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# **GCSE MARKING SCHEME**

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**SUMMER 2019**

**FRENCH - UNIT 4  
WRITING - FOUNDATION TIER  
3800U40-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2019 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 2019 MARK SCHEME**  
**UNIT 4: WRITING - FOUNDATION 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 Foundation 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 2, Communication and content and Linguistic knowledge and accuracy are to be assessed separately. Candidates achieving a lower mark in one skill are not automatically precluded from accessing higher marks in the other. Where a candidate produces a response which is wholly irrelevant to the task set, 0 marks for both Communication and content and Linguistic knowledge and accuracy will be awarded.

When using the assessment grids for Question 3, 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****[12]**

The candidate will be required to provide 6 responses. In order to be awarded the maximum 2 marks for each response candidates must provide answers which are in full sentences. Marks for each response will be awarded as follows:

**Conveying meaning:**

2	Meaning fully conveyed with a good degree of accuracy. Minor errors (such as incorrect gender, agreement, etc.) may be present.
1	Meaning partially conveyed. Errors (such as incorrect tense, use of a verb, etc.) may be present.
0	Inappropriate response.

**Examples**

<b>2 marks</b>	<b>*1 mark</b>
<i>Je vais/Je pars/Je passe mes vacances à Abersoch/en Espagne/au bord de la mer etc.</i>  Accept <i>nous/on</i> .  Misspelling of place (if recognisable) = minor error.	Incorrect tense/use of a verb e.g. <i>Je aller/Je suis allé/Je vais aller/Je alle.</i>  Omission of subject/verb e.g. <i>Je (en) Italie/(Vais) en Italie.</i>
<i>Je vais/voyage en/à + method of transport.</i>	Incorrect tense/use of a verb. Omission of subject/verb. e.g. <i>Je en avion/Je l'avion/(en) avion.</i>
<i>J'y/Je reste/passe + timescale.</i> <i>J'y/Je vais/pars (pour/pendant) + timescale.</i>	Incorrect tense/use of a verb. Omission of subject/verb. e.g. <i>(Je) 2/deux semaines.</i>
<i>Je loge à l'/dans un hotel/gite/chalet etc.</i> <i>Je loge chez des amis etc.</i> <i>Je fais du camping.</i>  Accept <i>je reste ...</i>	Incorrect use of a verb e.g. <i>Je loger/Je logé (dans un) hotel</i> Omission of subject/verb. e.g. <i>(Je) (à) l'hotel.</i>
<i>Il fait beau/chaud/froid/mauvais etc.</i> <i>Il y a du soleil/du vent etc.</i> <i>Il pleut/neige.</i> <i>C'est ensoleillé.</i>	Incorrect use/omission of a verb e.g. <i>C'est froid/soleil etc./Il (y a) froid/chaud.</i>
<i>Je + verb e.g. je nage/je me baigne.</i> <i>Je + verb + activity/place e.g. je joue au tennis/sur la plage.</i>	Incorrect tense/use of a verb e.g. <i>Je jouer/J'ai joue/Je joué au tennis</i> Omission of verb/subject e.g. <i>(Je) au tennis</i>

\*To be discussed at examiners' conference

**Guidance for examiners**

Candidates are instructed in the question paper to write in complete sentences and must provide a response with a verb in order to gain maximum marks. The complete response will be taken into consideration when awarding marks.

## Question 2

[16]

### Guidance for examiners

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

Candidates are required to address the three compulsory bullet points and write approximately 50 words overall.

A simple range of vocabulary will include common and familiar words. A simple range of grammatical structures will include simple word order and short, simple sentences using common structures. Complex structures will include varied and more complex word order and extended sentences with a range of structures such as conjunctions, pronouns and adverbs.

**Question 2****[16]**

Marks will be awarded for Communication and content and Manipulation of language.

<b>Band</b>	<b>Marks</b>	<b>Communication and content</b>
<b>5</b>	<b>9-10</b>	<ul style="list-style-type: none"> <li>Response is mainly clear and coherent in many sections but is occasionally ambiguous. Some facts, ideas and opinions (as appropriate to the task) presented are fairly detailed but occasionally are not relevant.</li> </ul>
<b>4</b>	<b>7-8</b>	<ul style="list-style-type: none"> <li>Response is fairly clear and coherent in some sections but is often ambiguous. Some facts, ideas and opinions (as appropriate to the task) presented contain some detail but are fairly often not relevant.</li> </ul>
<b>3</b>	<b>5-6</b>	<ul style="list-style-type: none"> <li>Response in a few parts has some clarity and coherence but is frequently ambiguous. A few facts, ideas and opinions (as appropriate to the task) contain a little detail but are frequently not relevant.</li> </ul>
<b>2</b>	<b>3-4</b>	<ul style="list-style-type: none"> <li>Response in most parts has little clarity and coherence and is mainly ambiguous. Very few facts, ideas and opinions (as appropriate to the task) are presented and are mostly not relevant.</li> </ul>
<b>1</b>	<b>1-2</b>	<ul style="list-style-type: none"> <li>Response in most parts is mainly obscure, incoherent and ambiguous. Isolated facts and opinions (as appropriate to the task) are presented but are mostly not relevant.</li> </ul>
<b>0</b>	<b>0</b>	<ul style="list-style-type: none"> <li>Response not worthy of credit.</li> </ul>

<b>Band</b>	<b>Marks</b>	<b>Linguistic knowledge and accuracy</b>
<b>3</b>	<b>5-6</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.</li> </ul>
<b>2</b>	<b>3-4</b>	<ul style="list-style-type: none"> <li>Basic vocabulary and grammatical structures used.</li> <li>Some accuracy demonstrated when using simple structures, very occasional attempts at complex structures.</li> </ul>
<b>1</b>	<b>1-2</b>	<ul style="list-style-type: none"> <li>Uses a very limited range of vocabulary and grammatical structures.</li> <li>Occasional accuracy demonstrated.</li> </ul>
<b>0</b>	<b>0</b>	<ul style="list-style-type: none"> <li>Response not worthy of credit.</li> </ul>

**Question 3****[20]**

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

**See Assessment Grid for Foundation Tier Question 3****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.



**Assessment Grid for Unit 4: Writing Question 3 Foundation Tier**

**[20]**

<b>Band</b>	<b>Marks</b>	<b>Communication and content</b>	<b>Marks</b>	<b>Linguistic knowledge and accuracy</b>
<b>5</b>	<b>9-10</b>	<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>	<b>9-10</b>	<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>
<b>4</b>	<b>7-8</b>	<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>	<b>7-8</b>	<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>
<b>3</b>	<b>5-6</b>	<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>	<b>5-6</b>	<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>
<b>2</b>	<b>3-4</b>	<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>	<b>3-4</b>	<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>
<b>1</b>	<b>1-2</b>	<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>	<b>1-2</b>	<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>
<b>0</b>	<b>0</b>	<ul style="list-style-type: none"> <li>• Response not worthy of credit.</li> </ul>	<b>0</b>	<ul style="list-style-type: none"> <li>• Response not worthy of credit.</li> </ul>

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 4 – Translation

[12]

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

For each question (4a, 4b and 4c), marks of 0-1-2 will be awarded as follows:

2	Meaning fully conveyed. Grammatical structures correct with very minor errors (such as incorrect accents, genders, agreements, etc.).
1	Meaning partially conveyed but grammatical structures used are correct; or meaning conveyed but grammatical structures incorrect.
0	Inappropriate 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 question (4d and 4e), marks of 0-1-2-3 will be awarded as follows:

3	Meaning fully conveyed. Grammatical structures correct with very minor errors (such as incorrect 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 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.

<b>English</b>	<b>French 2 marks</b>	<b>*1 mark</b>
(a) I live in the south of France.	J'habite (dans) le sud de (la) France/le Midi.	J'habite en France/J'habite dans le sud. ..... J'habiter (dans) sud (en) France.
(b) My town is called Toulouse.	Ma ville s'appelle/se nomme Toulouse.  Le nom de ma ville (c') est Toulouse. Toulouse (c') est le nom de ma ville.	Ma ville appelle/appeler/est nommée/s'appelle Toulouse.  (Le) nom ma ville Toulouse. Ma ville('s) nom Toulouse.
(c) It is industrial but very interesting.	Elle est/il est/c'est industriel(le) mais très intéressant(e).	Elle est/il est/c'est industriel(le)/(et) intéressant(e). ..... Il y a industrial mais tres interessant.

<b>English</b>	<b>French 3 marks</b>	<b>*2 marks</b>	<b>*1 mark</b>
(d) There are lots of things to do in the region.	Il y a beaucoup/plein de choses à faire dans la région.	Il y a beaucoup de choses à faire/Il y a beaucoup de choses dans la région. ..... Il y a beaucoup des choses (pour) faire dans la région.	Beaucoup faire dans region.
(e) Last Saturday I went cycling with my brothers.	Samedi dernier j'ai fait/je suis allé(e) faire du vélo/ cyclisme/une balade à vélo avec mes frères.	Samedi dernier j'ai fait du vélo/ J'ai fait du vélo avec mes frères. ..... Samedi dernier je suis allé en/du vélo avec frères.	Samedi vélo avec frères.

\*To be discussed at examiner conference.