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# **GCSE MARKING SCHEME**

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**SUMMER 2018**

**GCSE (NEW)  
FRENCH - UNIT 4  
WRITING - HIGHER TIER  
3800UD0-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2018 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

**GCSE FRENCH**  
**SUMMER 2018 MARK SCHEME**  
**UNIT 4: WRITING - HIGHER TIER**  
**(60 marks)**

**General Advice**

Examiners are asked to read and digest thoroughly all the information set out in the document *Instructions for Examiners* sent as part of the stationery pack. It is essential for the smooth running of the examination that these instructions are adhered to by all.

Particular attention should be paid to the following instructions regarding marking.

- Examiners must be positive in their approach. Look for opportunities to reward rather than penalise.
- Make sure that you are familiar with the questions and the relevant mark schemes.
- Familiarise yourself with the descriptors for each section of each assessment grid. See information below regarding advice on awarding marks using banded mark schemes.
- For questions at Foundation and Higher tier where an approximate word count is advised, the whole task must be marked and no marks are to be deducted for exceeding the word limit.

**Translation into French**

Suggested translations of each sentence or passage are provided in the mark scheme and will be further discussed at the examiners' conference in the light of candidates' scripts. Possible alternatives will be looked at on an individual basis.

**Banded mark schemes**

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band.

Examiners should first read and annotate a candidate's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied.

This is done as a two stage process.

**Stage 1 – Deciding on the band**

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the candidate's answer and check whether it matches the descriptors for that band. If the descriptors at the lowest band are satisfied, examiners should move up to the next band and repeat this process for each band until the descriptors match the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the candidate's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Examiners should not seek to mark candidates down as a result of small omissions in minor areas of an answer.

## Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a candidate's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

The following pages contain the mark scheme and assessment grids for Higher Tier. In addition, examiners should ensure they are familiar with the grammar requirements in Appendix B of the specification.

When using the assessment grids for Question 1, Communication and content and Linguistic knowledge and accuracy are to be assessed separately. Candidates achieving a lower mark in one column are not automatically precluded from accessing higher marks in another. Where a candidate produces a response which is wholly irrelevant to the task set, 0 marks for Communication and content and Linguistic knowledge and accuracy will be awarded.

When using the assessment grids for Question 2, Communication and content and Linguistic knowledge and accuracy are to be assessed separately. Candidates achieving a lower mark in one column are not automatically precluded from accessing higher marks in another. Where a candidate produces a response which is wholly irrelevant to the task set, 0 marks for Communication and content and Linguistic knowledge and accuracy will be awarded.

**Question 1****[20]**

Marks will be awarded for Communication and content, and Linguistic knowledge and accuracy.

**See Assessment Grid for Higher Tier Question 1****Guidance for examiners**

Candidates are required to address the three compulsory bullet points and write approximately 100 words overall. The candidate must provide some evidence of coverage of all bullet points in order to access the full mark range.

When assessing style and register, the following will be taken into account:

- the appropriateness of the piece for the intended audience (e.g. a friend, peers, tourists, teachers) and the appropriate register (formal or informal), including verbs and possessive adjectives, is used consistently throughout, as appropriate to the level

**Question 2****[28]**

Marks will be awarded for Communication and content, and Linguistic knowledge and accuracy.

**See Assessment Grid for Higher Tier Question 2****Guidance for examiners**

Candidates may use the three bullet points provided but are not limited to them. The content must however be relevant to the main theme of the task. Candidates are required to write approximately 150 words.

- (a) A very good variety of vocabulary will include common and less common, and familiar and less familiar words. Complex grammatical structures will include varied and complex word order, extended sentences with a range of structures such as conjunctions, pronouns and adverbs (see Grammar list in Appendix B of the specification with grammar items that are specific to Higher Tier).
- (b) When assessing style and register, the following will be taken into account:
- the appropriateness of the piece for the intended audience (e.g. a friend, peers, tourists, teachers) and
  - the appropriate register (formal or informal), including verbs and possessive adjectives, is used consistently throughout, as appropriate to the level

Assessment Grid for Unit 4: Writing Question 1 Higher Tier

[20]

Band	Marks	Communication and content	Marks	Linguistic knowledge and accuracy
5	9-10	<ul style="list-style-type: none"> <li>A very good response. Relevant information presented to meet all requirements of the task.</li> <li>Facts, ideas and opinions (as appropriate to the task) are clear.</li> </ul>	9-10	<ul style="list-style-type: none"> <li>A good variety of vocabulary and grammatical structures used, including attempts at complex structures.</li> <li>A very good level of accuracy with mainly minor errors. References to past, present and future events are mainly successful.</li> <li>Style and register are appropriate with minor lapses.</li> </ul>
4	7-8	<ul style="list-style-type: none"> <li>A good response. Relevant information presented to meet almost all requirements of the task with minor omissions.</li> <li>Facts, ideas and opinions (as appropriate to the task) are mostly clear.</li> </ul>	7-8	<ul style="list-style-type: none"> <li>A reasonable variety of vocabulary and grammatical structures used, including some attempts at complex structures.</li> <li>A good level of accuracy with occasional major errors and more frequent minor errors. References to past, present and future events are attempted but may not always be successful.</li> <li>Style and register are mostly appropriate.</li> </ul>
3	5-6	<ul style="list-style-type: none"> <li>A reasonable response. Relevant information presented to meet most of the requirements of the task.</li> <li>Facts, ideas and opinions (as appropriate to the task) expressed are generally clear but lapses are likely.</li> </ul>	5-6	<ul style="list-style-type: none"> <li>Some variety of vocabulary and grammatical structures used including occasional attempts at complex structures.</li> <li>A generally good level of accuracy with more frequent major errors and frequent minor errors. References to past, present and future events are attempted with limited success.</li> <li>Style and register may not always be appropriate.</li> </ul>
2	3-4	<ul style="list-style-type: none"> <li>A basic response. Relevant information presented to meet some of the requirements of the task.</li> <li>Some facts, ideas and opinions (as appropriate to the task) expressed are sometimes clear but the message breaks down occasionally.</li> </ul>	3-4	<ul style="list-style-type: none"> <li>A simple range of vocabulary and grammatical structures used.</li> <li>Some accuracy when using simple structures, though errors are often present.</li> <li>Limited awareness of style and register.</li> </ul>
1	1-2	<ul style="list-style-type: none"> <li>A limited response. Relevant information presented to meet some aspect of the requirements of the task.</li> <li>Facts, ideas and opinions (as appropriate to the task) expressed are often not clear and the message may break down frequently.</li> </ul>	1-2	<ul style="list-style-type: none"> <li>Little variety of vocabulary, and very simple grammatical structures used.</li> <li>Limited accuracy demonstrated.</li> <li>Little or no awareness of style and register.</li> </ul>
0	0	<ul style="list-style-type: none"> <li>Response not worthy of credit or not attempted.</li> </ul>	0	Response not worthy of credit or not attempted.

Where a candidate produces a response which is wholly irrelevant to the task set, 0 marks for Communication and content and Linguistic knowledge and accuracy will be awarded.

**Assessment Grid for Unit 4: Writing Question 2 Higher Tier**

**[28]**

<b>Band</b>	<b>Marks</b>	<b>Communication and content</b>	<b>Marks</b>	<b>Linguistic knowledge and accuracy</b>
<b>5</b>	<b>16-18</b>	<ul style="list-style-type: none"> <li>An excellent response. Relevant and very detailed information presented in relation to the task.</li> <li>Facts, ideas and opinions (as appropriate to the task) are clearly expressed and justified.</li> <li>Communication is clear with little or no ambiguity.</li> </ul>	<b>9-10</b>	<ul style="list-style-type: none"> <li>A very good variety of vocabulary and grammatical structures, including complex structures.</li> <li>A very good level of accuracy. References to past, present and future events are successful.</li> <li>Style and register are appropriate.</li> </ul>
<b>4</b>	<b>12-15</b>	<ul style="list-style-type: none"> <li>A very good response. Relevant information with some detail presented in relation to the task.</li> <li>Facts, ideas and opinions (as appropriate to the task) are expressed and justified.</li> <li>Communication is mostly clear but with a few ambiguities.</li> </ul>	<b>7-8</b>	<ul style="list-style-type: none"> <li>A good variety of vocabulary and grammatical structures is used, including complex structures.</li> <li>A good level of accuracy with some minor errors and occasional major errors. References to past, present and future events are almost always correct.</li> <li>Style and register are appropriate with only minor lapses.</li> </ul>
<b>3</b>	<b>8-11</b>	<ul style="list-style-type: none"> <li>A good response. Mostly relevant information presented in relation to the task.</li> <li>Facts, ideas and opinions (as appropriate to the task) are expressed with occasional justification.</li> <li>Communication is usually clear but with some ambiguities.</li> </ul>	<b>5-6</b>	<ul style="list-style-type: none"> <li>A variety of vocabulary and grammatical structures is used including some complex structures.</li> <li>A reasonable level of accuracy. Minor errors are likely and there may be some major errors. References to past, present and future events are usually correct.</li> <li>Style and register may not always be appropriate.</li> </ul>
<b>2</b>	<b>4-7</b>	<ul style="list-style-type: none"> <li>A reasonable response. Some relevant information presented in relation to the task.</li> <li>Some facts, ideas and opinions (as appropriate to the task) are expressed.</li> <li>Communication is sometimes clear but there may be instances where messages break down.</li> </ul>	<b>3-4</b>	<ul style="list-style-type: none"> <li>A simple range of vocabulary and grammatical structures is used.</li> <li>A good level of accuracy when using simple structures, though errors are often present when attempting more complex structures. References to past, present and future events are occasionally correct.</li> <li>Limited awareness of style and register.</li> </ul>
<b>1</b>	<b>1-3</b>	<ul style="list-style-type: none"> <li>A basic response. Little relevant information presented in response to the task.</li> <li>Facts, ideas and opinions (as appropriate to the task) are occasionally expressed.</li> <li>Communication may not be clear with instances where messages break down.</li> </ul>	<b>1-2</b>	<ul style="list-style-type: none"> <li>Little variety of vocabulary, and simple grammatical structures used.</li> <li>There may be major errors and frequent minor errors. References to past, present and future events have limited success.</li> <li>Little or no awareness of style and register.</li> </ul>
<b>0</b>	<b>0</b>	<ul style="list-style-type: none"> <li>Response not worthy of credit or not attempted.</li> </ul>	<b>0</b>	Response not worthy of credit or not attempted

Where a candidate produces a response which is wholly irrelevant to the task set, 0 marks for Communication and content and Linguistic knowledge and accuracy will be awarded.

### Question 3 - Translation

[12]

Marks for translation will be awarded for conveying meaning and for application of grammatical knowledge and structures.

The translation will be divided into five sections. For each section (a, b and c), marks of 0-1-2 will be awarded as follows:

2	Meaning fully conveyed. Grammatical structures correct with very minor errors (such as accents, genders, agreements, etc.).
1	Meaning partially conveyed but grammatical structures used are correct; or meaning conveyed but grammatical structures incorrect.
0	Inappropriate or no response. None of the required information is conveyed.

The maximum mark for conveying meaning and for application of grammatical knowledge and structures for this section is 6, as there are three sections to be translated.

For each section (d and e), marks of 0-1-2-3 will be awarded as follows:

3	Meaning fully conveyed. Grammatical structures correct with very minor errors (such as accents, genders, agreements, etc.).
2	Meaning partially conveyed but grammatical structures used are correct; or meaning conveyed but grammatical structures incorrect.
1	Little meaning conveyed. Isolated words are communicated.
0	Inappropriate or no response. None of the required information is conveyed.

The maximum mark for conveying meaning and for application of grammatical knowledge and structures in this section is 6, as there are two sections to be translated.

The total number of marks available for the translation task as a whole is 12.

To aid examiners in awarding marks for conveying meaning and for application of grammatical knowledge and structures possible alternative answers will be discussed and agreed at conference. Where candidates have adopted a different approach, examiners are advised to discuss this with their Principal Examiner or Team Leader.



English	French 2 marks	*1 mark
It was my birthday last Saturday.	C'était (J'ai fêté) mon anniversaire samedi dernier/Samedi dernier c'était mon anniversaire.	Wrong or no day of week e.g. le weekend dernier + c'était mon anniversaire. ..... Samedi dernier c'est ../je célébrer mon anniversaire.
I went to a French restaurant with my family.	Je suis allé(e)/sorti(e) à un restaurant français avec ma famille.	Je suis allé(e) à un restaurant français. Je suis sorti(e) avec ma famille/Je suis allé(e) à un restaurant avec ma famille. ..... Je vais/Je aller dans restaurant français avec famille.
The meal was delicious but too expensive.	Le repas/le dîner/le déjeuner/la nourriture/la cuisine/le plat était délicieux(se) mais trop cher/chère.	Le repas était délicieux/(très) bon mais cher.  C'était délicieux mais très cher. ..... Le nourriture (est/été) bon/délicieux mais trop cher.

English	French 3 marks	*2 marks	*1 mark
Next year, I would prefer to go to the cinema in town with my friends.	L'an prochain/ L'année prochaine je préférerais/voudrais mieux aller au cinéma en ville avec mes amis/copains.	Any element missing or wrong, but grammatically correct e.g. L'an prochain je préférerais aller au cinéma avec mes amis. ..... La prochaine année je préfère/préfèrais aller a la cinema dans la ville avec mes amis.	Prochaine année, je voudrais cinema avec amis.
I love films and I think that it's a lot more fun without my parents.	J'adore les films et je pense/crois que c'est beaucoup plus amusant sans mes parents/quand mes parents ne sont pas là.	J'adore les films et c'est (plus) amusant/mieux sans parents. ..... J'adore films et, dans mon avis, c'est beaucoup de plus amusant sans parents.	J'adore films, c'est amusant.

\*To be discussed at examiner's conference.