

**General Certificate of Secondary Education**

**A704/A714/A724 CA**

**French/German/Spanish**

**Writing**

**Specimen controlled assessment tasks**

Candidate  
Forename

Candidate  
Surname

Centre  
Number

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Candidate  
Number

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## INSTRUCTIONS FOR TEACHERS

- Please refer to Section 5 of the GCSE French/German/Spanish specification for instructions on completing controlled assessment tasks.
- The total number of marks for each Task is **30**.
- The total marks for this unit is **60**.

**WRITING EXEMPLAR TASKS****EXEMPLAR TASK 1****(Topic area 1 Home Life and Local Area – a) at home)**

Describe your house etc, saying what you like and dislike about it.

OR

You want to do a house-swap in the next summer holidays. Write a promotional account of your own home and its facilities for a family the same size as yours.

OR

Imagine that you are a famous footballer looking to move house. What are your requirements and why?

**EXEMPLAR TASK 2****(Topic area 5 Widening horizons – Life in other countries)**

- Imagine yourself as a waiter/waitress in the target language country. Describe your day. (You may choose a different job).

OR

- “A day in the life of.....” Write about the daily routine of a person living in France/Germany/Spain. Give opinions. (You may choose to be this person).

OR

- Discuss the importance of learning French/German/Spanish for spending a holiday, etc in France/Germany/Spain. Give your reasons.

**EXEMPLAR TASK 3****(Topic area 3 People and lifestyle b) healthy options)**

- Do you have a healthy diet?

Write a reply to this question on a fitness suite form, mentioning food, drink and activities.

OR

- Write a letter to a fitness magazine about what constitutes healthy living in your opinion.

OR

- Ask 'Dr Know'!

You are worried about the lifestyle of a friend.

Write a letter seeking advice on his/her behalf to the "doctor's page" of your magazine.

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SPECIMEN

**Unit 4: Writing**

**Specimen Controlled Assessment Tasks**

**Specimen Mark Scheme**

The maximum mark for each of these tasks is **30**.

The total mark for the unit is **60**.

SPECIMEN

Task One	Communication	15 marks
	Quality of Language	15 marks
	Total	30 marks
Task Two	Communication	15 marks
	Quality of Language	15 marks
	Total	30 marks
TOTAL		60 marks

Communication 15 marks	
15	The candidate responds fully to all tasks/questions, including open ended ones. Uses relevant information to develop and justify individual ideas and points of view.
13/14	Usually gives extra information in response to tasks/questions, including open-ended ones. Routinely expresses opinions and provides justifications. Sometimes develops and explains own ideas.
12	Produces enough language to address the tasks/questions competently. Sometimes gives additional detail. Expresses more than straightforward points of view, sometimes with justifications.
9/10/11	Tackles the range of set tasks/questions and communicates the essential elements. Readily expresses points of view.
7/8	Performs unevenly in response to the tasks/questions but tries to address most of them. Expresses some opinions.
5/6	Communicates with simple, short pieces of information in response to straightforward tasks/questions. Occasionally gives opinions.
3/4	Communicates a few facts or ideas in response to well-practised tasks/questions. Can express simple opinions. Sometimes irrelevant or repetitive.
1/2	Conveys only isolated pieces of information, even in response to very simple tasks/questions.
0	Communicates no relevant information



Quality of Language 15 marks	
15	Confident and accurate use of a variety of clause types, vocabulary, idioms and structures, including verb structures and tenses. Errors noticeable only in the most ambitious language. Fluent, coherent, consistent, controlled and varied.
13/14	Successful with more complex language features, though with some inaccuracy. A range of clause types, with some consistent manipulation of verb structures and tense. Longer sequences of language. Overall, in control of the material.
11/12	A good range of structures and vocabulary and some common idioms, with some consistent use of tenses. Some attempts at varying clause types and conjunctions. Mostly unambiguous. Some object and reflexive pronouns.
8/9/10	Uses a range of straightforward structures and vocabulary, which may include different tenses and time frames. Can connect verbs. Attempts to use one or two common idioms. The response is sufficiently accurate for the basis of the message to be clear and reasonably coherent.
6/7	Some awareness of verbs and time frames, but inconsistent overall. Straightforward vocabulary and structures. Everyday messages are sufficiently accurate to be comprehensible.
4/5	Some awareness of verbs and other simple structures. Limited use of vocabulary. Error does not impede routine communication over a few sentences.
2/3	Only a few phrases or short sentences are accurate enough to be recognisable. Very simple sentence structure.
1	Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.
0	Nothing coherent or accurate enough to be comprehensible

**Assessment Objectives Grid (includes QWC)**

Question	AO4	Total
1-60	60	60
Totals	60	60