
A-LEVEL

French

Unit 3 Listening, Reading and Writing
Mark scheme

2650
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Version: 1.0 Final

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 Assessment Writer.

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 aqa.org.uk

Unit 3

The assessment objectives will be allocated in the following way.

		% of A Level	Marks
AO1	Response to spoken language	8	25
AO2	Response to written language	18	60
AO3	Knowledge of grammar	8	25
	TOTAL	34	110

The marks will be allocated in the following way.

	AO1	AO2	AO3
Listening Section	25		
Reading Section (includes transfer of meaning from and into the target language)		35	10
Writing Section		25	15

Section A: Listening, Reading and Writing

General Principles

- In multiple choice questions where students must choose one letter or number, they should automatically get no mark awarded if they give more than one. If the rubric instructs them to write one letter or number in the box and they do so, but write a second letter or number outside the box too, then the answer in the box should be considered.
- Where a student repeats the same error within a question, no further penalty should be imposed in awarding the mark, and nfp (= no further penalty) should be written beside the error to indicate this.
- Errors of accent are not penalised unless they are grammatical.
- Where an alternative answer is offered both answers must be correct for the mark to be awarded
- In the comprehension sections where students are required to write answers in French:
 - reject incorrect object pronouns.
 - ignore errors of gender/number.
 - Ignore errors of verb ending provided that the verb form exists and the tense is appropriate:
 - reject use of infinitive or imperfect, for example, for past participle **and vice versa**.
 - accept *elle* for *il* and vice versa.
 - reject invalidating additions.
 - unless otherwise indicated, accept minor spelling errors, except for verbs, where the meaning remains clear but reject English spellings.
- “Rubric” should be written in the margin if the answer is written in the wrong language and 0 should be awarded (unless numbers or place names are involved).

Q	Key Idea	Marks	Accept	Reject/Notes
1 (a)	Londres	1	Londre but no other mis-spelling	Reject English version (London)

Q	Key Idea	Marks	Accept	Reject/Notes
1 (b)	<u>juillet 2017</u>	1	Accept Juillet but no other mis-spelling Juillet de 2017	Both month and year needed Numbers written as words must be accurate

Q	Key Idea	Marks	Accept	Reject/Notes
1 (c)	Les véhicules / voitures (au) diesel / gazoil (1) Les véhicules / voitures antérieur(e)s à 2011 (1)	2	Accept minor misspellings of véhicules/voitures provided that the meaning is clear. antérieur(e)s must be spelt correctly but ignore errors of agreement Accept ways that successfully and succinctly convey the meaning : (qui datent/datant) (d')avant 2011 ; immatriculé(e)s / enregistré(e)s / construit(e)s / manufacturé(e)s / fabriqué(e)s/ fait(e)s avant 2011/ qui ont / ayant plus de 7 ans / de plus de 7 ans	Reject misspellings of diesel but accept diesels Ignore preposition with diesel intérieur(e)s Reject excessively circumlocutory responses e.g. qu'on voit / qui étaient dans les rues / sur les routes pour la première fois avant 2011 Accept errors of agreement in such rephrasing of answers

Q	Key Idea	Marks	Accept	Reject/Notes
1 (d)	<u>475 kilo(s) de déchet(s)</u>	1	Number in words provided the spelling is accurate	Insist on correct spelling of déchet(s) other than for errors of accent but accept déchet. Figure and kilos and déchet(s) needed.

Q	Key Idea	Marks	Accept	Reject/Notes
1 (e)	Incinérés / brûlés	1	Accept errors of agreement	Reject infinitive and insist on correct spelling other than for errors of accent.

Q	Accept	Marks
2 (a)	B	1

Q	Accept	Marks
2 (b)	D	1

Q	Accept	Marks
2 (c)	C	1

Q	Accept	Marks
2 (d)	B	1

Q	Accept	Marks
2 (e)	A	1

Q	Accept	Marks
2 (f)	D	1

Q	Accept (in any order)						Marks	Reject/Notes
3	A	E	G	H	M	R	6	

Q	Key Idea	Marks	Accept	Reject/Notes
4 (a)	la crise (économique)	1		

Q	Key Idea	Marks	Accept	Reject/Notes
4 (b)	Stopper/arrêter/ empêcher la perte en biodiversité (1) Enrayer/arrêter la dégradation (de la situation) de la flore(s) et la faune marine (1) Enrayer/arrêter (l'augmentation de) l'impact de la pollution sonore sur la santé (1)	3	Accept infinitive, past or present tense in all 3 elements of the answer Accept protéger la flore(s) et la faune marine. Accept réduire l'impact de la pollution sonore Accept prévenir / cesser / éviter / diminuer	Correct spellings needed throughout except for errors of accent or number Note: if no reference anywhere in the answer to stopper / arrêter, penalise once then nfp If there is one reference anywhere in the answer to stopper / arrêter, link this to all 3 elements and award 3 marks

Q	Key Idea	Marks	Accept	Reject/Notes
4 (c)	L'expansion économique	1		Insist on correct spelling except for error of accent

Q	Key Idea	Marks	Accept	Reject/Notes
4 (d)	à cause des / <u>ils sont</u> face aux (responsables) industries aux énergies	1	Accept anything which indicates energy industries oppose them or have a louder voice Accept énergie in the singular.	Reject : les responsables des industries aux énergies tc because opposition / louder voice is not conveyed

Q	Key Idea	Marks	Accept	Reject/Notes
4 (e)	Aucun (pays) (état)	1	Zéro 0	

Q	Accept	Mark	Notes/reject
5 (a)	F	1	Accept X

Q	Accept	Mark	Notes/reject
5 (b)	V	1	Accept T or ✓

Q	Accept	Mark	Notes/reject
5 (c)	ND	1	Accept N, PM or ?

Q	Accept	Marks	Notes/reject
5 (d)	F	1	Accept X

Q	Accept	Mark	Notes/reject
5 (e)	V	1	Accept T or ✓

Q	Accept	Mark	Notes
5 (f)	V	1	Accept T or ✓

Q	Accept	Mark	Notes
5 (g)	F	1	Accept X

Q	Accept	Mark	Notes
5 (h)	ND	1	Accept N, PM or ?

Q	Accept	Mark	Notes
5 (i)	V	1	Accept T or ✓

Q	Accept	Marks
6 (a)	H	1

Q	Accept	Marks
6 (b)	B	1

Q	Accept	Marks
6 (c)	R	1

Q	Accept	Marks
6 (d)	G	1

Q	Accept	Marks
6 (e)	E	1

Q	Accept	Marks
6 (f)	D	1

Q	Accept	Marks
6 (g)	C	1

Q	Accept	Marks
6 (h)	M	1

Q	Accept	Mark	Reject/Notes
7 (a)(i)	d'entrée de jeu	1	Reject d'entrée (tc)

Q	Accept	Mark	Reject/Notes
7 (a)(ii)	se penche sur	1	Reject se penche (tc)

Q	Accept	Mark	Reject/Notes
7 (a)(iii)	prend à contre-pied	1	

Q	Accept	Mark	Reject/Notes
7 (a)(iv)	par rapport à	1	

Q	Accept (in any order)				Marks	Reject/Notes
7 (b)	B	C	G	K	4	

Q			Accept	Reject/Notes
1 mark for each box. Award the mark if the sense of the French is expressed in acceptable English. The working total of 20 should be divided by 2 to give a maximum mark of 10. Round up any half-mark at the end.				
8	1	Le nombre d'adolescents poursuivis en justice	The number of adolescents/ teenagers/youths/young people (being) prosecuted/brought before the courts/taken to court/ brought before the law	Reject: pursued for poursuivis
	2	ne cesse d'augmenter.	is constantly/continually/does not stop rising/increasing/going up/is constantly on the up/ constantly on the increase/hasn't stopped increasing/ continues to increase/rise	Reject: Cease for cesse
	3	Il s'agit généralement	It is generally/usually/normally a question/case of/because of/as a result of/to do with/involves/ concerns/it's about/it's with regard to/ it's usually for	
	4	d'infractions telles que	offences/crimes/ infractions such as/ like	Reject : infringements
	5	vols à l'étalage,	shoplifting/stealing/theft from shops,	Must have reference to shops
	6	mais certains sont mis en cause pour	but some/certain (of them) are charged with/accused of	
	7	des délits plus graves,	more serious crimes/offences,	
	8	y compris	including	
	9	cambriolages.	burglaries/housebreaking/ breaking and entering/burglary	
	10	Par conséquent, un millier de mineurs	Consequently/As a consequence/ as a result, (about) a thousand (or so) minors	Reject minors
	11	sont actuellement sous les barreaux.	are currently/at the moment / at present / at the present time/now behind bars/locked up/imprisoned.	Reject actually
	12	Une fois écroués,	Once (they are) imprisoned/in prison/locked up/behind bars/jailed	Reject: as soon as
	13	ces jeunes ne reçoivent pas forcément	these young people/ youths/ youngsters do not necessarily receive/get	Reject: young adults
	14	l'éducation nécessaire à leur réinsertion dans la société,	the education necessary/ needed for their return <u>into</u> /reintegration / re-entry / for them to reintegrate into / rejoin society	Reject: reinsertion Reject : necessary to Accept necessary before education
	15	faute de	through/ because of/due to a <u>lack of</u>	
	16	personnel formé.	trained staff/personnel.	Reject : staff training

	17	Vu que le taux de récidive	Seeing/Given that/Since/ in view of the fact that the rate/ level of reoffending/recidivism	Reject: seen that Reject: the number of re-offenders
	18	est si élevé chez cette tranche d'âge,	is so high /elevated in/with/among/ within this age group/ age bracket	
	19	il est clair que la prison ne marche pas	it is clear/evident/obvious that prison does not work / is not working	Reject the prison
	20	et il faut promouvoir des alternatives.	and we must / we have to / it is necessary to promote/favour (other) alternatives/ alternative	Accept a passive verb: alternatives must be promoted Reject: solutions and measures

Q		Accept	Reject/Notes
9	For each box award the mark if there are no errors other than accents which do not change the meaning of the word. Reject paraphrases. The working total of 20 should be divided by 2 to give a maximum mark of 10. Round up any half-mark.		
9 (a)			
1	What drives	Qu'est-ce qui conduit/incite/pousse/ (a)mène/motive	
2	so many immigrants	(au)tant/tellement/un si grand nombre d'/de si nombreux immigrés/immigrants	Reject : si beaucoup de
3	to want to	à vouloir/souhaiter/désirer	NB accent à
4	settle in Europe?	s'installer en Europe ?	Reject :venir habiter / vivre
9 (b)			
1	The main factors	Les facteurs principaux / primordiaux / les plus importants les principaux facteurs / les raisons principales / primordiales	
2	include	comprennent/incluent	Reject parmi ... il y a
3	poverty and	la pauvreté / la misère et	
4	the fear of civil war.	la peur/crainte de/d'une/de la guerre civile.	
9 (c)			
1	What is tragic is that	Ce qui est tragique (c')est que	
2	some	certains/quelques-uns	
3	die	meurent/trouvent la mort	
4	during the dangerous sea crossing.	pendant <u>la traversée</u> (maritime/de la mer) dangereuse.	Accept dangereuse before the noun
9 (d)			
1	But if they had stayed	Mais s'ils étaient restés	
2	in their own country	dans leur(s) propre(s) pays/ leur(s) pays d'origine/leur(s) pays natal(s)	
3	perhaps they wouldn't have	peut-être qu'ils n'auraient pas	Reject peut-être que ils peut-être n'auraient-ils pas survécu = 2 Accept ils n'auraient peut-être pas survécu. Accept il /c'est possible qu'ils n'auraient/ n'aient/ n'eussent pas survécu
4	survived	survécu.	
9 (e)			
1	Let's help them	Aidons-les / qu'on les aide	
2	by giving them	en leur donnant	
3	some hope	de l'espoir/ de l'espérance	
4	for the future.	pour l'avenir/le futur.	

SECTION B: WRITING

Marking Guidance

1. The range of topics and areas for study is inevitably very wide, but all essays are assessed according to the same criteria. If the question requires, for example, an analysis of the main themes of a work, this will be the student's view of what the main themes are, provided he/she justifies his/her choice. If there are clearly significant errors of fact, these cannot be ignored, but fact should not be confused with interpretation.
2. The mark scheme refers to *understanding and knowledge of the task*. 'The task' is to answer the specific question set. 'Understanding of the task' is the way in which the answer addresses the question, eg range, depth, covering all parts of the question and relevance to the question. 'Knowledge of the task' is the amount and range of detail used to answer the question set. It is not so much the actual knowledge as the way this knowledge is used and evaluated that is being assessed. Hence the Content mark is determined by how well the student has answered the specific question set. If a student has answered only one part of a two-part question, it is not possible to award a mark in the 'Good' band for Content.
3. 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.
4. When assessing an essay for Content, a 'top down' approach should be adopted by deciding whether the essay matches the criteria for the top band. If not, move down to the second band and so on. Once you have assigned a mark band you then need to decide upon a mark within that band. If an essay fully matches all the criteria for the top band, it should be given maximum marks. Such an essay will fully answer all parts of the set question. It will be fully relevant, contain a good deal of evidence and very clear evaluation.
5. If the essay is not worthy of a mark in the top band, move down the bands until the criteria are the best match for that essay. In these bands, in the event that an essay matches exactly the criteria for the band, it should be given the middle mark in that band. Otherwise, the mark should be adjusted up or down according to whether it is nearer the criteria for the band above or the band below.
6. The degree of personal reaction required for any given band will vary to some extent according to the precise question set, and it is accepted that in some topics, particularly the study of a region, the reaction is effectively bound up with the evaluation, whereas if the question asks for the student's opinion of an author or artist, more obvious personal reaction is clearly required. Students do not constantly have to say 'I think that...' to be giving personal reaction. For example, adjectives such as 'effective' or 'extraordinary' are expressing opinions.
7. Evidence can take different forms. The student must show knowledge of the topic, but in the case of a literary topic, for example, this does not have to be accomplished via quotations; precise reference to specific episodes may fulfil this requirement. Furthermore, a quotation may explain or justify a point, but on its own it does not make a point; the student must be explicit.

8. The marks for Range of Vocabulary, Complexity of Language and Accuracy are not limited by the Content mark. Once the Content mark has been awarded the essay should be carefully reconsidered and the Content disregarded when the 3 Quality of Language marks are awarded. It is therefore possible that an essay can be placed in the 'Poor' band for Content and still be awarded the maximum of 5 marks for each of the other categories. The only exception is that if an essay is awarded 0 for Content, it will automatically be awarded 0 for the other three categories. 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.
9. There is a minimum number of 250 words specified on the paper. There is no automatic penalty for writing less than the minimum: this will be self-penalising. Students can have access to the top mark bands by writing the minimum number of words, however, not all students will be able to meet the requirements of the top mark bands in an essay of 250 words. A well-structured and well-planned essay of 250 words with a wide range of vocabulary/range of structures will be eligible for the highest marks. It is the quality of the response and **not** the number of words which is important. There is no maximum number of words and all work is marked.
10. While the mark scheme includes some suggested content points, there is no expectation that students will make these specific points. Examiners must reward what they read on the basis of the generic mark scheme.

Section B: Writing (Annotation of Scripts)

The following conventions will be used by examiners marking scripts when assessing **Content**.

✓	Point made
NR	Irrelevant material
rep	Repeated point
?	Lack of clarity

The ✓ will be placed in the body of the text. The 'NR', 'rep' and '?' will be placed in the margin.

Guidance on individual essays

- 10 (a)** The precise sense of 'les dernières années' is left to the student and any reasonable interpretation should be accepted. The emphasis must be on how the economy has changed and the factors which have influenced this. An essay which discusses the economy but not how it has changed would not be placed in the top two bands for Content. The second part of the question may be dealt with as each individual aspect of the economy is discussed or may be left to the conclusion, but again it must be answered adequately for a mark in the top two bands for Content to be awarded. It is possible that a student considers that all factors belong to just one or two of the areas mentioned in the question or that if a small country is chosen as the region that there would be no difference between 'regional' and 'national'; if so such an essay could be awarded full marks provided that it is sufficiently detailed and the student's argument is adequately justified.
- 10 (b)** As with 10 (a) the emphasis must be on the changes which have occurred in the population of the region and the causes of these changes. It is perfectly possible that immigration is not a factor in the region studied and changes may be discussed in terms of age group, for example. To be placed in the top two bands for Content the essay must have a good deal of supporting evidence and a justified response to the second part of the question.
- 11 (a)** There are two aspects to this question. Firstly, the student needs to show why the chosen events are important in terms of their immediate and/or long-term impact and secondly analyse why these events could or could not have been expected. For an essay to be placed in the top two bands for Content both aspects must be covered to some extent; for a mark in the top band for Content to be awarded the essay should answer both parts fully with a good range of evidence to support the student's views.
- 11 (b)** There are several possible approaches to this essay. A student may analyse the influence of just one person if he/she considers that person was largely responsible for the course of events; the influence of two people may be discussed, or the student may disagree with the statement and show how the events were the result of the actions of a number of people or even of a mass movement. All these approaches are valid and a student who analyses the actions of a number of individuals will not necessarily be awarded a higher mark for Content. The mark will be determined as always by the depth of the analysis and the amount of detail and evidence.
- 12 (a)** If answering this question with reference to a novel or novels, the student may choose to concentrate on one main character and a student who analyses more than one character will not necessarily be awarded a higher mark. However, if a short story writer is chosen then reference must be made to at least three stories for a mark in the top two bands for Content to be awarded, though the stories do not all have to be analysed in the same detail. An essay placed in the top two bands for Content will not just analyse the character(s) but will focus on how the various aspects of the character(s) are different from the norm or, if the student disagrees with the statement, in what ways they are representative or typical. An exceptional student may even argue that the truth of the statement depends on how one defines 'nous', though such an approach is not essential for an essay to be placed in the top band for Content.

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- 12 (b)** A number of possible approaches may be taken to this essay but the emphasis needs to be on the reader's reaction to the work(s) studied and the methods used by the writer to provoke this reaction. The student may choose to focus on the way characters or aspects of society are portrayed, to analyse the ways in which the author creates tension or induces the reader to share the emotions of a character. The key to assessing the essay will be the depth of analysis, the amount of detail given and the justification for the reactions provoked in the reader.
- 13 (a)** The two different aspects of this question must both be discussed adequately for a mark in the top two bands for Content to be awarded. The first part will probably involve an analysis of the themes or messages of the work(s) studied while the second part will probably involve some analysis of techniques. If a playwright is studied then full marks may be awarded to a student who has studied just one play; an essay which discusses more than one play will not necessarily be awarded a higher mark. If a poet is studied then for an essay to be placed in the top two bands for Content at least three poems should normally be discussed – unless a particularly long poem has been studied – though not necessarily in the same detail. An essay placed in the top band for Content will give some indication of why the two aspects are important or why one is more important than the other.
- 13 (b)** There are two possible approaches to this question. The student may choose to identify just one theme which he/she considers to be the most important or else analyse two or more themes before concluding which is the most important. Both approaches are valid and it is as always the depth of analysis and the range of evidence which will determine the mark. For an essay to be placed in the top two bands for Content a justified response to the second part of the question is needed, though this may be relatively brief. An essay placed in the top band for Content will probably define what the student understands by 'important' in terms of the theme's impact on the reader/spectator or the way it conveys the messages of the author, for example.
- 14 (a)** This question requires both themes and techniques to be analysed as well as an explanation as to the importance of these two elements, for example in terms of the overall impact of the work on the public or the reasons for its success. When the techniques are analysed, some account must be taken of the medium. For an artist that will inevitably be the case but for a musician some discussion of purely musical elements (rather than just themes of songs, for example) and for a film director some analysis of cinematographic techniques is needed for an essay to be placed in the top two bands for Content.
- 14 (b)** A fairly open question which allows a number of different approaches. It is likely that an essay placed in the top band for Content will analyse those aspects of the work which strike the viewer/listener immediately and those aspects which become clearer on further examination, but the key will be the depth of analysis and the way the student justifies his/her views. It is also possible that the student may not consider the work a masterpiece and such an approach is perfectly valid, if adequately justified. It is likely that for an artist or musician more than one work will be discussed but for a film director full marks may be awarded to an essay which analyses just one film.

CONTENT

Marks	Criteria
21-25	Very Good • Thorough understanding and knowledge of the task • Wide range of relevant examples and evidence • Clear evidence of evaluation and well-justified personal reaction • Well-organised structure with clear progression A top mark of 25 should be awarded for a performance which is as good as can reasonably be expected from an A-level student, though it need not contain every point an examiner would have included. The student uses her/his detailed knowledge of the subject matter to write a well-focused answer to the question set. Points made are always or almost always supported with relevant examples or evidence. Where appropriate, the student justifies her/his opinions in a convincing manner. A mark of 23 or 24 is awarded for a response which displays almost all of the qualities listed above. It shows minor weaknesses in one or two areas, eg its focus may occasionally wander from the question set, or an important point may not be convincingly backed up by specific evidence. A mark of 21 or 22 is awarded for a response which displays most but not all of the qualities listed for a top mark in this band. The student shows very good knowledge of the subject matter but may not always make effective use of that knowledge in the context of the question set. The overall level of justification is good, but one or two statements are likely to be unsupported by evidence. The response is well structured, but the reasoning may be slightly disjointed in places.
16-20	Good • Sound understanding and knowledge of the task • Good range of relevant examples and evidence • Some evidence of evaluation and personal reaction but not always convincingly justified • Logical structure with some progression A mark at the upper end of this band is awarded for a response which shows good knowledge of the subject matter but may not always fit precisely with the question set. The student uses a good range of examples and evidence, although there may be occasional omissions. The overall level of justification is satisfactory, but a few statements are likely to be unsupported by evidence. The response is generally well structured. A mark at the lower end of this band is awarded for a response which shows good knowledge of the subject matter and which does provide a good answer to the precise question set, but is perhaps not always focused on the question. The student uses a good range of examples and evidence, but there may be some omissions. Opinions are offered where appropriate, but the quality of justification is variable. The response is generally well structured.

11-15	Sufficient • Some understanding and knowledge of the task • Some relevant examples and evidence • Some evaluation and personal reaction evident but often not justified; over-reliance on received ideas • Structure is satisfactory though there may be some deficiencies A mark at the upper end of this band is awarded for a response which is relevant to the broad topic area and answers the question set reasonably well, but perhaps not fully, and there may be some irrelevance. The student shows a reasonable knowledge of the subject matter through her/his use of examples and evidence, but there are likely to be gaps and possible misunderstandings. The response includes appropriate personal reactions, but perhaps not well justified. A mark at the lower end of this band is awarded for a response which is relevant to the topic but not always relevant to the chosen title. Some, but probably not all points are supported by examples and evidence but there are likely to be gaps and misunderstandings. Opinions are not always justified. In one or two places the essay may be difficult to follow.
6-10	Limited • Limited understanding and knowledge of the task • Limited use of relevant examples and evidence • Limited evaluation and personal reaction; mainly descriptive or factual • Structure limited – often unclear or confusing A mark at the upper end of this band is awarded for a response which is relevant to the topic but not well focused on the chosen title. The student makes only limited use of examples and evidence. Opinions are superficial and the response is mainly descriptive rather than evaluative. The response may be difficult to follow. A mark at the lower end of this band is awarded for a response which is mainly relevant to the topic but not focused on the chosen title. Part of the question may not be answered. The student makes only limited use of examples and evidence. Opinions are superficial and not well justified and the response is descriptive rather than evaluative.

0-5	Poor • Little understanding and knowledge of the task • Lack of relevant evidence. Few examples • Little or no evaluation and/or personal reaction • Structure mainly unfocused and/or disorganised A mark at the upper end of this band is awarded for a response which may show limited general relevance to the topic but does not answer the question set. Evidence and examples are few in number and are likely to be irrelevant. Any opinions are superficial and the response is merely descriptive. The response may well be difficult to understand. A mark at the lower end of this band is awarded for a response where virtually no points are made which are relevant to the question set. There is little or no relevant evidence or examples. There are likely to be no appropriate opinions. A mark of zero is awarded only for an answer which shows no relevance to the task set. A zero score for Content will automatically result in a zero score for Section B as a whole. A mark of zero must not be awarded without reference to a Senior Examiner.
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QUALITY OF LANGUAGE

Range of Vocabulary

Marks	Criteria
5	Very wide range of vocabulary used
4	A wide range of vocabulary used
3	Some variety in the use of vocabulary
2	Little variety in the use of vocabulary
0-1	Vocabulary simple and very limited

Complexity of Language

Marks	Criteria
5	Very wide range of complex structures
4	A wide range of structures including complex constructions
3	A variety of structures used with some attempts at complex constructions
2	Structures mainly simple, with little variety
0-1	Structures very simple and limited in scope

Accuracy

Marks	Criteria
5	Highly accurate with only occasional errors
4	Generally accurate with few errors
3	More accurate than inaccurate. Errors rarely impede communication
2	Some errors but these generally do not impede communication
0-1	Many errors which significantly impede communication

The marks awarded for each of Range of Vocabulary, Complexity of Language and Accuracy are not limited by the mark awarded for Content. The essay is assessed for Quality of Language independently of the Content mark unless the Content mark is 0, in which case the mark in the other three categories will also be 0.