2008 French

Intermediate 1 – Writing

Finalised Marking Instructions

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Intermediate 1

Task:	Form completion (simple personal profile). Candidates are required to write 3 sentences under each of 4 headings.	
Assessment Process:	1	Assess the overall quality of the response and allocate it to a category/mark, with reference to the extended Criteria for Marking overleaf.
	2	Check that 3 sentences have been written under each heading.
	3	Deduct 2 marks (ie single marks, not pegged ones) for each incomplete section, up to a maximum of 2 incomplete sections. If 3 or 4 sections are incomplete, the mark must be 0.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Very Good	15	• All four areas are covered fully, in a balanced way, perhaps including some complex sentences. • A range of verbs/verb forms is used (probably at least nine). • In some cases, the candidate has greatly exceeded the requirements of the task.	• The candidate handles all aspects of grammar and spelling accurately, although the language may contain one or two minor errors. • Where the candidate attempts to use language more appropriate to Intermediate 2, a slightly higher number of inaccuracies need not detract from the overall very good impression.	• The candidate is comfortable with the first and third person of the verb and generally uses a different verb or verb form in each sentence. • Some modal verbs and infinitives may be used. • There is good use of adjectives, adverbs and prepositional phrases and, where appropriate, word order. • The candidate may use co-ordinating conjunctions and/or subordinate clauses. • The language flows well.
Good	12	• All four tasks are addressed, perhaps mainly using simple sentences. • In some cases, the candidate addresses three of the four areas more fully, perhaps using a few complex sentences. • The candidate uses a reasonable range of verbs/verb forms (at least six). • There is perhaps some repetition of verbs, especially in areas 1 and 4.	• The candidate handles verbs accurately but simply. • There are some errors in spelling, adjective endings and, where relevant, case endings. • Use of accents is less secure. • Where the candidate is attempting to use more complex vocabulary and structures, these are unsuccessful, although basic structures are used accurately.	• The candidate keeps to more basic vocabulary and structures eg I live in *x*. *X* is a nice town. It has a church and a library. • Within the areas of Family and Leisure Time, there may be a tendency to use the same verb on two or three occasions. • Where relevant, word order is simple. • There may be one or two examples of a co-ordinating conjunction, but most sentences are simple sentences.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Satisfactory	9	• The candidate uses only simple, basic sentences, eg *My mother is called *. My father is called *. I have a sister. She is * years old.* • The language is fairly repetitive and uses a limited number of verbs and fixed phrases, eg *I like; There is.*	• The verbs are generally correct, but basic. • There are quite a few errors in other parts of speech – gender of nouns, cases, singular/plural confusion. • Prepositions may be missing eg I go swimming-pool. • While the language may be reasonably accurate in three areas, it may deteriorate in the remaining one.	• The candidate copes with the first and third person of a few verbs. • The verbs 'to be' and 'to have' are used on a number of occasions. • Sentences are basic and mainly brief. • There is minimal use of adjectives probably mainly after 'is' eg My School is big. • The candidate has a weak knowledge of plurals. • There may be several spelling errors in words like 'family'.
Unsatisfactory	6	• The content is basic. • The language is repetitive, eg *I have, I learn, I play* may feature three times within one area.	• While the verbs 'I have' and 'is' are usually correct, errors occur in a number of other verbs. • There are errors in many other parts of speech – gender of nouns, cases, singular/plural confusion. • One or two errors are serious, often in an expression such as 'my mother's name'. • There may be one sentence which is not intelligible to a sympathetic native speaker. • The final two areas may well be significantly weaker than the first two.	• The candidate copes mainly only with the first person of 'have', 'live' and 'play'. • The verb 'is' may also be used correctly. • Sentences are basic. • There are significant weaknesses in gender of nouns, adjectives, spelling and cases. • An English word may appear in the writing. • There may be an example of serious dictionary misuse.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Poor	3	• The content is very basic eg *My school is (name). My school is big. My school has a football team.* • The language is simple.	• Many of the verbs are incorrect. • There are many errors in other parts of speech – personal pronouns, gender of nouns, cases, singular/plural confusion. • Prepositions are not used. • The language is probably inaccurate throughout the writing. • Three or four sentences may not be understood by a sympathetic native speaker.	• The candidate cannot cope with more than one or two verbs. • The candidate has almost no knowledge of the present tense of verbs. • Verbs used more than once may be written differently on each occasion. • Sentences are very short. • The candidate has a very limited vocabulary. • Several English words may appear in the writing. • There are examples of serious dictionary misuse.
Very Poor	0	• The content is very basic. OR • The candidate has not completed at least two of the areas. OR • The candidate has written the answers under the wrong heading on at least three occasions.	• (Virtually) nothing is correct. • Most of the errors are serious. • Very little is intelligible to a sympathetic native speaker.	• The candidate only copes with 'have' and 'is'. • Very few words are actually correctly written in the foreign language. • English words are used. • There may be several examples of serious dictionary misuse.

What if …?	
the candidate has performed poorly in the introductory section or has even omitted it?	It is not impossible that even the best candidates will omit this on the day of the examination. Pay minimal attention to this. Do not allow it to influence your judgement of the addressing of the four tasks below.
three sections fit into one category but the fourth one is in the next, lower category?	Award the grade that the three sections are worth, assuming that they clearly belong in that category. If, on the other hand, you are undecided between two categories, award the higher mark.
… and if the discrepancy is by more than one pegged mark?	In this case, you should probably compromise on the middle mark. In other words, if three sections are Satisfactory but one is Poor, then the overall grade Unsatisfactory should be awarded.
two sections are at one level and two at another?	In such a case it may be wise to consider which two categories are better. If the better sections include the first section, which is very basic, you are less likely to be generous than if the final sections were of a better quality. You must look carefully at the quality of the candidate's work and then come to a decision. If you cannot decide, the rule of thumb is always to give the candidate the benefit of the doubt.

[END OF MARKING INSTRUCTIONS]