



Rewarding Learning

**General Certificate of Secondary Education
2011**

Modern Languages

Unit 2: Writing

[GFR21/2] [GGE21/2] [GIR21/2] [GSP21/2]

MARK SCHEME

5 Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievements likely to have been shown by candidates awarded particular grades. The description must be interpreted in relation to the content in the specification, they are not designed to define that content.

The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of candidates' performance in the assessment may be balanced by better performances in others.

Grade	Description
A	Candidates show understanding of a variety of spoken language that contains some complex language and relates to a range of contexts. They can identify main points, details and points of view and draw simple conclusions. They initiate and develop conversations and discussions, present information and narrate events. They express and explain ideas and points of view, and produce extended sequences of speech using a variety of vocabulary, structures and verb tenses. They speak confidently, with reasonably accurate pronunciation and intonation. The message is clear but there may be some errors, especially when they use more complex structures. They show understanding of a variety of written texts relating to a range of contexts. They understand some unfamiliar language and extract meaning from more complex language and extended texts. They can identify main points, extract details, recognise points of view, attitudes and emotions and draw simple conclusions. They write for different purposes and contexts about real or imaginary subjects. They express and explain ideas and points of view. They use a variety of vocabulary, structures and verb tenses. Their spelling and grammar are generally accurate. The message is clear but there may be some errors, especially when they write more complex sentences.

Grade	Description
C	Candidates show understanding of different types of spoken language that contain a variety of structures. The spoken material relates to a range of contexts, including some that may be unfamiliar, and may relate to past and future events. They can identify main points, details and opinions. They take part in conversations and simple discussions and present information. They express points of view and show an ability to deal with some unpredictable elements. Their spoken language contains a variety of structures and may relate to past and future events. Their pronunciation and intonation are more accurate than inaccurate. They convey a clear message but there may be some errors. They show understanding of different types of written texts that contain a variety of structures. The written material relates to a range of contexts, including some that may be unfamiliar and may relate to past and future events. They can identify main points, extract details and recognise opinions. They write for different contexts that may be real or imaginary. They communicate information and express points of view they use a variety of structures and may include different tenses or time frames. The style is basic. They convey a clear message but there may be some errors.
F	Candidates show some understanding of simple language spoken clearly that relates to familiar contexts. They can identify main points and extract some details. They take part in simple conversations, present simple information and can express their opinion. They use a limited range of language. Their pronunciation is understandable. There are grammatical inaccuracies but the main points are usually conveyed. They show some understanding of short, simple written texts that relate to familiar contexts. They show limited understanding of unfamiliar language. They can identify main points and some details. They write short texts that relate to familiar contexts. They can express simple opinions. They use simple sentences. The main points are usually conveyed but there are mistakes in spelling and grammar.

Band	Description of Performance Communication	Marks
5	The candidate communicates the task very clearly and concisely and displays very good knowledge of the topic. Ideas and opinions are expressed and justified.	[17]–[20]
4	The candidate communicates the task clearly and concisely and displays good knowledge of the topic. Ideas and opinions are expressed and there is some justification.	[13]–[16]
3	The candidate communicates the task and displays some knowledge of the topic. Some ideas and opinions are expressed.	[9]–[12]
2	The candidate communicates some of the task and displays a limited knowledge of the topic. There are few ideas and opinions.	[5]–[8]
1	The candidate does not communicate the task and displays very limited knowledge of the topic. No ideas or opinions are expressed.	[1]–[4]
0	There is no meaningful communication.	[0]

Band	Description of Performance: Grammar and Structures	Marks
5	There are few errors. The writing is well ordered and coherent. The candidate uses a wide range of vocabulary and structures. There is good evidence of idiomatic language.	[9]–[10]
4	There are some errors where more complex language is used. The writing is likely to have a natural flow. The candidate uses a range of vocabulary and structures. There is some evidence of idiomatic language.	[7]–[8]
3	There are frequent minor errors, but the majority of the task is comprehensible. The candidate uses a limited range of vocabulary and structures. There is little evidence of idiomatic language.	[5]–[6]
2	There are frequent major and minor errors, but up to half of the text is meaningful. The candidate uses basic vocabulary and structures. There is no evidence of idiomatic language.	[3]–[4]
1	There are major and frequent errors, making the text ambiguous and difficult to understand. The candidate uses short simple sentences or phrases but there are many inaccuracies in spelling.	[1]–[2]
0	The candidate uses no meaningful language.	[0]