Rewarding Learning

General Certificate of Secondary Education
2019

French

Unit 4: Writing

Foundation Tier

[GFC41]

FRIDAY 17 MAY, MORNING

MARK SCHEME

General Marking Instructions

Introduction
Mark schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to candidates' responses.

Assessment objectives
Below are the assessment objectives for **GCSE French**.

Candidates must:

AO1 understand and respond to different types of spoken language;

AO2 communicate and interact effectively in speech;

AO3 understand and respond to different types of written language; and

AO4 communicate in writing.

Quality of candidates' responses
In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

Flexibility in marking
Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking
Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

Where candidate responses are unclear and do not follow the question rubric the following guidelines for marking may also be used:

Candidates ignore the instruction/misapply the rubric.

- If candidates are instructed to answer a question in English and answer in the Target Language, or vice versa, they cannot be awarded marks for this.

- When candidates are asked to select answers from a list and they select more than instructed, they will have one mark deducted from the total amount of correct answers for every extra answer that they select, to a minimum mark of zero. For example if they are asked to select 4 correct phrases and they select 5, they will have 1 mark taken off the total amount of correct answers.

- If candidates are asked to select 4 and select 6, they will have 2 marks taken off the total amount of correct answers.

- If candidates are asked to select 1 answer and select more than one, they cannot receive any marks for the answer.

Candidates cross out a letter/unticks a box.

- If it is clear to the marker that one answer has been de-selected and another selected, the mark can be awarded for a correct answer.

English/Target Language answers.

- Mark schemes will include the anticipated responses and some others deemed credit-worthy by the examining team. These answers will be discussed at the standardising meeting and may be added to.

Quality of English/Target Language.

- Where spelling and grammar in English or the target language impedes understanding, candidates will not be awarded marks.

Awarding zero marks
Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Types of mark schemes
Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response
Tasks and questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- ***Threshold performance:*** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- ***Intermediate performance:*** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- ***High performance:*** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

1 **(a)** Award **one** mark for each correct item that can be identified without ambiguity.

English spelling will not be accepted.

The following is an example of the responses that candidates may give:

(i) *trousse* [1]
(ii) *nounours* [1]
(iii) *portable* [1]
(iv) *argent* [1]

(b) Award **two** marks for each correct phrase (2–3 words) that can be identified without ambiguity.

The following are examples of the responses that candidates may give:

(i) *mes amis* [2]
(ii) *six heures* [2]
(iii) *du gâteau* [2]

Band	Performance Descriptors	Marks
2	No ambiguity.	[2]
1	Some ambiguity. Some inaccurate spelling.	[1]
0	No valid response/incorrect/inappropriate/not worthy of credit.	[0]

[10]

2 This question has five responses.

Each response is worth up to two marks.

Band	Performance Descriptors	Marks
2	The response is fully communicated. There are no or very few errors.	[2]
1	The response is partially communicated. There may be some errors which impede communication.	[1]
0	No valid response/incorrect/inappropriate/not worthy of credit.	[0]

[10]

3 The translation has five sentences.

Each sentence is worth up to two marks.

Band	Performance Descriptors	Marks
2	A highly accurate and competent translation. There may be minor errors but meaning is clear.	[2]
1	A fairly accurate and reasonably competent translation. There may be some errors and ambiguity.	[1]
0	No valid response/incorrect/inappropriate/not worthy of credit.	[0]

[10]

Translation Grid

Sentence	Translation sentence	Suggested translation	Credit	Do not credit
(a)	I love going to Canada.	J'adore aller au Canada.		
(b)	I travel by plane.	Je voyage en avion.		
(c)	Montreal is very interesting.	Montréal est très intéressant.		
(d)	There are lots of restaurants.	Il y a beaucoup de restaurants.	pas mal de	
(e)	You can play basketball.	On peut jouer au basket.	Tu peux/Vous pouvez	

4 Extended Writing

The Mark Scheme should be applied holistically. The Performance Descriptors are to be seen as a 'best fi t' and should be applied to each of the bullet points as a guide to the examiner in deciding on an overall band placement. Candidates should be able to access the top band overall even if some elements are not quite fully addressed.

Writing (Communication)

Band	Performance Descriptors	This candidate:	Mark
5	The candidate carries out the task using clear and concise language and displays good knowledge of the topic. Ideas and opinions are expressed and there is some justification.	• produces an effective response which includes appropriate language; • displays good knowledge of the subject matter and offers relevant information and some unsolicited detail; • includes personal ideas and opinions with some justification; and • gives a response which is equally balanced against the bullet points and inaccuracies very rarely impede communication.	**[17]–[20]**
4	The candidate carries out the task adequately and displays reasonable knowledge of the topic. Some ideas and opinions are expressed.	• produces a good response which includes suitable language; • displays reasonable knowledge of the subject matter and offers some relevant information; • includes some personal ideas and opinions; and • makes an attempt to balance the response against the bullet points and inaccuracies rarely impede communication.	**[13]–[16]**
3	The candidate carries out some elements of the task effectively with limited knowledge of the topic. There are few ideas and opinions.	• produces a limited response which may include some suitable language; • displays limited knowledge of the subject matter and offers little relevant information; • may make a reasonable attempt to include some personal ideas and opinions; and • makes some attempt to balance the response against the bullet points and inaccuracies may impede communication.	**[9]–[12]**

Band	Performance Descriptors	This candidate:	Mark
2	The candidate carries out some elements of the task with little effect and limited knowledge of the topic. There are few ideas and opinions.	• produces a limited response which may include some limited language; • displays limited knowledge of the subject matter and offers very little relevant information; • may make an attempt to include some personal ideas and opinions; and • makes some attempt to balance the response against the bullet points and inaccuracies will most likely impede communication.	**[5]–[8]**
1	The candidate does not carry out the task effectively and displays little to no knowledge of the topic. Very few, if any, ideas or opinions are expressed.	• produces a very limited response and attempts to include some suitable language; • displays very limited knowledge of the subject matter and offers minimal relevant information; • little to no personal ideas or opinions are expressed; and • attempts to address the bullet points and inaccuracies impede communication.	**[1]–[4]**
0	No valid response/ incorrect/inappropriate/ not worthy of credit.	• is a Band 0 because the response is not valid/incorrect/inappropriate/not worthy of credit.	**[0]**

Writing (Grammar and Structures)

Band	Performance Descriptors	This candidate:	Mark
5	The response is organised and mostly coherent. There is some evidence of language of a more complex nature. There is a good range of appropriate vocabulary and structures. There are some minor errors.	• demonstrates the ability to write with a level of competence and coherence within an organised response; • uses a good range of vocabulary and idiom; • is fairly proficient in the use of a range of grammar and structures, exhibiting the ability to manipulate the language with some confidence, using tenses as appropriate; and • demonstrates a good level of accuracy in the use of spelling, punctuation and grammar, although there will be some errors of a minor nature.	**[9]–[10]**
4	The response is reasonably organised with a range of vocabulary and structures. There may be some evidence of more complex language. There is a range of appropriate vocabulary and structures. There are some errors, of a minor and major nature.	• attempts to write a reasonably organised response with some competence and coherence; • uses a satisfactory range of vocabulary and some idiomatic expressions; • attempts to use a range of grammar and structures to produce a response which can be understood and which uses appropriate tenses; and • demonstrates reasonable accuracy in the use of spelling, punctuation and grammar although there will be both minor and major errors.	**[7]–[8]**
3	The response has some organisation and some coherence. There is limited vocabulary and structures. There may be an attempt to use more complex language. Most of the writing is comprehensible but there will be both minor and major errors.	• shows some attempt to write an organised response with some coherence; • uses a limited range of vocabulary; • attempts to use some grammar and structures to produce a simple response; and • attempts to use accurate spelling, punctuation and grammar but there will be both minor and major errors which may impede understanding.	**[5]–[6]**

Band	Performance Descriptors	This candidate:	Mark
2	The response has limited organisation. Vocabulary and structure are limited. There is a limited use of punctuation and grammar. It is likely there will be both minor and major errors.	• makes a limited attempt to write or organise a response with little coherence; • uses a very limited range of vocabulary; • displays limited use of basic grammar and structures to produce a limited response; and • demonstrates the ability to write some short, simple sentences but there are many major inaccuracies in spelling, punctuation and grammar which will impede understanding.	**[3]–[4]**
1	The response has little or no organisation. There is very basic vocabulary with little structure. There will be both minor and major errors.	• makes an attempt to write a response but there is little or no coherence or structure; • uses only basic vocabulary; • uses very limited and inaccurate grammar with little or no structure to produce a very basic response; and • demonstrates little or no ability to write some short, simple sentences and there will be many major inaccuracies in spelling, punctuation and grammar which will impede understanding.	**[1]–[2]**
0	No valid response/ incorrect/inappropriate/ not worthy of credit.	• is a Band 0 because the response is not valid/incorrect/inappropriate/not worthy of credit.	**[0]**

	AVAILABLE MARKS
[30]	30
Total	**60**