

Subject: French

Qualification: French

What assessments are we using?

WJEC has made available to centres a series of GCSE past papers, which have been adapted to reflect changes to the specification for summer 2021.

The department has identified which of these papers will be utilised within the assessment materials.

The assessment materials used have been selected based on coverage of the specification by the department, so as to allow learners the best opportunity to demonstrate their ability in the subject.

The department will ensure that learners have the opportunity to showcase their capacities in the widest range of skills across all learning objectives.

Teachers will ensure that the assessment tasks are incorporated appropriately into their teaching and learning programme.

Evidence to be used to inform CDG judgements:

1. WJEC Papers

Unit to be assessed:	Assessment chosen:	Assessment details:	Dates of assessment:	Level of control
Unit 2 – Listening			Foundation- 29/04/21 Higher - 19/05/21	3
Unit 3 - Reading			Foundation- 18/05/21 Higher - 28/04/21	3
Unit 4 - Writing			26/03/21 Foundation + Higher	2/3 - with a 50 word crib-sheet

2. NEA

Unit 1 – Speaking NEA			12/03/21 - Foundation + Higher Recorded from home using OneNote.	3 - at home
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3. Other contributing evidence

Written tasks undertaken in class as supervised assessments and marked in accordance with the WJEC Marking Schemes may be used as further evidence to confirm CDG. Control 2/3.

Levels of control:

- 1 In class/open book/ teacher support provided
- 2 In class / open book
- 3 In class/no book/ test conditions
- 4 Exam conditions and venue.

GCSE Grade Descriptors

The WJEC grade descriptors are provided to give a general indication of the standards of achievement likely to have been shown by learners awarded particular grades. The descriptors must be interpreted in relation to the content set out in the GCSE specification (as adapted for 2021).

The most appropriate grade to award will depend in practice upon the extent to which the learner has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others. The WJEC grade descriptors for French can be found [here](#).

Further T&L required / support for learners

Pupils have been taught all topics within the modified specification and will be given opportunities to practise using exam-type questions prior to being assessed in all Units. Staff will make pupils aware of the schedule for assessment tasks and the scope and criteria for these tasks. Pupils will be given exam technique guidance as well as opportunities to complete non-assessed past papers so that they are familiar with the set-up of the papers and manage their time appropriately, prior to sitting the assessed task. Teachers will not inform pupils which past paper/s they will be completing as part of their assessment tasks.

Staff will ensure that pupils understand that outcomes in the assessments will be a key contributor towards the allocation of CDGs in French.

How will the assessments be undertaken?

All 4 Units will be assessed. Pupils will complete Units 2 - 4 in class over a sequence of lessons (see [Assessment Schedule](#)) under supervised conditions, using black pen. The assessments will be supervised by class teachers and pupils will be required to sign an authentication sheet to state that they have adhered to the assessment conditions and that their work is their own. Access arrangements will be given to all pupils on the list

provided to HODs. Pupils requiring extra time may need to split their assessment over 2 sessions. Once pupils have completed an assessment, they will not have access to that paper again. Subject teachers will retain candidates' work securely between sessions in locked cabinets in the department.

Unit 1 will be recorded by individual pupils using OneNote. The teacher will distribute a Set to individual pupils with pre-recorded questions. Pupils will then record their own answers to those questions. Once all the answers have uploaded the page will be removed from the pupil's Notebook and no more access will be allowed.

Delivery of assessment tasks

Pupils will have access to the WJEC-devised assessment materials between March 12th and May 28th. All assessment material must be completed within this time frame so that moderation and quality assurance can then take place.

Pupils will be required to complete assessment tasks independently. They will complete them in school and under the conditions required to ensure that work produced is their own.

Learners will be informed of the period within which assessment tasks will be completed. Learners will be given the required time allocated by WJEC to complete the assessments. This time might be disaggregated across a number of sessions but will not exceed the total time set by the WJEC. Modified assessment materials will be provided, where required, following consultation with the ALNCo. All learners entitled to additional time will be provided with this opportunity.

No feedback will be provided to learners on the scores attained in the assessment tasks.

Outline of procedures for marking, feedback and QA:

Assessments will be marked using WJEC Marking Schemes by the class teacher after a quarantine period in line with the school COVID risk assessment policy. Papers will be stored securely in a locked area within the department. Unit 1 and Unit 4 marking sheets will show detailed evidence of how the band and mark are awarded and will be signed and dated by both the teacher and the moderator. Due to the small number of candidates in the group, all papers will be moderated. The teacher will mark in red pen, the moderator will mark in green.

How will a final grade be determined?

Each learner's grade will be determined using a 'best-fit' model, whereby strengths in some areas may balance shortcomings elsewhere.

When determining the grade, we will take account of unit and assessment objective weightings in the specification (including the effect of any adaptations) and consider each learner's evidence in relation to the WJEC grade descriptors.

Any extenuating circumstances will be taken into account before the final grade is allocated. The final grade will be based on a judgement of evidence collected across units and assessment objectives, taking account of any adaptations made for 2021. All grades awarded will undergo stringent moderation procedures to ensure accuracy and consistency.

What is the contingency plan if pupils are absent/self-isolating?

We have allowed plenty of time for assessment completion before the final CDG submission date. This gives us 'catch-up' time if pupils were absent or isolating and have missed specific assessments. As all learners will sit the assessment at the same time, if a pupil is absent on their return to school, they will sit a different assessment. As Qualifications Wales states staff cannot predict or provide grades on potential, pupils who have provided us with no assessment evidence over the year will not be able to achieve a grade and will therefore be allocated a 'U'.

If a candidate is unable to complete the task on the allocated date with the rest of the group, a new task will be set for the individual pupil.

Malpractice, Maladministration and Plagiarism

- For the purpose of this document 'malpractice' is defined as:
Any act, or failure to act, that threatens or compromises the integrity of the assessment process or the validity of qualifications and their certification. This includes: maladministration and the failure to maintain appropriate records or systems; the deliberate falsification of records or documents for any reason connected to the award of qualifications; acts of plagiarism or other academic misconduct; and/or actions that compromise the reputation or authority of YBB, its officers and employees.
- YBB will report all relevant cases of suspected malpractice to Awarding Bodies, accepting that in certain circumstances Awarding Bodies may take action of its own, including imposing sanctions.
- All subject assessment plans will include a section on malpractice, maladministration and plagiarism.

Some examples of pupil malpractice are described below. These examples are not exhaustive and all incidents of suspected malpractice, whether or not described below, will be fully investigated, where there are sufficient grounds to do so.

- Obtaining assessment material without authorisation.

- Collaborating with another pupil or individual, by any means, to complete an assessment, unless it has been clearly stated that such collaboration is permitted.
- Damaging another pupil's work.
- Failure to comply with published awarding bodies' examination regulations.
- Disruptive behaviour or unacceptable conduct, including the use of offensive language, at the school (including aggressive or offensive language or behaviour).
- Misrepresentation or plagiarism.
- Possession of any materials not permitted in the assessment room, regardless of whether or not they are relevant to the assessment, or whether or not the pupil refers to them during the assessment process, for example notes, blank paper, electronic devices including mobile phones, smart watches, personal organisers, books, dictionaries / calculators (when prohibited).
- Communicating in any form, for example verbally or electronically, with other pupils in the assessment room when it is prohibited.
- Copying the work of another pupil or knowingly allowing another pupil to copy from their own work.
- Failure to comply with instructions given by the class teacher, including but not limited to: a) working beyond the allocated time; b) refusing to hand in assessment script / paper when requested; c) not adhering to warnings relating to conduct during the assessment.

Examples of malpractice by, teachers and other officers, are listed below. These examples are not exhaustive and all incidents of suspected malpractice, whether or not described below, will be fully investigated, where there are sufficient grounds to do so.

- Allowing pupils to copy another pupil's assessment work.
- Allowing pupils to work collaboratively during an assessment, unless specified in the assessment brief.
- Completing the assessment for a pupil or providing them with assistance beyond that "normally" expected
- Failing to report a suspected case of pupil malpractice, including plagiarism, to the HT / DH and subsequently the awarding body.
- Failing to keep assessment question papers, assessment scripts or other assessment materials secure, before during or after the assessment.
- Allowing disruptive behaviour or unacceptable conduct to go unchallenged.
- Where there is malpractice it is dealt with under the disciplinary policy of the school and the awarding body will be informed.