



GCSE MARKING SCHEME

SUMMER 2024

**FRENCH - UNIT 4
WRITING - HIGHER TIER
3800UD0-1**

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

WJEC GCSE FRENCH
SUMMER 2024 MARK SCHEME

UNIT 4: WRITING
HIGHER TIER
(60 marks)

General Advice for Examiners

You 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 that these instructions are adhered to by all.

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

- as an examiner you must be positive in your 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 count.

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.

When writing or speaking about themselves, gender identification should not be an issue as they should be using first-person pronouns. If candidates choose to write or speak in the third-person, they must be consistent in their pronoun choices, for example, use of 'they/them/xe/xhe' should not be seen as grammatically incorrect if the candidate is consistently using the chosen pronoun throughout their writing. Please be mindful of candidates' choices in assessing all work. When discussing another individual in the third person where gender or gender preference is unknown or undisclosed, WJEC expects consistent application of the gender agreement of the candidate's choice, for example, the discussion of a writer's craft could make reference to 'him/her' or 'they'.

Applying banded mark schemes

Banded mark schemes are divided so that each band has descriptors for the performance level of that band. You should first read and annotate a candidate's response to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied.

Stage 1 – Deciding on the band

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

If a response covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band. For instance, if a response is mainly in band 2 but with a limited amount of band 3 content, the mark awarded would be close to the top of band 2 as a result of the band 3 content. Small omissions in some parts of their response may not negatively affect the mark awarded.

Stage 2 – Deciding on the mark

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

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

The following pages contain the mark scheme and assessment grids for Higher Tier. In addition, you should ensure you 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.

- (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, 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"> • 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) expressed 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 events 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) expressed 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) expressed 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. • Limited 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.

Assessment Grid for Unit 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 very detailed information presented in relation to the task. • Facts, ideas and opinions (as appropriate to the task) are clearly 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. References to past, present and future events are successful. • Style and register are appropriate.
4	12-15	<ul style="list-style-type: none"> • A very good response. Relevant information with some detail presented in relation to the task. • 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 only minor lapses.
3	8-11	<ul style="list-style-type: none"> • A good response. Mostly relevant information presented in relation to 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. Some relevant information presented in relation to 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. • 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. • Limited awareness of style and register.
1	1-3	<ul style="list-style-type: none"> • A basic response. Little relevant information presented in response to 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 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]

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
I think that protecting the environment is very important,...	Je pense que protéger l'environnement est très/vraiment important,...	Je penser que environnement important. Penser protège l'environnement très important.
...so, I recycle twice a week.	...donc/alors, je recycle deux fois par semaine.	Je recycler beaucoup.
Yesterday, I walked to school with my friends.	Hier, j'ai marché/je suis allé(e) à pied au collège/lycée/à l'école avec mes amis/copains.	Hier marcher/aller au collège avec amis.

English	French 3 marks	*2 marks	*1 mark
Next year, I am going to create a club in order to encourage the students to use less plastic.	L'année prochaine, je vais créer un club pour encourager les élèves/étudiants à utiliser moins de plastique.	L'année prochaine/Au futur/ à l'avenir créer un club encourager étudiants utiliser plastique.	Au futur créer club étudiants plastique.
In my opinion, we must work together to save our planet.	A mon avis on doit/il faut travailler ensemble pour sauver/sauvegarder notre planète !	A mon avis travailler sauver/sauvegarder notre planète !	A mon avis sauver/sauvegarder planète.

*to be discussed at examiner conference.