



Independent Schools  
Examinations Board

CE AT 13+

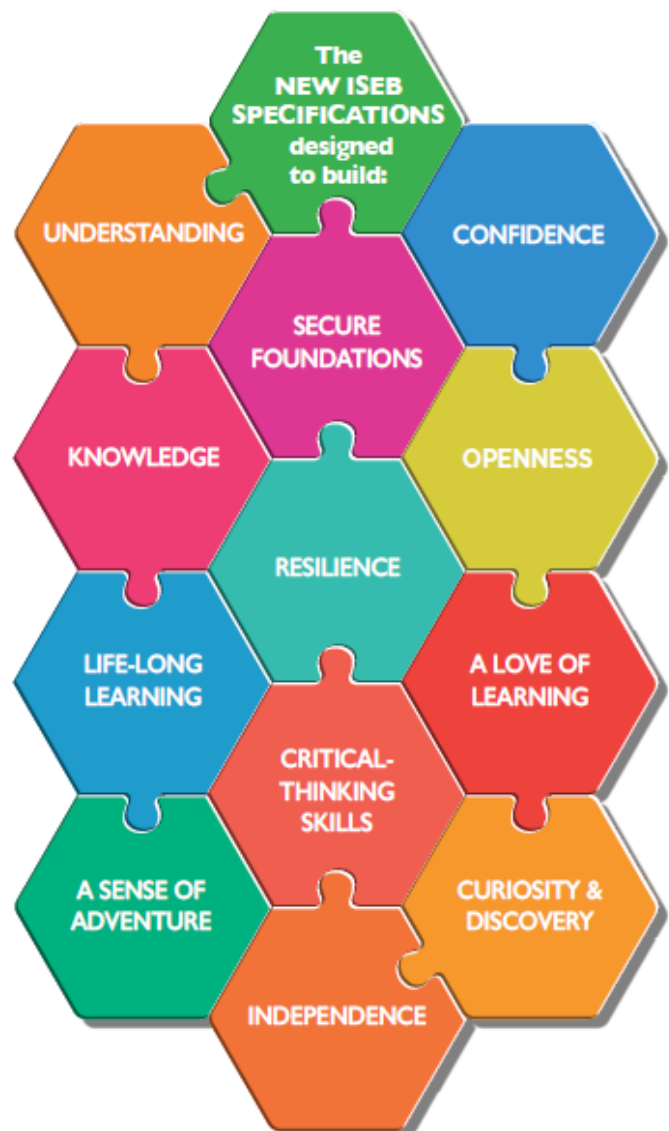
COMMON ACADEMIC SCHOLARSHIP AT 13+

## FRENCH

### Specification

For teaching from September 2021 onwards

For examinations from November 2022 onwards



## ISEB CORE AIMS

Pupils who have pursued a course of study based on CE specifications and assessments will:

- be equipped not only for the next stage of their education, but for life-long learning based on a secure foundation of subject knowledge, concepts and skills and be able to apply what they know to new situations
- be enthusiastic learners who are open to new ideas and experiences, curious, questioning and keen to experiment.

They will:

- enjoy reading and be able to articulate clearly orally and in writing
- have the confidence to think, weigh up evidence and make up their own minds, and the resilience to learn from their mistakes
- have the skills to work independently and collaboratively
- understand how subjects connect with each other
- demonstrate cultural and environmental awareness and empathy, developing an understanding of their place in the world.



## INTRODUCTION

The ISEB French specification for examination at 13+ and Scholarship Level embraces the core aims of ISEB.

It is based on the statutory programmes of study for languages for key stage 2 and key stage 3 of the National Curriculum (2013), and has been devised to meet the needs of those candidates who may have had only a limited exposure to French, as well as of those who have reached a more advanced stage. There are therefore two levels of CE examination, as well as an additional Scholarship examination.

It is strongly recommended that candidates are entered for the CE examination at a level which is commensurate with their ability and/or experience.

## AIMS

This French specification is designed to be accessible to learners of all abilities, and aims to encourage learners:

- to foster a love of learning languages
- to explore their language skills/potential fully
- to be open to learning new skills, curious about how languages work and keen to experiment
- to establish secure foundations in the language, which can be used in a variety of everyday situations and transferred to new situations
- to develop strategies for coping with unfamiliar situations and language
- to seek opportunities to practise their language skills, so that they can be used with confidence
- to use the wealth of technology-based resources available to support their learning in a fun, creative and interactive way
- to experience a sense of adventure when learning about countries and communities where the language is spoken
- to adopt a positive and enthusiastic approach to learning languages, both for the next stage of their education and for wider opportunities in the future.

## ASSESSMENT OBJECTIVES

The examination will test candidates' ability to:

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- |            |  |
|------------|--|
| <b>A01</b> | show an understanding of the spoken language, dealing with a range of familiar topics, and identify and note main points and specific details, including opinions.                               |
| <b>A02</b> | take part in short conversations, giving and obtaining information and opinions.   |
| <b>A03</b> | show an understanding of a number of printed items, ranging from short, simple phrases to longer, more complex texts and identify and note main points and specific details, including opinions. |
| <b>A04</b> | produce pieces of writing, ranging from short phrases to longer passages, in which they seek and convey information and opinions.  |
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## SUBJECT CONTENT

The focus of this specification is on two distinct themes (*see Appendix I*), which aim to establish secure foundations in the language so that students have the skills and confidence to communicate with young and adult native speakers in a variety of everyday **social** and **more formal situations**.

Both themes should be studied in the context of the countries and communities where the language is spoken, so that students can experience the language in context, whilst also broadening their cultural awareness and empathy.

Candidates at Level 1 will only be required to have a basic range of vocabulary in each topic area, and to have a simple understanding of French grammar. Level 2 candidates will be expected to have a broader range of vocabulary and grammar knowledge.

## ASSESSMENTS

The assessment tasks at both levels will be set in a French-speaking country and will require candidates to draw on the vocabulary and structures listed in both *Appendix I* and *Appendix II*.

Some tasks in the reading and listening assessments at both levels may be based on other countries where the language is spoken, but the topics will be broadly familiar:

- daily life
- local/national cuisine
- traditions, customs and festivals
- places of interest (towns, regions, iconic sights etc.).

These tasks may also include language which is not immediately familiar to candidates, but this should not impinge on their ability to answer the questions set. Unfamiliar language which is key to a task will be glossed, but the teaching of useful coping strategies in such circumstances is highly recommended.

Exercises in the speaking and writing components offer open-ended tasks which allow candidates to show knowledge of a range of tenses, should they choose to use them.

CE at 13+ (Levels 1 and 2)	Marks	
Listening	25	about 25 minutes
Reading/Writing	25/25	60 minutes
Speaking	25	5 minutes (Level 1) 8 minutes (Level 2)

## FURTHER ASSESSMENT DETAILS

Regulations for the conduct of the listening and speaking components can be found in the Schools area of the ISEB website.

### LEVELS 1 AND 2

#### LISTENING

This will be based on a number of short passages recorded on a CD. Instructions will be given in English. There will be 25 questions, usually arranged in five sections. There will be a range of question types: these might include multiple choice, true/false, table/grid completion, putting symbols on a map/plan, box-ticking, matching the recording with visual/verbal options, completing sentences/pictures, linking opinions with speakers, correcting a passage with mistakes highlighted, choosing correct answers or answering questions in English.

#### SPEAKING

Speaking: Levels 1 and 2		Marks
Part 1	Role play	9
Part 2	Text-based task	8
Part 3	Open conversation	8

The teacher-examiner will assess the candidate's performance and will submit recordings of all candidates for moderation. Instructions will be printed in English.

At both levels, there will be three parts: a role-play situation; a text-based task and an open, spontaneous and unprepared conversation.

Ten minutes before the test, the examiner will give each candidate, at random, one of the three cards which are set, ensuring that all cards are used equally.

Candidates must have a quiet place in which to prepare the card, where they will not be able to communicate with, or be distracted by, anyone else.

No written notes may be taken into the preparation room, and candidates must not have access to any material other than the role-play card, a bilingual paper dictionary, lined paper and a pen/pencil.

During the preparation time, candidates may make notes for Parts 1 and 2 of the test **only**. These notes can be referred to during the test, but they must be written on lined paper, **not** on the role-play card, and must be collected in at the end of the test.

**Part 1: Role-Play situation** (about 1-2 minutes; 9 marks)

Candidates will be required to carry out six tasks in French which have been given in English. Past tenses will not be required in this exercise.

At both levels, there will be one unpredictable task. At Level 1, the candidate will need to choose between two options offered by the examiner. At Level 2, the candidate will be required to respond, unprepared, to the examiner's question.

The role plays may be based on any area of the specification, and will be of a transactional or social nature, such as conversations in a shop, at the station, in a café/restaurant etc., or discussing hobbies, school or family etc. with a French-speaking friend.

At Level 1, candidates will not be required to say more than a few, simple words in French.

The examiner will give a mark (maximum of 6 marks) for completion of the tasks and a mark (out of 3) for quality of language, in accordance with the descriptors shown in *Appendix III* (Level 1) and *Appendix IV* (Level 2).

**Part 2: Text-based Task** (about 2-3 minutes; 8 marks)

Candidates will be required to respond to five questions in French, basing their responses on information which has been given in English. The perfect (Level 2 only) and near future tenses may be used in this task but are not required.

The text-based task is intended to engage candidates in interactions of a more social nature, and will therefore be based on the topics listed under Theme A: Socialising (*see Appendix I*).

The text-based task is not intended to be a simple translation exercise. Candidates should be encouraged to develop their responses beyond simple statements in order to access the top marks. They may add additional information, opinions and reasons to the stimulus material, but must be mindful of keeping this in proportion to the overall time allocation for the task and avoid overly long answers.

Although numbers etc. should be faithfully relayed, if key words are not known, the same message can usually be conveyed in other ways. Candidates should therefore be taught coping strategies, so that they are able to find an alternative way to express the same message.

Candidates' responses to the five questions will be assessed for Communication only, in accordance with the descriptors shown in *Appendix III* (Level 1) and *Appendix IV* (Level 2).

**Part 3: Open conversation** (about 2-3 minutes; 8 marks)

Candidates will be required to take part in an open, spontaneous and unprepared discussion of at least one of the topics listed under Theme A: Socialising (*see Appendix 1*), but they should not overlap with the topics used in Parts 1 and 2.

Examiners are expected to use a wide range of topics and candidates should not know in advance which topics have been chosen. With Level 1 candidates, it may be necessary to cover more than one topic superficially, using questions tailored to the ability of the candidate. At Level 2, examiners should attempt to ask some questions of a more open nature, or a series of related questions to follow up on what has been said, in order to explore a topic in greater depth.

Examiners are encouraged to enable candidates to develop their responses in order to demonstrate their range of vocabulary and knowledge of the language. Candidates may use only the present tense if they wish, but they would need to show a knowledge of the near future tense at Level 1, and the near future and perfect tenses at Level 2, in order to access the top marks. Overuse of pre-learnt responses and overly long responses which risk turning the dialogue into a monologue may limit the marks available.

The examiner will give an overall impression mark (maximum of 8 marks) for spontaneity, quality of response, quality of language and range of tenses used, in accordance with the descriptors shown in *Appendix III* (Level 1) and *Appendix IV* (Level 2).

## READING AND WRITING

### Part A: Reading (Levels 1 and 2)

All instructions will be given in English.

There will be 25 questions on a number of short passages, arranged in five sections. There will be several exercises of differing length, covering a range of different approaches to the development of reading skills, e.g. gap filling, multiple choice, matching headings to texts, matching pictures to descriptions, matching two halves of a sentence, matching questions and answers, matching people and opinions, choosing a number of correct answers.

### Part B: Writing (Level 1)

All instructions will be given in English.

There will be four sections worth a total of 25 marks.

#### Writing: Level 1

#### Marks

<b>Section 1</b>	Items of vocabulary	5
<b>Section 2</b>	Grammar: sentence completion	5
<b>Section 3</b>	Short sentences about five pictures	10
<b>Section 4</b>	Five longer sentences on one of two given topics	5

### Section 1: Items of vocabulary

Candidates will be required to write six single-word items based on one of the Level 1 topics, with 1 mark awarded for each of the most correct items, up to a maximum of 5. Visual prompts will be provided, but any words relevant to the topic will be accepted. Inaccuracies will be tolerated, provided the message is clear, and no articles, possessive adjectives etc. are required. Brand names (e.g. iPhone) and words in English will not be accepted, however.

### Section 2: Grammar

This section will contain five simple sentence-completion questions designed to test understanding of Level 1 grammar (*see Appendix II*). Candidates will be required to choose between three possible answers.

### Section 3: Short sentences about five pictures

This section will require candidates to write short sentences about five pictures and will be worth 10 marks. Candidates will be expected to include a conjugated verb in the present tense in each sentence, although other tenses are also acceptable.

### Section 4: Five longer sentences on a given topic

This section will ask candidates to write five longer sentences on a choice of two given topics listed under Theme A: Socialising (*see Appendix I*).

Marks will be awarded in accordance with the descriptors shown in *Appendix V*.

## Part B: Writing (Level 2)

All instructions will be given in English.

There will be two sections worth a total of 25 marks.

### Writing: Level 2

### Marks

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Section 1	Grammar: sentence translation	10
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Section 2	Continuous writing (80-120 words)	15
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### Section 1: Grammar

Candidates will be required to translate five sentences from English into French, worth 2 marks each and designed to test the grammar listed in *Appendix II*. Nouns and their gender will be given, as well as the infinitive of verbs and the masculine singular of adjectives. The verbs *avoir* and *être* will not be given, and candidates will be expected to add extra words as necessary and make sure that the word order is correct in French. The perfect tense will not be required in this section.

Perfection is **not** required for full marks in this section, and occasional missing/incorrect accents should be tolerated, except where these change the meaning of a word (e.g. *a/à* and *ou/òu* etc.). However, incorrect word order and errors associated with the manipulation of the vocabulary provided should be taken into consideration when awarding marks.

### Section 2: Continuous writing

This section will require 80-120 words of continuous writing in the form of an email, in which candidates may use only the present tense if they wish, but they would need to show a knowledge of past, present and near future tenses in order to access the top marks.

Five bullet points will be given in English and French, of which candidates will be expected to choose at least four. Candidates will be credited for the accurate use of a wide variety of vocabulary and grammar, and the ability to demonstrate the full range of their knowledge of the linguistic features contained in the specification.

Marks will be awarded in accordance with the descriptors shown in *Appendix VI*.



## SCHOLARSHIP

### Common Academic Scholarship

### Marks

<b>Paper 1</b>	Listening	25	30 minutes
<b>Paper 2</b>	Reading/Writing	50	60 minutes
<b>Paper 3</b>	Speaking (conducted by senior schools)		

Scholarship papers in Listening (approximately 30 minutes) and Reading and Writing (60 minutes) are based on this specification. Senior schools will conduct their own Speaking tests.

All candidates will be required to show knowledge of all the tenses listed in *Appendix II*, as well as the future, conditional and pluperfect tenses, and a wide range of vocabulary.

The listening/reading exercises may include multiple choice, box-ticking, table/grid completion, choosing correct answers, true/false, gap-filling, linking opinions with speakers.

## APPENDIX I

### SUBJECT CONTENT

The following is a list of the key topic areas for this specification.

The assessment tasks at Level 1 will require candidates to understand and respond to common and familiar words in each topic area, or to words which are cognates or near cognates. They may also be required to cope with some unfamiliar words<sup>†</sup>.

The assessment tasks at Level 2 will test a broader range of vocabulary, and may require candidates to cope with some unfamiliar words<sup>†</sup>.

<sup>†</sup>At both levels, unfamiliar words which are key to a task will be glossed, but the teaching of strategies for coping with unknown words is highly recommended.

\* Indicates topics/subtopics required for Level 2 only.

#### THEME A: SOCIALISING

Exchanging information about:

- Self, family, friends and pets
- Where I live (e.g. house, local town/area)
- Home life (e.g. routine, household chores\*)
- School and school life (e.g. classroom language, subjects, school day, routines)
- Free time activities (e.g. music, cinema, TV, sport, use of modern technology\*)
- Arranging to go out (e.g. when, where)
- Times, dates, numbers and prices
- Food and drink
- Clothes
- Holidays
- Travel and transport
- The weather
- Simple health problems
- Pocket money\*

#### THEME B: COMMUNICATING IN MORE FORMAL SITUATIONS

Achieving a purpose when:

- Visiting a café or restaurant
- Shopping (e.g. for food, clothes, presents, souvenirs)
- Using public transport
- Giving and understanding directions
- Visiting tourist attractions (e.g. asking for and understanding information)
- Booking hotel accommodation\*
- Seeking medical assistance (doctor, pharmacy)\*

## APPENDIX II

### GRAMMAR

(\*for recognition only OR where appropriate to candidate's ability OR senior school requirements)

At Level 1, candidates will only be required to have a simple understanding of the structures listed. The past tenses are not required in any paper.

Pupils entering for Level 2 assessments will be required to know all grammar and structures listed for Level 1, in addition to the new grammar and structures listed for Level 2.

Pupils entering for the CASE paper will be required to know all grammar and structures listed for Levels 1 and 2, in addition to the new grammar and structures listed for CASE.

	LEVEL 1	LEVEL 2	CASE
<b>Nouns</b>	gender singular and common plural forms		
<b>Articles</b>	definite and indefinite, singular and plural partitive, singular and plural	use of <i>de/d'</i> after quantity and negatives	
<b>Adjectives</b>	agreement and position of common adjectives agreement and position of common irregular adjectives: e.g. <i>blanc, beau, nouveau, vieux</i> quantifiers: e.g. <i>assez, beaucoup, peu, très, trop</i> *simple comparatives and <i>meilleur</i> possessive adjectives: <i>mon, ton, son, notre, votre, *leur</i> interrogative adjectives: <i>quel, quelle, quels, quelles</i> *demonstrative adjectives: <i>ce, cet, cette, ces</i>	agreement and position of a wider range of regular and irregular adjectives    *simple superlatives	

	LEVEL 1	LEVEL 2	CASE
<b>Verbs</b>	<p>present tense, all persons: (i) regular and common irregular verbs (ii) common reflexive verbs</p> <p>future tense with <i>aller</i><sup>1</sup></p> <p>infinitive after verbs such as <i>aller, aimer, détester, préférer, je voudrais</i></p> <p>*infinitive after <i>vouloir, pouvoir, devoir</i></p> <p>conditional: only <i>je voudrais</i></p> <p>*basic imperative forms</p> <hr/> <p>negative forms: <i>ne ... pas; *ne ... jamais, *ne ... rien</i></p> <p>basic interrogative forms: e.g. using <i>est-ce que</i></p> <p>idiomatic expressions: e.g. <i>avoir chaud/froid/faim/mal à; faire</i> + weather</p>	<p>present tense: wider range of irregular verbs</p> <p><i>depuis</i> and present tense</p> <p>perfect tense with <i>avoir/être</i><sup>2</sup></p> <p>*perfect tense of common reflexive verbs</p> <p>imperfect: only <i>avoir, être</i> and <i>faire</i></p> <p>*imperfect: other common verbs</p> <p>infinitive after <i>il faut</i></p> <p>conditional: <i>j'aimerais</i></p> <hr/> <p><i>ne ... plus ; *ne... personne</i></p> <p>*interrogatives using inversion</p> <p>wider range of idiomatic expressions: e.g. <i>avoir soif/peur</i></p>	<p>tenses:</p> <p>imperfect</p> <p>future</p> <p>conditional</p> <p>pluperfect</p> <hr/> <p>idiomatic expressions:</p> <p>e.g. <i>après avoir/être ; venir de ; en</i> + present participle</p>
<b>Adverbs</b>	<p>common adverbs of time, place, manner and degree</p> <p>interrogative e.g. <i>comment, quand, où</i></p>	<p>wider range of adverbs</p> <p>*comparative adverbs</p>	

<sup>1</sup> Required for access to the top mark bands in open-ended speaking and writing tasks

<sup>2</sup> Required for access to the top mark bands in open-ended speaking and writing tasks

**LEVEL 1**

**LEVEL 2**

**CASE**

**Prepositions and Conjunctions**

common prepositions e.g. *après; avec; chez; dans; derrière; devant; pour; sur; sous*

common compound prepositions e.g. *à côté de; en face de; près de*

common conjunctions e.g. *et; mais; ou; parce que*

wider range of prepositions

wider range of conjunctions

**Pronouns**

subject pronouns, including *on*

modes of address: *tu/vous*

reflexive pronouns

relative pronoun: *qui*

disjunctive/emphatic pronouns: *moi, toi*

relative pronoun: *\*que*

other disjunctive/emphatic pronouns

\*object pronouns: direct and indirect

**Number, dates, time, quantity and prices**

cardinal numbers: 0-100

\*cardinal numbers: 101-1000

*mille(s)* and *million(s)*

$\frac{1}{4}$  -  $\frac{1}{2}$  -  $\frac{3}{4}$

\*ordinal numbers: 1-5

days, dates, months and years

simple times

basic quantities

basic prices

\*ordinal numbers: 6-20

time, including 24-hour clock

wider range of quantities

wider range of prices

## APPENDIX III

### MARK SCHEME: SPEAKING - LEVEL 1

#### Section 1: Role Play

The role play is marked out of 9, according to the following descriptors. There is a total of 6 marks for the tasks and up to 3 marks for the quality of language throughout the role play.

Mark (per task)	Completion of task	[Total 6]
1	Full communication.	
½	Task partly carried out; there may be considerable hesitation.	
0	Failure to communicate.	

Mark (overall impression)	Quality of Language
3	High level of accuracy with no significant errors.
2	Level of language generally good but with a number of errors.
1	Marked weaknesses in the use of language.
0	Little or no effective use of the language.

#### Section 2: Text-based task

This section is marked out of 8, according to the following descriptors. Candidates' responses to the five questions are assessed for Communication only. (A best-fit policy should be used and ½ marks may be awarded.)

Mark (overall impression)	Communication
7-8	<b>Very good:</b> all, or virtually all, of the responses are full, include a conjugated verb and are delivered clearly and confidently; the information is communicated successfully, and some additional details and/or opinions are offered.
5-6	<b>Good:</b> a mixture of short and longer responses, most of which contain a conjugated verb and are delivered clearly; the information is communicated successfully, and at least one additional detail and/or opinion is offered.
3-4	<b>Satisfactory:</b> responses may be short and may not contain a conjugated verb, but are understandable; most of the information is communicated effectively.
1-2	<b>Limited:</b> responses are likely to be simple but brief, and some may lack clarity; delivery may be hesitant, with some prompting required; some of the information is communicated effectively.
0	<b>Weak:</b> very brief, often single word responses; communication of the information is limited.

### Section 3: Open Conversation

The open, spontaneous and unprepared discussion is marked out of 8, according to the descriptors below. (A best-fit policy should be used and ½ marks may be awarded.)

Mark (overall impression)	Mark Descriptor
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7-8	<b>Very good:</b> a simple but relaxed and natural conversation; a mixture of short and longer responses, delivered confidently; gives opinions, some of which are justified; a good range of vocabulary; the language used is simple but mostly accurate, and some successful attempts are made to refer to events in the future using the near future tense.
6	<b>Good:</b> a reasonably natural simple conversation; responses are usually short, with occasional attempts to offer longer responses, some of which may be pre-learnt; gives opinions; a simple but effective range of vocabulary; the language used is generally accurate, but errors are more frequent; attempts are made to refer to events in the future using the near future tense, with limited success.
4-5	<b>Satisfactory:</b> a basic conversation, with little or no spontaneity; responses are short but adequate, and may rely heavily on pre-learnt answers; delivery may be hesitant; simple vocabulary and structures used, with some significant errors; little or no success in using the near future tense.
2-3	<b>Limited:</b> a limited conversation which lacks any flow; very little information is communicated, and delivery is slow; the language used contains significant errors, with relatively little accurate usage.
0-1	<b>Weak:</b> little or no communication; not easily understood; much prompting required.

## APPENDIX IV

### MARK SCHEME: SPEAKING - LEVEL 2

#### Section 1: Role Play

The role play is marked out of 9, according to the following descriptors. There is a total of 6 marks for the tasks and up to 3 marks for the quality of language throughout the role play.

Mark (per task)	Completion of task	[Total 6]
1	Full communication.	
½	Task partly carried out; there may be considerable hesitation.	
0	Failure to communicate.	

Mark (overall impression)	Quality of Language
3	High level of accuracy with no significant errors.
2	Level of language generally good but with a number of errors.
1	Marked weaknesses in the use of language.
0	Little or no effective use of the language.

#### Section 2: Text-based task

This section is marked out of 8, according to the following descriptors. Candidates' responses to the five questions are assessed for Communication only. (A best-fit policy should be used and ½ marks may be awarded.)

Mark (overall impression)	Communication
7-8	<b>Very good:</b> all, or virtually all, of the responses are full, include a conjugated verb and are delivered clearly and confidently; the information is communicated successfully, and some additional details and/or opinions are offered.
5-6	<b>Good:</b> a mixture of short and longer responses, most of which contain a conjugated verb and are delivered clearly; the information is communicated successfully, and at least one additional detail and/or opinion is offered.
3-4	<b>Satisfactory:</b> responses may be short and may not contain a conjugated verb, but are understandable; most of the information is communicated effectively.
1-2	<b>Limited:</b> responses are likely to be simple but brief, and some may lack clarity; delivery may be hesitant, with some prompting required; some of the information is communicated effectively.
0	<b>Weak:</b> very brief, often single word responses; communication of the information is limited.



### Section 3: Open Conversation

The open, spontaneous and unprepared discussion is marked out of 8, according to the descriptors below. (A best-fit policy should be used and ½ marks may be awarded.)

Mark (overall impression)	Mark Descriptor
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7-8	<b>Very good:</b> a mostly open and spontaneous conversation, with some natural and occasionally extended responses to questions asked; good pronunciation and at least a reasonable attempt at intonation; opinions and justification offered; a wide range of vocabulary; a high level of grammatical accuracy, including confident use of the present, perfect and near future tenses; errors may exist, but only in the most ambitious language.
6	<b>Good:</b> a reasonably open conversation, with occasional attempts to answer questions naturally and spontaneously, and to offer longer responses; there may be some reliance on pre-learnt responses; a reasonable attempt at pronunciation; opinions are offered, but not always justified; a good range of vocabulary; the language used is generally accurate, but errors are more frequent; some success in using the perfect and near future tenses.
4-5	<b>Satisfactory:</b> a basic conversation with short but adequate responses, though much of what is said relies on pre-learnt answers; prompting may be required and delivery may be hesitant; a fair attempt at pronunciation; simple vocabulary and structures used, with some significant errors; responses generally given in the present tense, with little or no success in using the perfect and near future tenses.
2-3	<b>Limited:</b> a limited conversation, with some prompting required; the delivery of responses is slow and hesitant, and there is likely to be heavy reliance on pre-learnt answers; the language used contains significant errors, with relatively little accurate usage.
0-1	<b>Weak:</b> little or no communication; not easily understood; much prompting required.

## APPENDIX V

### MARK SCHEME: WRITING - LEVEL 1

#### Section 1:

one mark for each correct item of vocabulary, up to a maximum of 5

Total 5 marks.

#### Section 2:

one mark per question

Total 5 marks.

#### Section 3:

up to 2 marks per sentence, awarded according to the following descriptors.

Mark	Response
2	<b>Good:</b> a straightforward sentence containing a conjugated verb and conveying a clear message; generally accurate
1	<b>Reasonable:</b> a very basic sentence containing an attempt at a conjugated verb and conveying some meaning; some inaccuracy
0	<b>Little of merit:</b> disjointed words make the message unclear; frequent errors

Total 10 marks.

#### Section 4:

One mark for a simple sentence which is completely correct, or for a longer one which has very minor errors. ½ marks may be awarded, as appropriate.

Total 5 marks.

## APPENDIX VI

### MARK SCHEME: WRITING - LEVEL 2

#### Section 1:

Up to two marks per sentence, awarded according to the descriptors below.

**Please note:** perfection is **not** required for full marks; occasional missing/incorrect accents should be tolerated, except where these change the meaning of a word (e.g. *a/à* and *ou/où* etc.). However, incorrect word order and errors associated with the manipulation of the vocabulary provided should be taken into consideration when awarding marks.

Marks	Grammatical Knowledge and Accuracy
2	<b>Very good:</b> highly accurate.
1½	<b>Good:</b> generally accurate.
1	<b>Reasonable:</b> more accurate than inaccurate.
½	<b>Limited:</b> generally inaccurate.
0	<b>Little of merit:</b> highly inaccurate.

Total 10 marks.

*(Section 2 continued on next page)*

## Section 2:

This section is marked out of 15, according to the following descriptors. (A best-fit policy should be used when deciding which band, and ½ marks may be awarded.)

Total 15 marks.

Marks	Content and Communication
5	Responds fully to the task and communicates with no ambiguity in a coherent and detailed way.
4	Communicates relevant information clearly and elaborates all points.
3	Reasonable communication, but either one point not covered, or the general coverage of the points lacks detail.
2	Communication takes place, but with limited coverage of the required points and there may be instances of repeated or irrelevant material.
1	Partial communication and some attempt to respond to the task.
0	Communicates no relevant information.

Marks	Quality of Language
9-10	<b>Excellent:</b> a good range of grammar, vocabulary, idiom and structures, used confidently and accurately, including use of the perfect and near future tenses; fluent, controlled and varied; errors may exist, but only in the most ambitious language.
7-8	<b>Very good:</b> a good level of accuracy, fluency, range of vocabulary and grammar, including some successful attempts at using the perfect and near future tenses.
5-6	<b>Good:</b> uses a range of straightforward structures and vocabulary, which may include an attempt to use the perfect and near future tenses; more right than wrong; reasonably coherent and accurate.
3-4	<b>Satisfactory:</b> some awareness of verbs, but inconsistent overall; some range and variety of idiom, vocabulary and structures, but generally a weakness in application and accuracy.
1-2	<b>Weak:</b> inaccurate, very simple sentence structure and very poor range of vocabulary; much repetition; limited knowledge of the language; only a few phrases or short sentences accurate enough to be recognisable.
0	<b>Little of merit:</b> nothing coherent or accurate enough to be comprehensible.