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# A-LEVEL

## French

Unit 3 Listening, Reading and Writing  
Mark scheme

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Version 1: Final Mark Scheme

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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](http://aqa.org.uk)

**Unit 3**

The assessment objectives will be allocated in the following way.

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

The marks will be allocated in the following way.

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

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## 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.
- 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	Mark	Accept	Notes/Reject
1 (a)	personne	1	individu, Européen, habitant, citoyen, persone	<b>Reject</b> Européen(n)e/ Européan(e)/individuel

Q	Key Idea	Mark	Accept	Notes/Reject
1 (b)	repas	1		<b>Insist on</b> correct spelling but tolerate errors of accent.

Q	Key Idea	Mark	Accept	Notes/Reject
1 (c)	pays	1	états (ignore de/d'), nations, gouvernements	<b>Reject</b> pay/étas

Q	Key Idea	Mark	Accept	Notes/Reject
1 (d)	familles	1	famile(s)	<b>Reject</b> famille(s)

Q	Key Idea	Mark	Accept	Notes/Reject
1 (e)	milliards	1	millard(s)/miliard(s)/milliarde(s)	<b>Reject</b> milard(s)

Q	Key Idea	Mark	Accept	Notes/Reject
1 (f)	exclusion	1	pauvreté (et exclusion)	<b>Accept</b> with article. <b>Ignore</b> any use of de/d'

Q	Accept	Mark
2 (a)	<b>C</b>	1

Q	Accept	Mark
2 (b)	<b>D</b>	1

Q	Accept	Mark
2 (c)	<b>A</b>	1

Q	Accept	Mark
2 (d)	<b>B</b>	1

Q	Accept	Mark
2 (e)	<b>B</b>	1

Q	Accept	Mark
2 (f)	<b>C</b>	1

Q	Key Idea	Marks	Accept	Reject/Notes
3 (a)	(Au) début des années(19)90(s)	1	<b>Accept</b> commencement	Both début and années are required <b>Reject</b> début de 1990/depuis 1990/début des 1990(s) <b>Tolerate</b> grammatical errors where the meaning remains clear (eg à le début)

Q	Key Idea	Marks	Accept	Reject/Notes
3 (b)	sur (simple) demande	1	Ils (l')ont demandé(e) <b>Accept</b> simple demande (tc) <b>Accept</b> present tense <b>Accept</b> on (l')a demandé(e) <b>Accept</b> par demande(r) <b>Accept</b> Ils demandent l'asile	<b>Reject</b> demande (tc) <b>Reject</b> sample

Q	Key Idea	Marks	Accept	Reject/Notes
3 (c)	s'inscrire à <u>un club</u> de basket (1)	1	<b>Accept</b> infinitive, past/present tenses <b>Accept</b> il est allé à /il a joué dans/à/il a fait partie d'un club de basket	<b>Reject</b> un club de basket (tc) <b>Reject</b> il a s'inscrit/il s'a inscrit/il c'est inscrit <b>Tolerate</b> omission of à <b>Tolerate</b> missing accent on à <b>Reject</b> (re)joindre <b>Tolerate</b> par s'inscrire

Q	Key Idea	Marks	Accept	Reject/Notes
3 (d)	il a fait des/ beaucoup de rencontres/il a des amis (1)  il se sent/est accepté(1)	2	il a rencontré des/ beaucoup de gens <b>Accept</b> present tense <b>Tolerate</b> il a fait des amis <b>Accept</b> perfect/ imperfect tenses <b>Accept</b> intégré <b>Accept</b> nombreuses rencontres (tc)	<b>Tolerate</b> grammatical errors where the meaning remains clear (eg beaucoup des) Rencontres/rencontrer must be spelled correctly <b>Reject</b> rencontres <b>Tolerate</b> il sent accepté <b>Reject</b> accepter <b>Reject</b> il est accepte i.e. without accent <b>Reject</b> de nombres rencontres but <b>accept</b> de nombres de rencontres <b>Reject</b> il se senti, il s'est sent <b>Accept</b> il semble accepté but <b>Reject</b> il se semble accepté

Q	Key Idea	Marks	Accept	Reject/Notes
3 (e)	Un diplôme d'informatique (en poche)	1	<b>Accept</b> omission of article and/or of d' <b>Accept</b> une qualification (en/d') informatique	<b>Reject</b> un diplôme (tc) <b>Reject</b> (d')informatique (tc)

Q	Key Idea	Marks	Accept	Reject/Notes
3 (f)	Il n'a pas/plus envie de retourner en Somalie/à son pays	1	Il ne veut/désire pas/plus <b>Accept</b> il veut rester au Danemark/il ne veut pas partir <b>Accept</b> Past/ future/conditional tenses	<b>Reject</b> il ne veut pas retourner (tc) <b>Tolerate</b> il n'a pas aucune envie <b>Reject</b> en vie <b>Tolerate</b> minor grammatical errors such as à Somalie

Q	Accept	Mark	Notes
4	A, F, G, K, M, S	6	Accept letters in any order

Q	Accept	Mark	Notes
5 (a)	M	1	

Q	Accept	Mark	Notes
5 (b)	D	1	

Q	Accept	Mark	Notes
5 (c)	A	1	

Q	Accept	Marks	Notes
5 (d)	S	1	

Q	Accept	Mark	Notes
5 (e)	A	1	
Q	Accept	Mark	Notes
5 (f)	A	1	

Q	Accept	Mark	Notes
5 (g)	M	1	

Q	Accept	Mark	Notes
5 (h)	S	1	

Q	Accept	Mark	Notes
6 (a)	F	1	Accept X

Q	Accept	Mark	Notes
6 (b)	ND	1	Accept N, PM or ?

Q	Accept	Mark	Notes
6 (c)	V	1	Accept T or √



Q	Accept	Mark	Notes
6 (d)	F	1	Accept X

Q	Accept	Mark	Notes
6 (e)	V	1	Accept T or √

Q	Accept	Marks	Notes
6 (f)	ND	1	Accept N, PM or ?

Q	Accept	Mark	Notes
6 (g)	V	1	Accept T or √

Q	Accept	Mark	Notes
6 (h)	F	1	Accept X

Q	Accept	Mark	Notes
6 (i)	F	1	Accept X

Q	Accept	Mark	Notes
6 (j)	V	1	Accept T or √

Q	Accept	Marks
7 (a)	C	1

Q	Accept	Marks
7 (b)	F	1

Q	Accept	Marks
7 (c)	G	1

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Q	Accept	Marks
7 (d)	M	1

Q	Accept	Marks
7 (e)	B	1

Q	Accept	Marks
7 (f)	D	1

Q	Accept	Marks
7 (g)	K	1

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.				
<b>8</b>	1	Alors, la société française n'est plus raciste ?	So/Well (then)/Now/Therefore French society is/is French society no longer racist/is not racist anymore/now? (1)	<b>Reject</b> the French society <b>Reject</b> But <b>Reject</b> is not (tc) <b>Reject</b> raciste
	2	Saviez-vous qu'un Arabe	Did you know that an Arab (person) (1)	<b>Reject</b> Do you know <b>Reject</b> Arabe/ Arabian/ Arabic person
	3	a cinq fois plus de chances	is five times more/ likely/has five times more the number of chance(s)/ it is five times more likely that...(1)	
	4	de se faire contrôler par la police qu'un Blanc ?	to be stopped/checked/ searched/ pulled over/questioned/have his/their papers/identity checked/looked at/ examined by the police than a white (man/person)? (1)	<b>Reject</b> controlled/arrested/ detained/investigated/
	5	Et si vous vous appelez Mohammed,	And if you are called/call yourself/ your name is Mohammed, (1)	
	6	pas la peine de	there is no point in/don't bother/it's pointless/useless/a waste of time/not (even) worth (1)	<b>Reject</b> its without apostrophe
	7	poser votre candidature pour	applying/trying to be a candidate/ sending your résumé /details/ application for (1)	If résumé is used there must be an accent on the second e
	8	certaines postes.	certain/some jobs/positions/posts/job posts. (1)	
	9	Malgré	Despite/In spite of (1)	
	10	mes diplômes	my diplomas/qualifications/degrees (1)	<b>Reject</b> singular
	11	j'ai envoyé une centaine de CV	I (have) sent (about) a hundred/ a hundred or so CVs (1)	<b>Reject</b> CV (without 's')/ a hundred of CVs/ hundreds of CVs
	12	sans être convoqué	without being invited/called/contacted (1)	
	13	pour un seul entretien d'embauche.	to/for a single/one (job) interview. (1) without being interviewed for a single job = 2	
	14	Mais le plus dur à supporter	But the hardest/most difficult/ toughest (thing) to bear/ stand/put up with/ endure/tolerate/accept/live with (1)	<b>Reject</b> support/bare
	15	c'est l'attitude quotidienne	(it) is/it's the daily/everyday / day-to-day attitude(s)/behaviour (1)	<b>Reject</b> its without apostrophe but possible NFP from Box 6 <b>Reject</b> regular

	16	de certains,	of some/certain people, (1)	<b>Accept</b> some (tc) <b>Reject</b> certain (tc)
	17	leur façon de vous regarder	their way of looking at/watching/considering you/the way they look at you (1)	<b>Reject</b> seeing <b>Reject</b> their way they look at you
	18	avec méfiance.	suspiciously/distrustfully/ mistrustfully/ warily/with suspicion/ distrust/mistrust. (1)	<b>Reject</b> cautiously/with caution
	19	Et dans la crise économique actuelle,	And in the current/present/ today's/ongoing economic/financial crisis, (1)	<b>Reject</b> actual <b>Reject</b> recession
	20	la situation ne fait qu'empirer.	the situation is only/just getting/ going to get/can/will only get worse/worsen. (1)	<b>Reject</b> omission of only/just <b>Reject</b> is not getting better/improving <b>Reject</b> is only made worse

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	How can we	Comment/Par quel moyen/De quelle façon peut-on/pouvons-nous/est-ce qu'on peut/est-ce que nous pouvons	<b>Accept</b> without inversion or est-ce que if 'comment' etc comes at the end. <b>Accept</b> Comment résoudre (=2)
2	solve	résoudre/solutionner/surmonter	<b>Accept</b> trouver une solution au/pour
3	the serious problem	le problème grave/sérieux/important	<b>Accept</b> adjective before noun
4	of juvenile delinquency?	de (la) délinquance/criminalité juvénile /de(s)/chez les/des jeunes/des délinquants jeunes/juveniles ?	<b>Reject</b> parmi/entre les jeunes <b>Reject</b> petit(s) crime(s)
9 (b)			
1	Putting ... in prison	Emprisonner/Incarcérer/ Ecrouer / Mettre/ Détenir (...) en/dans la/une prison/derrière les barreaux/sous les verrous/ La prison pour/ L'emprisonnement / L'incarcération de	
2	our young people	nos jeunes (gens/personnes)/notre jeunesse	<b>Reject</b> nôtre
3	is not necessarily	(ce) n'est pas nécessairement/forcément	
4	the best solution.	la meilleure solution.	<b>Reject</b> la solution meilleure but <b>accept</b> la solution la meilleure
9 (c)			
1	It is shocking that	Il est/ C'est choquant/affreux/ scandaleux/ épouvantable que	Il est choquant de punir = 1 out of 2
2	vulnerable adolescents	des/les ados/adolescents vulnérables/ sensibles/en précarité	<b>Reject</b> naïfs
3	are punished	soient punis/sanctionnés/ qu'on punisse/ sanctionne	
4	so severely.	(aus)si/tellement sévèrement/ d'une/de/dans une façon/manière si sévère/avec tant de sévérité.	<b>Reject</b> strictement
9 (d)			
1	Those who say	Ceux qui/Les personnes/gens qui disent	<b>Accept</b> Celles qui
2	that they are the main victims	qu'ils/que ce sont les principales/ premières/ plus grandes victimes/les victimes principales/les plus touchés par	<b>Accept</b> elles and later touchées <b>Accept</b> se disent <b>Accept</b> prétendent être
3	of the economic crisis	de/dans la crise économique	
4	are right.	ont raison.	<b>Reject</b> sont corrects
9 (e)			
1	We should	Nous devrions/ On devrait/Il faudrait	<b>Reject</b> il faut/on doit/nous devons
2	encourage them	les encourager	
3	to live	à mener/vivre	
4	the most useful life possible.	la/une vie la plus utile (que) possible/ la plus utile vie possible.	<b>Accept</b> les/des vies les plus utiles possibles/que possible

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## 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, e.g. 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 three 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.

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**Guidance on individual essays**

- 10(a) The emphasis in this essay should be on the changes in the sources of employment but credit should also be given to the student who explains why some sources have not changed. The second part of the question can be discussed reasonably briefly and various definitions of '*secteur de la population*' are possible – it may be by age, gender or even native/immigrant – but it must be dealt with adequately for a mark in the top two bands for Content to be awarded.
- 10(b) This should be a fairly straightforward question to mark. The second part of the question may well be covered adequately in the body of the essay as the student analyses the various advantages rather than forming a separate section at the end though it does need to be addressed adequately for a mark in the top two bands for Content to be awarded. It may also be valid for a student to concentrate on just one of these areas if he/she believes that the advantages are limited to just that area. The answer in the top band for Content may well analyse how the advantages apply to different sections of the population (e.g. by age or gender).
- 11(a) It is for the student to interpret the concepts of triumphs and disasters as he/she wishes, but the essay which merely narrates events stating they are triumphs or disasters will at best be placed in the 'Sufficient' band for Content. For an essay to be placed in the top two bands the student should analyse why they can be considered so in terms of their immediate or long-term impact on France or the country concerned, for example.
- 11(b) The word '*facteurs*' is open to different interpretations and it is perfectly valid for these to include the actions of a particular individual or individuals. The '*secteurs de la société*' may be interpreted in terms of class, age, gender or even ethnicity (e.g. Jews under the Occupation) but this part of the question must be dealt with adequately for a mark in the top two bands for Content to be awarded.
- 12(a) Any reasonable interpretation of '*les personnages secondaires*' should be accepted, as indeed should any reasonable interpretation of what the themes of the work(s) are. If only one character is discussed then the mark will be at best in the 'Limited' band for Content but all bands are available for an essay in which two characters are discussed – a student who analyses several characters will not necessarily be awarded a higher mark. A student may just analyse the importance of the characters in terms of the themes or may analyse other aspects to their roles; both approaches are equally valid but the second part of the question must be dealt with adequately for a mark in the top two bands for Content to be awarded. Remember that if a short story writer is chosen at least three stories must be discussed for the essay to be placed in the top two bands for Content.
- 12(b) Any reasonable interpretation of what the 'messages' are should be accepted though for an essay to be placed in the top band for Content the student must analyse the messages (i.e. what the author is telling the reader) rather than just analysing the themes. It is just about possible that a student may assert that there is only one main message; if so this should be accepted provided that the message is analysed in sufficient depth. The second part of the question may be dealt with in the body of the essay as each individual message is analysed or it may be left to a relatively brief conclusion, but a well-justified personal response is needed for a mark in the top band for Content to be awarded. Remember that if a short story writer is chosen at least three stories must be discussed for the essay to be placed in the top two bands for Content.



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Any reasonable interpretation of what constitutes a '*sujet universel*' should be accepted and it is also perfectly acceptable for a student to argue that the subjects discussed by the poet/playwright are not 'universal'. The student clearly needs to analyse what the poet/playwright's opinions on the subjects are but the number of subjects analysed is less important than the depth of analysis. An essay placed in the top band for Content will probably analyse how the opinions are conveyed.

- 13(b) The focus of the essay is clearly on the methods used by the poet/playwright and in the latter case some analysis of theatrical techniques – how the play would appear on stage – would normally be expected for the essay to be placed in the top band for Content. In the case of a poet aspects such as imagery, rhythm, sound values etc would be expected, but whatever a student reasonably identifies as methods (as opposed to themes) should be accepted. The second part of the question may be dealt with relatively briefly but some indication of what the objectives are is needed for a mark in the top two bands for Content to be awarded.
- 14(a) A very open question which can be approached in many different ways. The student may concentrate on themes, techniques or even on what 'timeless' qualities the work(s) studied show. The key to assessing the essay will be the depth of analysis and how well the student justifies his/her response.
- 14(b) The student who chooses to analyse more than one work will not necessarily be awarded a higher mark than one who analyses just one work; it is the range and depth of the analysis which is important. Some analysis of the chosen medium would normally be expected for a mark in the top two bands for Content to be awarded; for an artist this will almost inevitably be included but for a musician some reference to musicality and for a film director some reference to cinematographic aspects is needed. The second part of the question may be dealt with relatively briefly but some well-justified opinions are needed for a mark in the top band for Content to be awarded.

**CONTENT**

<b>Marks</b>	<b>Criteria</b>
<b>21-25</b>	<p><b>Very Good</b></p> <ul style="list-style-type: none"> <li>• <b>Thorough understanding and knowledge of the task</b></li> <li>• <b>Wide range of relevant examples and evidence</b></li> <li>• <b>Clear evidence of evaluation and well-justified personal reaction</b></li> <li>• <b>Well-organised structure with clear progression</b></li> </ul> <p>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.</p> <p>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, e.g. its focus may occasionally wander from the question set, or an important point may not be convincingly backed up by specific evidence.</p> <p>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.</p>
<b>16-20</b>	<p><b>Good</b></p> <ul style="list-style-type: none"> <li>• <b>Sound understanding and knowledge of the task</b></li> <li>• <b>Good range of relevant examples and evidence</b></li> <li>• <b>Some evidence of evaluation and personal reaction but not always convincingly justified</b></li> <li>• <b>Logical structure with some progression</b></li> </ul> <p>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.</p> <p>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.</p>

11-15	<p><b>Sufficient</b></p> <ul style="list-style-type: none"> <li>• <b>Some understanding and knowledge of the task</b></li> <li>• <b>Some relevant examples and evidence</b></li> <li>• <b>Some evaluation and personal reaction evident but often not justified; over-reliance on received ideas</b></li> <li>• <b>Structure is satisfactory though there may be some deficiencies</b></li> </ul> <p>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.</p> <p>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.</p>
6-10	<p><b>Limited</b></p> <ul style="list-style-type: none"> <li>• <b>Limited understanding and knowledge of the task</b></li> <li>• <b>Limited use of relevant examples and evidence</b></li> <li>• <b>Limited evaluation and personal reaction; mainly descriptive or factual</b></li> <li>• <b>Structure limited – often unclear or confusing</b></li> </ul> <p>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.</p> <p>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.</p>

<b>0-5</b>	<p><b>Poor</b></p> <ul style="list-style-type: none"> <li>• <b>Little understanding and knowledge of the task</b></li> <li>• <b>Lack of relevant evidence. Few examples</b></li> <li>• <b>Little or no evaluation and/or personal reaction</b></li> <li>• <b>Structure mainly unfocused and/or disorganised</b></li> </ul> <p>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.</p> <p>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.</p>
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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

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**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.

**Mark Ranges and Award of Grades**

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.

Convert raw or scaled marks into marks on the Uniform Mark Scale (UMS) by using the link below.

**UMS conversion calculator** [www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion)