

# INTERNATIONAL GCSE

## FRENCH

### 9265/W

Paper 4 Writing

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Mark scheme

Specimen

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Version: 1.1

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from [oxfordaqaexams.org.uk](http://oxfordaqaexams.org.uk)

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## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Marks will be allocated in the following way across the paper:

	<b>Communi- cation</b>	<b>Content</b>	<b>Quality of language</b>	<b>Range of language</b>	<b>Accuracy</b>	<b>Conveying key messages</b>	<b>Application of grammatical knowledge of language and structures</b>	<b>Total</b>
Question 1	8							8
Question 2		10	6					16
Question 3						6	6	12
Question 4		12		8	4			24
Total	8	22	6	8	4	6	6	60

**Question 01**

For this question, students are required to write four sentences. Each sentence is marked according to the following criteria. The maximum mark is 8.

**[8 marks]**

Mark	Communication
<b>2</b>	The relevant message is clearly communicated.
<b>1</b>	The message is relevant but has some ambiguity and causes a delay in communication.
<b>0</b>	The message is irrelevant or cannot be understood.

The following indicative content is an example of the responses that students may give to this question.

	<b>2 marks</b>	<b>1 mark</b>	<b>0 marks</b>	
<b>01.1</b>	C'est/il y a un parc Accept : park	Un parc	Inappropriate verb + un parc (eg Je suis/il a) Park t.c.	<b>[2 marks]</b>
<b>01.2</b>	Il fait beau	Il faire beau Beau temps Il faut....	(il a) beau	<b>[2 marks]</b>
<b>01.3</b>	Une fille fait du vélo. Je fais/j'ai fait du vélo.	Fille faire (du) vélo. Fille vélo.	Vélo fille	<b>[2 marks]</b>
<b>01.4</b>	Il porte un short	Il porter un short.	Short La photo est noire et blanche Use of negative statement	<b>[2 marks]</b>

**NB The whole sentence should be considered when awarding marks. A phrase or a word that a student writes and then crosses out, can only be considered if the student has not written an alternative answer.**

- The response must be in the form of a sentence, using an appropriate conjugated verb. The only exception to this is in French, where voici/voilà may be used in place of a verb. The same verb/grammatical structure may be repeated in more than one sentence, eg il y a plus different nouns.

**Question 02**

For this question there are four compulsory bullet points, which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 90 words over the whole question. The number of words is approximate and you must mark all work produced by the student.

**[16 marks]****Content**

Level	Marks	Response
5	9–10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
4	7–8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
3	5–6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
2	3–4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1	1–2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
	0	The content does not meet the standard required for Level 1.

**Quality of language**

Level	Marks	Response
3	5–6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
2	3–4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
1	1–2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be

		properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
	0	The language produced does not meet the standard required for a mark.

### Notes

- (a) A major error is one which seriously affects communication.
- (b) A mark of zero for Content automatically results in a mark of zero for Quality of language. Apart from that, the Content mark does not limit the mark for Quality of language.

A minimum number of bullet points must be covered for the award of marks for Content, as follows:

- 7-10 marks: 4 bullet points
- 5-6 marks: 3 bullet points
- 3-4 marks: 2 bullet points
- 1-2 marks: 1 bullet point

General rule for this question:

- the use of an infinitive in place of a finite verb **is acceptable** for conveying a message. It would not, however, count as a reference to a present/past/future event (ie no annotation of Pr/P/F).

Bullet	Comments
• votre routine au collège	Accept one statement Accept any activity that could be undertaken in school No reference to a specific time is necessary e.g. j'ai un cours de maths le matin.
• votre opinion de porter un uniforme	Accept one opinion Reject statements that do not express an opinion
• la pause-déjeuner hier	Accept one statement Accept any past time reference No reference to 'la pause-déjeuner' is necessary No reference to 'hier' is necessary Accept any activity relating to lunch break
• un voyage scolaire à l'avenir	Accept one statement No direct reference to future is necessary Accept any future time reference

The following indicative content is an example of the response that students may give to this question. It demonstrates a balanced coverage of the compulsory bullet points.

<b>Question 2</b>	<p><b>This is a possible response (indicative content):</b></p> <p>Les cours commencent à neuf heures et finissent à trois heures. Nous avons six leçons par jour et une récréation quand je parle à mes amis. Je pense que mon uniforme scolaire est très élégant parce que j'aime beaucoup le style. Hier, j'ai mangé un sandwich à la cantine. Après, j'ai joué au football car c'est mon sport préféré. Au mois de juin, avec mon collègue, je vais partir en France où on va visiter les monuments de Paris. On va passer cinq nuits dans un hôtel. Ce sera super. (90 words)</p> <p><b>[16 marks]</b></p>
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However, there may be some imbalance in the coverage of the compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will still have access to full marks where the other criteria are met.



### Question 03

The translation is assessed for Conveying key messages (6 marks) and Application of grammatical knowledge of language and structures (6 marks), as specified in the criteria below. The maximum mark is 12.

**[12 marks]**

#### Conveying key messages

Level	Marks	Response
6	6	All key messages are conveyed.
5	5	Nearly all key messages are conveyed.
4	4	Most key messages are conveyed.
3	3	Some key messages are conveyed.
2	2	Few key messages are conveyed.
1	1	Very few key messages are conveyed.
	0	No key messages are conveyed.

The translation is divided into 12 key messages. A tick will be awarded for each key message that is communicated, despite any minor inaccuracies. The total number of ticks awarded equates to a mark according to this table:

Total ticks	Mark
12	6
10/11	5
7/8/9	4
5/6	3
3/4	2
1/2	1
0	0

When deciding on whether a key message is conveyed, you should ask yourself the question: 'Would a native speaker understand the target language version without reference to the original English?' If the answer is 'yes', award a tick.

#### Application of grammatical knowledge of language and structures

Level	Marks	Response
3	5-6	Good knowledge of vocabulary and structures; highly accurate.
2	3-4	Reasonable knowledge of vocabulary and structures; generally more accurate than inaccurate.

1	1-2	Limited knowledge of vocabulary and structures; highly inaccurate.
	0	The language produced does not meet the standard required for Level 1.

### Notes

A mark of zero for Conveying key messages automatically results in a mark of zero for Application of grammatical knowledge of language and structures, but apart from that, the Conveying key messages mark does not limit the mark for Application of grammatical knowledge of language and structures.

Perfection is **not** required for full marks. For example, occasional missing accents and minor spelling errors do not preclude a top band mark. However, if there are numerous minor errors and incorrect use of accents which change the meaning of a word, this is likely to have an impact on the mark for Application of grammatical knowledge of language and structures.

### Key messages

The translation is divided into 13 key messages (see below). As a general rule, the **wrong person** or **wrong tense** of a verb will not receive a tick. Minor inaccuracies, such as incorrect gender or adjectival agreement, will not on their own prevent the award of a tick.

	Message	Accept	Reject
1	I live	J'habite Je vis	habiter
2	In a village	dans un village	ville
3	At the weekend I play	Le week-end je joue	
4	On my computer	Sur mon ordinateur/ma tablette A mon ordinateur/ma tablette	
5	I adore fish	J'adore le poisson	J'aime
6	because it is very healthy	Parce que/car c'est très sain/bon pour la santé/la forme	
7	Yesterday I did	Hier j'ai fait	
8	A lot of homework	Beaucoup de devoirs Plein de devoirs	travail
9	If we take public transport	Si on prend/nous prenons les transports en commun Use of 'le transport public'	Use of 'utiliser'
10	we can reduce pollution.	on peut/nous pouvons/on pourra/nous pourrons réduire la pollution.	
11	When I was young	Quand/lorsque j'étais jeune	

<b>12</b>	I used to play badminton often with my friends.	je jouais souvent au badminton avec mes ami(e)s/copains/copines.	Wrong tense e.g. j'ai joué
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Other reasonable alternative translations will also be accepted.

#### Question 04

For this question there are two compulsory bullet points, which are assessed for Content (12 marks), Range of language (8 marks) and Accuracy (4 marks), as specified in the criteria below. The maximum mark is 24. The student is expected to produce approximately 150 words over the whole question. The number of words is approximate and you must mark all work produced by the student.

**[24 marks]**

#### Content

Level	Marks	Response
<b>4</b>	10-12	A very good response which is almost always relevant and which conveys a lot of information. Communication is mostly clear but there are a few ambiguities. Opinions are expressed and justified.
<b>3</b>	7-9	A good response which is generally relevant with quite a lot of information conveyed. Communication is usually clear but there are some ambiguities. Opinions are expressed and may be justified.
<b>2</b>	4-6	A reasonable response with some relevant information conveyed. Communication is sometimes clear but there may be instances where messages break down. An opinion is expressed.
<b>1</b>	1-3	A basic response which conveys a limited amount of relevant information. Communication may not be clear and there are instances where messages break down. An opinion may be expressed.
	0	The content does not meet the standard required for a mark.

#### Notes

There may be some imbalance in the coverage of the two compulsory bullet points but, provided at least some coverage of both bullet points is evident, students will have access to full marks, where the other criteria are met.

A candidate who conveys information in relation to one bullet point only can score a maximum of 9 marks for Content.

**Range of language**

Level	Marks	Response
4	7-8	Very good variety of appropriate vocabulary and structures. More complex sentences are handled with confidence, producing a fluent piece of coherent writing. The style and register are appropriate.
3	5-6	Good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful, producing a mainly fluent piece of coherent writing with occasional lapses. The style and register are appropriate.
2	3-4	Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully. The style and register may not always be appropriate.
1	1-2	Little variety of appropriate vocabulary. Structures are likely to be short and simple. Little or no awareness of style and register.
	0	The range of language produced does not meet the standard required for a mark.

**Notes**

A mark of zero for Content automatically results in a mark of zero for Range of language. Apart from that, the Content mark does not limit the mark for Range of language

**Accuracy**

Level	Marks	Response
4	4	Generally accurate. Some minor errors. Occasional major errors, usually in attempts at more complex structures. Verbs and tense formations are nearly always correct.
3	3	Reasonable accurate. There are likely to be minor errors and there may be some major errors, not only in complex structures. Verb and tense formations are usually correct.
2	2	More accurate than inaccurate. The intended meaning is generally clear. Verb and tense formations are sometimes correct.
1	1	There may be major errors and frequent minor ones, and the intended meaning is not always clear. There is only limited success with verb and tense formations.
	0	The accuracy does not meet the standard required for a mark.

**Notes**

(a) A major error is one which seriously affects communication.

(b) A mark of zero for Content automatically results in a mark of zero for Accuracy. Apart from that, the Content mark does not limit the mark for Accuracy.

- the use of an infinitive in place of a finite verb **is acceptable** for conveying a message. It would not, however, count as a reference to a present/past/future event (ie no annotation of Pr/P/F).

#### Question 4.1 Content

Bullet	Comments
• les aspects positifs et négatifs de la technologie	Accept reference to one positive and one negative aspect although both must be included in order to fulfil the task Accept references to computers, telephones, internet, TV, music, online shopping etc.
• comment vous avez utilisé votre portable récemment.	Accept one statement Accept any activity that could be undertaken on a mobile phone e.g. music, TV, cinema, shopping, photography etc.

#### Question 4.2 Content

Bullet	Comments
• les avantages et les désavantages de votre destination	Accept one advantage and one disadvantage although both must be included in order to fulfil the task
• une soirée mémorable pendant vos vacances.	Accept one statement – reference to 'evening' is needed. No reference to 'mémorable' needed.

The following indicative content is an example of the response that students may give to this question.

It demonstrates a balanced coverage of the compulsory bullet points.

<p><b>Either</b></p>	<p><b>Question 4.1</b></p>	<p><b>This is a possible response (indicative content):</b></p> <p>A mon avis, je pense que la technologie est une bonne chose car je peux faire des recherches sur Internet en faisant mes devoirs. Ce qui est aussi vraiment utile, c'est qu'on peut télécharger facilement des films qu'on aime regarder.</p> <p>Cependant il ne faut pas oublier les dangers si on utilise les réseaux sociaux. Certaines personnes utilisent la technologie pour harceler les autres ce que je trouve très inquiétant. Donc, on devrait faire attention quand on est connecté en ligne.</p> <p>Hier, avant de me lever, j'ai regardé mon portable pour lire mes messages. Puis en route pour le collège, j'ai écouté de la musique sur mon portable. En plus, j'ai joué à des jeux vidéo parce que je m'ennuyais. Plus tard, j'ai utilisé mon portable pour parler avec mon frère qui habite au Canada et j'ai acheté des nouvelles baskets en ligne qui étaient moins chères que dans les magasins. (150 words)</p> <p style="text-align: right;"><b>[24 marks]</b></p>
<p><b>or</b></p>	<p><b>Question 4.2</b></p>	<p><b>This is a possible response (indicative content):</b></p> <p>L'année dernière je suis allé(e) en vacances avec ma famille à Nice dans le sud de la France. Selon moi, c'était une destination parfaite parce qu'il y avait une très belle plage où on pouvait faire des sports nautiques ainsi qu'un centre-ville plein de magasins et de bons restaurants. Par contre, notre hôtel était vraiment bruyant à cause des petites rues animées et la nourriture était chère, surtout les glaces.</p> <p>Un soir nous avons fait une excursion à Monte Carlo. On avait décidé de prendre le train parce que c'était plus facile. Le voyage était super puisqu'on pouvait voir la mer. Après être arrivés, nous avons fait une longue promenade autour du port où on a vu beaucoup de bateaux luxueux et de grandes voitures. Puis on a mangé du poisson qui était délicieux. A mon avis il faut y aller parce que nous avons passé une soirée magnifique là-bas. (150 words)</p> <p style="text-align: right;"><b>[24 marks]</b></p>