

Commentary on candidate evidence

The candidate evidence has achieved the following marks for the assignment-writing coursework assessment.

Candidate 1

Context: Society

Stimulus: Family is more important than friends in every case. Discuss

The candidate was awarded **16 marks**.

Content

The writing addresses the title competently and content is mostly relevant. The candidate expresses a range of ideas and opinions and provides reasons for these. There are some elements which cover more personal points of view, but the writing is mainly discursive and offers different arguments and viewpoints. The writing is presented in paragraphs, is structured and generally well organised.

Accuracy

There is a good degree of grammatical accuracy corresponding to the level, with many correct phrases and structures, for example, *J'aimerais dire que..., quand vous vous disputez, je me confie à, ils comprennent les problèmes modernes, vous pourrez perdre le contact avec vos amis courants.*

The candidate demonstrates a good degree of accuracy in spelling and word order. Errors do occasionally detract from the overall impression, for example, *ma experience, de un âge, émotiennement, tout de réfléchi.*

Language resource

The writing is mostly detailed and complex language. There is a range of structures, for example, *il est à noter que..., les personnes les plus importantes de ma vie..., contrairement à..., la famille est indiscutablement plus importante que.. Tout d'abord, Ensuite, D'autre part.*

The candidate uses a range of verbs/verb forms and tenses, including the present, perfect, conditional and future tenses: *vos parents ont payé, j'irai à l'université, j'aimerais habiter.* There is good use of verbs in the third person singular and plural.

Overall, this is a confident essay which addresses the stimulus. The language flows generally well, however, as the writing develops some of the errors detract from the overall impression.

Candidate 2

Context: Learning

**Stimulus: School prepares people adequately for the world of work.
Discuss**

The candidate was awarded **8 marks**.

Content

The writing addresses the title competently. On the first page, there are attempts at presenting different arguments or viewpoints. The second page involves primarily personal experiences and the content in the paragraphs starting *Cette année j'ai pris six matières...* and *Il faut avouer que d'habitude mon téléphone* ..is not linked to the world of work.

The writing has an adequate sense of structure and is mostly organised with the conclusion relating back to the stimulus.

Accuracy

The candidate demonstrates an inadequate degree of grammatical accuracy corresponding to the level. Some errors are serious and impede communication, such as where there are incorrect structures or missing words, for example: *.. l'école enseigne élèves beaucoup de compétences..*, *..compétences comme lis, écris et écoute..* and *..même si je ne suis pas..* There are problems with verbs and control of tenses, for example, *Ces compétences sera utiliserai..* and *Après je quitterais..*

Accuracy in spelling is uneven and the use of accents is not secure, for example: *l'école préparé.. Deuxièmement, médecine, les etudes modern, and ça ne m'intéresse plus.*

Language resource

The candidate uses a limited range of structures, verbs/verb forms, and other language features and the language is somewhat repetitive (first and last paragraphs).

There are some attempts to vary the tense (conditional, imperfect, perfect) but use of the perfect tense is less successful, for example *j'ai pris beaucoup de compétences* (instead of 'appris').

There are attempts to use detailed and complex language, for example, *parce que c'est mon truc... je suis capable de faire beaucoup* ..and *..mais je sais qu'il faut aussi bosser pour les examens..*. Unfortunately, the use of such language is not sustained; also, a list of school subjects is not useful at this level.

Overall, several structures are not used accurately with communication being impeded in places. Errors detract from the overall quality of writing.

Candidate 3

Context: Society

Stimulus: Is it worth getting married? Do you agree?

The candidate was awarded **20 marks**.

Content

The candidate addresses the title in a full and balanced way. They use content which is relevant and express a wide range of ideas, opinions and reasons for these. The writing is mainly discursive offering different arguments and viewpoints with a conclusion. It is very structured and organised and the language flows well throughout.

Accuracy

The writing has a very good degree of grammatical accuracy corresponding to the level. There is good control of the present, conditional and imperfect tense. Both the first and third person singular and plural of present tense verbs are used correctly.

The candidate demonstrates a very good degree of accuracy in spelling and word order with just a few errors which do not detract from the overall impression, for example: *réelement, je voudrais des enfants...*

Language resource

The candidate uses detailed and complex language throughout and there are many good examples of this, for example, *donc vous devez vous demander, Si cela vaut la peine.., il semble que.., en outre.., ..en plus vous pouvez obtenir...*

There is a wide range of structures, a wide range of verbs and a range of tenses, for example, *j'aimerais me marier un jour.., j'estime que le mariage est tout à fait romantique, autant que je sache.*

Although the essay is mainly written in the present tense, this is entirely appropriate for the title.

Candidate 4

Context: Culture

Stimulus: All students should go on a gap year.

The candidate was awarded **4 marks**.

Content

The candidate attempts to address the title. They express very limited ideas, opinions and reasons. They also attempt to express arguments or viewpoints and there is a sense of structure and an attempt at drawing a conclusion.

Accuracy

There are serious grammatical inaccuracies corresponding to the level. Despite the inclusion of a future tense, many other verbs are inaccurate, for example: *Certains gens penser que...*, *des gens peux..* and *les gense qui savais*.

There are serious errors which impede communication throughout, for example : *de quittons école..*, *est trop cher sens la plupart..*, and *.. les gens sortez*.

The candidate demonstrates an insufficient degree of accuracy in spelling and word order and use of accents is not secure, for example: *année..*, *addescents/addolesecents*, *le sentissent*, *découvrir*, *parce qu leurs..*, *..experience..*, *..noueux..*, *..gangre de l'argent..*, *..apprendre*.

Language resource

There is a very limited amount of detailed and complex language. The candidate uses a very limited range of structures, a very limited amount of verbs/verb forms, and other language features. The language is repetitive, for example *...prendre une année sabbatique*, *..nouveau mode de vie..*, *..nouveaux culture..*, *..nouveau talent..*, *..n'est pas bonne..* and *je pense que*.

Despite the candidate attempting to address the stimulus, the overall inaccuracy of this writing impedes communication.

Candidate 5

Context: Society

Stimulus: Are lifestyle choices important

The candidate was awarded **8 marks**.

Content

The candidate expresses fairly limited ideas, opinions and reasons. They attempt to write discursively (for example, *certain disent que.., un autre élément..*) but find it difficult to present different arguments in any detail.

Some parts of the essay relate to personal experience and the paragraph about technology is not relevant to the stimulus. There is a sense of structure and an attempt to draw a conclusion.

Accuracy

There is an inadequate degree of grammatical accuracy corresponding to the level. Some structures/parts of phrases have errors or words missing leading to communication being impeded, for example: *Beaucoup du fruits et légumes et éviter.., ..un mode d'une vie sain.., ..et le vois mes amis..* and *Même les drogues*.

There is poor control of verbs in places, for example, *l'alimentation qui nous donnent.., .. pour être maintenir.., ne doive pas..* and *..il faut coupe*.

The candidate demonstrates an inadequate degree of accuracy in spelling for example: *..il y a plusieurs...l'ailments.., and ..besoins*. Also, agreement of adjectives is not always secure.

Language resource

There is a limited amount of detailed and complex language. The candidate uses a limited range of structures, limited amount of verbs/verb forms, and other language features. There is repetition of *..un mode d'une vie sain*.

Candidate 6

Context: Society

Stimulus: Island life is the best life!

The candidate was awarded **16 marks**.

Content

The writing addresses the title competently and content is relevant. The candidate expresses a good range of ideas, opinions and provides reasons for these. The writing is mainly discursive (*d'autres pensent que..., d'un autre côté..*) and presents different arguments and draws a conclusion. The essay flows well, is structured and organised, for example: *pour commencer, d'abord, Cependant, D'un autre côté* and *En conclusion*.

Accuracy

There is a good degree of grammatical accuracy corresponding to the level. Errors are occasionally more serious and detract from the overall impression, for example, *Cette fais, .. c'est mal pour la vie.., d'attendre pour ca arrive..* and *à mon opinion*.

Control of verbs is not always secure, for example, *les avantages d'une vie sur une île est que.., faire d'acheter..., ils sont aîné ils devrait.., car on n'avoir pas..* and *..ils peut profiter..* Overall, the candidate does demonstrate a good degree of accuracy in spelling despite some minor errors for example with accents: *s'inquietér, proximite, être*.

Language resource

The candidate mostly uses detailed and complex language and the essay contains some good examples of this, for example, *on peut faire des randonnées ...sans se sentir étouffé, c'est parce qu'il y a plus d'espaces verts et moins de circulation sur une île par rapport à une ville*.

There is a wide range of structures, for example, *..il n'y a pas de moments ennuyeux..., ...donc moins de.., il faut avoir une voiture pour se déplacer..* and *..avoir la chance de découvrir*.