grammatical structures, occasional examples of repetitive complex language• Occasional sequences of fluent writing, occasionally extended, well-linked sentences• Straightforward grammatical structures are largely accurate with occasional accurate use of complex language, some successful references to past, present and future events but some ambiguity; errors occur that sometimes hinder clarity of communication
4–6	<ul style="list-style-type: none">• Some variation of grammatical structures, including some repetitive instances of complex language• Prolonged sequences of fluent writing, some extended, well-linked sentences• Generally accurate language and structures, frequently successful references to past, present and future events, occasional ambiguity; errors occur that occasionally hinder clarity of communication
7–9	<ul style="list-style-type: none">• Uses a variety of grammatical structures including some different examples of complex language• Predominantly fluent response; frequent extended sentences, mostly well linked• Mostly accurate language and structures, mostly successful references to past, present and future events; errors occur but they rarely hinder clarity of communication
10–12	<ul style="list-style-type: none">• Uses a wide variety of grammatical structures, including complex language• Fluent response throughout with extended, well-linked sentences• Consistently accurate language and structures, consistently successful references to past, present and future events; any errors do not hinder the clarity of the communication

Additional guidance

Complex grammatical structures are considered to be:

- all grammar and structures that are included in the grammar list which are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

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Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors which force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Candidate A – question 2(a):

Monsieur/Madame,

Je veux aller sur cette événement parce que
 je pense que ce ^{serait} ~~serais~~ un très
 bonne opportunité pour ~~me développer~~
~~mais~~ moi développer ma confiance et ~~mes~~
 mes skills en sport. Aussi, ~~ça~~ c'aiderait
 ma français parce que je le peux pratiquer
 au Québec!

~~En~~ Maintenant, je joue ~~te~~ l'hockey de glace,
 et le football américaine, ~~qui ont~~
 qu'ont deux sports qu'ils jouent au
 Canada, et puis je pense que
 Canada serait un très bonne place
 pour moi développer cette
 sports!

Parce que l'hockey de glace et le football
 n'ont pas très populaire à l'Angleterre,
 c'est difficile trouver bonne coaching,
 alors Canada serait un fantastique
 place pour moi!

Examiner comment:

The candidate has fallen short of the 130–150 words required for the task, and this is reflected in the marks awarded. The candidate communicates some detailed information relevant to the task with some variation of grammatical structures with references to the past, present and future events. The candidate addresses bullet points 1, 2, and 3 in the question. The language used is mostly basic, but there are some examples of more complex structures, not all of which are used successfully. There are some anglicisms which detract from the success of the answer. However, there are also some passages of quite correct French which use language reasonably fluently.

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Grid 1 (communication and content): 5 marks

5–8	<ul style="list-style-type: none">Communicates some detailed information relevant to the task, frequently effective development of key points and ideasFrequently effective adaptation of language to narrate, inform, interest/convinceExamples of creative use of language to express some individual thoughts, ideas and points of view, some justified; some variation of vocabulary and expression with some examples of uncommon languageAppropriate use of register and style with few inconsistencies
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Grid 2 (linguistic knowledge and accuracy): 4 marks

4–6	<ul style="list-style-type: none">Some variation of grammatical structures, including some repetitive instances of complex languageProlonged sequences of fluent writing, some extended, well-linked sentencesGenerally accurate language and structures, frequently successful references to past, present and future events, occasional ambiguity; errors occur that occasionally hinder clarity of communication
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Candidate B – question 2(b):

Récemment, avec mon collège je suis aller chez un musée d'histoire. Mon collège a organiser ça parce que j'aime beaucoup l'histoire et avec mon classe, nous étudions le 19^{ème} Guerre de Vietnam. A mon avis, j'ai trouver l'excursion excellent, j'ai penser que ça va être un peut ennuyeux, car des fois je ne trouve pas l'histoire est très intéressant, mais l'excursion était fantastique, et si j'avait le choix de faire encore, je pense que je vas faire encore. A mon avis, je pense que les activités le plus intéressantes était quand nous pouvons voir les uniformes des soldats qui était en le deuxième guerre. J'ai trouver que ça c'était très intéressant et j'ai pris beaucoup des photos. Une autres excursion que je veux faire est un excursion de ski, je n'ai jamais faire du ski mais je pense que ça vas être fantastique si il y a un trip de ski.

Examiner comment:

The length of the candidate's answer is within the recommended number of words so the candidate potentially has access to the whole of the mark grids. The candidate communicates detailed information which is relevant to the task and uses a variety of grammatical structures. The candidate addresses bullet points 1, 3 and 4 and makes frequent successful references to past, present and future events. The language used is mostly basic, but there are examples of more complex structures, not all of which are used successfully. Verbs are a particular

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issue here, with a number of malformations of tenses, some of which tend to hinder communication.

Grid 1 (communication and content): 7 marks

5–8	<ul style="list-style-type: none">Communicates some detailed information relevant to the task, frequently effective development of key points and ideasFrequently effective adaptation of language to narrate, inform, interest/convinceExamples of creative use of language to express some individual thoughts, ideas and points of view, some justified; some variation of vocabulary and expression with some examples of uncommon languageAppropriate use of register and style with few inconsistencies
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Grid 2 (linguistic knowledge and accuracy): 6 marks

4–6	<ul style="list-style-type: none">Some variation of grammatical structures, including some repetitive instances of complex languageProlonged sequences of fluent writing, some extended, well-linked sentencesGenerally accurate language and structures, frequently successful references to past, present and future events, occasional ambiguity; errors occur that occasionally hinder clarity of communication
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Candidate C – question 2(b):

Je remercie mon collègue a organisé une excursion sur la
 lecture, c'était très cool et j'ai vu plein des personnes
 comme JK Rowling. C'était incroyable à la cause de cette
 excursion j'aime l'anglais beaucoup plus et je pour-
 rai peut-être le prendre pour A-level. Mon collège a organisé
 cette excursion parce que les niveaux d'anglais
 descendent et il veut pas qu'en re descende pas. En
 général les excursions sont magnifiques, on va aux fais
 beaucoup depuis quatre ans. Ils sont bénéficiés pour
 m'aider à comprendre des chose. Les excursions les
 plus intéressantes c'était le tour spectacle a
 l'ordre avec tous les dates, c'était par dans.
 C'était incroyable les lectures, j'aurais fait ça un
 jour. J'aurais fait une excursion à L'États-
 Unis pour voir le White House et le Holland
 square

Examiner comment:

The candidate communicates some detailed information relevant to the task and uses a variety of grammatical structure including some different examples of complex language. Many of the opinions are justified. The language used is quite sound, with a variety of vocabulary and structures, some of which are more complex and ambitious. Not all of these are entirely successfully, however. The candidate's handwriting is not easy to decipher, and this causes some hesitation in decoding the message. In the live examination, candidates are required to write in black ink.

Grid 1 (communication and content): 8 marks

5-8	<ul style="list-style-type: none"> Communicates some detailed information relevant to the task, frequently effective development of key points and ideas Frequently effective adaptation of language to narrate, inform, interest/convince Examples of creative use of language to express some individual thoughts, ideas and points of view, some justified; some variation of vocabulary and expression with some examples of uncommon language Appropriate use of register and style with few inconsistencies
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Grid 2 (linguistic knowledge and accuracy): 7 marks

7-9	<ul style="list-style-type: none"> • Uses a variety of grammatical structures including some different examples of complex language • Predominantly fluent response; frequent extended sentences, mostly well linked • Mostly accurate language and structures, mostly successful references to past, present and future events; errors occur but they rarely hinder clarity of communication
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Candidate D – question 2(b):

(49)

Personnellement, j'adore les excursions car selon moi ils vous donnent la chance d'élargir vos horizons et découvrir le monde. J'aime beaucoup les excursions quand on visite un autre pays, comme par exemple la France ou bien l'Italie car j'apprécie la culture et je m'intéresse aux langues modernes - à mon avis, pouvoir parler plusieurs de langues est fantastique!

Récemment, mon collège a organisé une excursion à un centre sportif et bien que le sport ne m'intéresse pas trop, j'ai trouvé que cette visite était amusant et agréable car on avait la chance d'essayer plusieurs de nouveau sports comme le badminton et le hockey! Il y avait aussi quelqu'un qui nous a donné une présentation au sujet de l'importance d'une vie actif et maintenant, je dois avouer qu'il faudrait que je fasse plus d'exercice. En ce moment, je fais seulement de la danse et de temps en temps, un jogging en famille mais cette présentation m'a rendu compte que ceci n'est pas suffisant! Je pense que mon collège a organisé cette excursion pour nous aider à trouver un sport qu'on aime et par conséquent, avoir une vie actif - cette idée a vraiment marché!

A l'avenir, je voudrais absolument visiter la Russie avec l'école car c'est un pays magnifique qui offre beaucoup. Moi, j'ai

l'intention d'apprendre la Russe au lycée
 étant donné que cette excursion sera très
 utile pour mes études! J'aimerais voir une
 pièce de théâtre et prendre le train de nuit,
 et bien sûr visiter des musées et les
 attractions connues - c'est cette genre
 d'activités qui sont les plus intéressantes.
 Les excursions sont géniales et je conseil
 à tout le monde à visiter et découvrir
 le monde - nos collèges nous offrent
 beaucoup d'opportunités et c'est dommage
 de ne pas les prendre!

Examiner comment:

The candidate communicates detailed information which is relevant to the task and uses a wide variety of grammatical structures with consistently successful references to past, present and future events. The candidate has written far more than the 130–150 words specified for the task, but this has not prevented the awarding of marks in the highest bands. Opinions are generally justified very successfully. The language used is varied, fluent and confident. There are many examples of complex structures being used successfully, and the vocabulary used is also quite sophisticated at times. There is the occasional slip or anglicism, but these do not detract from the overall impression of a very competent piece of work.

Grid 1 (communication and content): 15 marks

Mark	Descriptor
13–16	<ul style="list-style-type: none"> Communicates detailed information relevant to the task, with consistently effective development of key points and ideas Consistently effective adaptation of language to narrate, inform, interest/convince Creative use of language to express and fully justify a wide range of individual thoughts, ideas and points of view; wide variety of vocabulary and expression, many examples of uncommon language Consistent use of appropriate register and style throughout

Grid 2 (linguistic knowledge and accuracy): 11 marks

10–12	<ul style="list-style-type: none"> Uses a wide variety of grammatical structures, including complex language Fluent response throughout with extended, well-linked sentences Consistently accurate language and structures, consistently successful references to past, present and future events; any errors do not hinder the clarity of the communication
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Question 3

Question 3 – Question and mark scheme

Mon copain

3 Traduis le passage suivant en français :

Olivier lives near his school in Paris and he arrives there early. He doesn't like school; he's good at maths but has found science difficult. However, for him, education is important, as he wants to go to university and get a good job when he's older. He thinks that by working hard, he will succeed.

Question 3 – Higher tier (12 marks)

Translation mark grid and example response

The Translation mark grid assesses both communication and content and linguistic knowledge and accuracy. When awarding marks, the student's response across the whole paragraph should be considered.

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"> Meaning of some individual words or phrases is conveyed; frequent omissions/incorrectly communicated words and phrases/mother-tongue interference Some straightforward structures are accurate but regular errors prevent meaning of individual phrases/sentences being conveyed
4–6	<ul style="list-style-type: none"> The meaning of the passage is partially communicated, some words and phrases are omitted/incorrectly communicated Language and structures are accurate in some phrases and sentences but some errors prevent meaning being conveyed
7–8	<ul style="list-style-type: none"> The meaning of the passage is mostly communicated, occasional words are omitted/incorrectly communicated Mostly accurate language and structures; errors occur that occasionally hinder clarity and in rare instances prevent meaning being conveyed
9–12	<ul style="list-style-type: none"> The meaning of the passage is fully communicated Consistently accurate language and structures, any errors do not hinder clarity

Question number	Example response
3	Olivier habite près de son collège à Paris et il y arrive de bonne heure. Il n'aime pas le collège; il est fort en maths, mais il a trouvé les sciences difficiles. Cependant, pour lui, l'éducation est importante, parce qu'il veut aller à l'université et trouver un bon emploi quand il sera plus âgé. Il pense qu'en travaillant dur, il réussira.

Additional guidance

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

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Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Candidate A:

3 Traduis le passage suivant **en français** :

Olivier lives ^{près} near his school in Paris and he arrives there early. He doesn't like school; he's good at maths but has found science difficult. However, for him, education is important, as he wants to go to university and get a good job when he's older. He thinks that by working hard, he will succeed.

Olivier habite près ~~de~~ le collège de il et il arrive tôt.
Il ~~ne~~ n'aime pas de collège; il est ~~bon~~ bon à les mathématiques.
mais il a trouvé les sciences un défi. Cependant, pour ~~ils~~ ^{il est} l'éducation
est importante alors il veut aller à l'université et avoir un
travail bon quand il est plus âgé. Il pense que travailler,
il va gagné.

Examiner comment:

The candidate partially communicates the meaning of the passage although some words and phrases, particularly towards the end of the translation, are omitted and some errors in language prevent the meaning being conveyed.

5 marks

4-6	<ul style="list-style-type: none"> • The meaning of the passage is partially communicated, some words and phrases are omitted/incorrectly communicated • Language and structures are accurate in some phrases and sentences but some errors prevent meaning being conveyed
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Candidate B:**3** Traduis le passage suivant **en français** :

Olivier lives near his school in Paris and he arrives there early. He doesn't like school; he's good at maths but has found science difficult. However, for him, education is important, as he wants to go to university and get a good job when he's older. He thinks that by working hard, he will succeed.

Olivier habite près de son école à Paris, il arrive à huit-heure du matin. Il n'aime pas l'école, il est fort en les mathématique mais il trouve le science difficile. Mais, pour lui l'éducation est important car il veut aller au collège et avoir un bon travail quand il est plus grande. Il pense que par travailler fort il va être succès.

Examiner comment:

The candidate mostly communicates the meaning of the passage but occasional words, such as the paraphrase of 'early' and misspelling of 'école', are incorrectly communicated. There are some grammatical errors around gender and tense which hinder clarity.

7 marks

7-8	<ul style="list-style-type: none"> The meaning of the passage is mostly communicated, occasional words are omitted/incorrectly communicated Mostly accurate language and structures; errors occur that occasionally hinder clarity and in rare instances prevent meaning being conveyed
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Candidate C:

3 Traduis le passage suivant en français :

Olivier lives near his school in Paris and he arrives there early. He doesn't like school; he's good at maths but has found science difficult. However, for him, education is important, as he wants to go to university and get a good job when he's older. He thinks that by working hard, he will succeed.

Olivier habite près de son collège à Paris et il arrive
tôt. Il n'aime pas le collège; il est fort en maths mais
il n'est pas très bon en science difficile. Par contre pour
lui l'éducation est importante, il veut aller à l'université
et trouver un bon métier quand il est grand. Il
pense que si il travaille dur, il réussira.

Examiner comment:

The candidate mostly communicates the meaning of the passage but occasional words, such as the misspelling of 'réussira', are incorrectly communicated. There are some grammatical errors around gender and tense which hinder clarity. In the live examination it is a requirement to use black ink.

8 marks

7-8	<ul style="list-style-type: none"> The meaning of the passage is mostly communicated, occasional words are omitted/incorrectly communicated Mostly accurate language and structures; errors occur that occasionally hinder clarity and in rare instances prevent meaning being conveyed
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Candidate D:**3 Traduis le passage suivant en français :**

Olivier lives near his school in Paris and he arrives there early. He doesn't like school; he's good at maths but has found science difficult. However, for him, education is important, as he wants to go to university and get a good job when he's older. He thinks that by working hard, he will succeed.

Olivier habite près de son collège à Paris
et il arrive là tôt. Il n'aime pas l'école;
il est fort en maths mais il a trouvé que
les sciences sont difficiles. Cependant,
pour lui, l'éducation est importante, comme
il veut aller à l'université et obtenir un
bon travail quand il est plus âgé. Il pense
que par travailler dur, il aura du succès.

Examiner comment:

The meaning of the passage is fully communicated although there are some errors, such as 'il est' which should be 'il sera' (wrong tense) and 'par travailler' which should be 'en travaillant'.

11 marks

9-12	<ul style="list-style-type: none"> The meaning of the passage is fully communicated Consistently accurate language and structures, any errors do not hinder clarity
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