



GCSE MARKING SCHEME

SUMMER 2019

**FRENCH - COMPONENT 4
WRITING - HIGHER TIER
C800UD0-1**

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

COMPONENT 4: WRITING (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 3 (Foundation Tier) and Question 1 (Higher Tier), 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 Higher Tier, 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.

HIGHER TIER (60 marks)

Question 1

[20]

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

See Assessment Grid for Foundation Tier Question 3/Higher Tier Question 1

Guidance for examiners

Candidates are required to address the three compulsory bullet points and write approximately 90-120 words overall. The candidate must provide some evidence of coverage of all bullet points in order to access the full mark range. The task will enable candidates to demonstrate their ability to produce clear and coherent text of extended length to present facts and express ideas and opinions; to make independent, creative and more complex use of language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince. They will also be able to demonstrate their ability to make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events. They will be required to manipulate the language, using and adapting a variety of structures and vocabulary, including appropriate style and register.

- (a) A good variety of vocabulary will include common and familiar and less common and less familiar words. A good variety 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.
- (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, used consistently throughout, as appropriate to the level.

Assessment Grid for Component 4: Writing Question 3 Foundation Tier/ Question 1 Higher Tier

[20]

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

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 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 are required to address the two compulsory bullet points and write approximately 150-180 words. The candidate must provide some evidence of coverage of both bullet points in order to access the full mark range. The task will enable candidates to demonstrate their ability to produce clear and coherent text of extended length to present facts and express ideas and opinions; to make independent, creative and more complex use of language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince. They will also be able to demonstrate their ability to make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events. They will be required to manipulate the language, using and adapting a variety of structures and vocabulary, including appropriate style and register.

- (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 Component 4: Writing Question 2 Higher Tier

[28]

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

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]

The task will enable candidates to demonstrate their ability to convey key messages accurately and to apply grammatical knowledge of language and structures in context. 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 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 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
What is your favourite school subject?	Quelle est ta matière préférée ? (Quelle matière préfères-tu ?)	Quel est ta matière préféré ?
I am going to study history at university.	Je vais étudier l'histoire à l'université.	Je vais étudier histoire à universitaire.
Later on, I would like to teach in a sixth form college.	Plus tard, je voudrais être professeur (enseigner) dans un lycée.	Je veux être professeur dans un collège.

English	French 3 marks	*2 marks	*1 mark
I think it is important to understand the past in order to stop wars.	Je crois qu'il est important/de comprendre le passé/pour arrêter les guerres.	Minor errors but meaning conveyed or grammatically correct but meaning only partially conveyed	Words misspelt e.g <i>guerre, passé</i> . Verbs partially correct only
Do you know yet what you are going to do in the future?	Est-ce que tu sais encore/ce que tu vas faire/à l'avenir ?	As above	As above

(53 words)

*To be discussed at examiners' conference