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# **GCE A LEVEL MARKING SCHEME**

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**SUMMER 2022**

**A LEVEL  
FRENCH - UNIT 3 SPEAKING  
1800U30-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2022 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.

**GCE A LEVEL FRENCH**  
**SUMMER 2022 MARK SCHEME**  
**UNIT 3: SPEAKING (72 total marks)**

## **Principles of Marking**

### **Conduct of the Speaking assessment**

Examiners are required to familiarise themselves with section 3.2 of the specification.

### **General Advice for Examiners**

You are asked to read and digest thoroughly all the information in the stationery pack. 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
- you must make sure that you are familiar with the assessment grids for marking the independent research project. There are two; one to mark the 2-minute presentation and the second to mark the discussion
- the marking grid for Task 1 covers AO2, AO3 and AO4
- the marking grid for Task 2 covers AO1, AO2, AO3 and AO4.

Timings for each part of the assessment must be adhered to. Any speaking evidence which exceeds these timings will not be credited.

If a candidate's speaking assessment falls short of the stipulated timings, the candidate may self-penalise as it is likely that there will not be enough speaking evidence to access the full mark range.

Examiners are reminded that the gender of a candidate is immaterial to the assessment. If a candidate chooses to identify as a gender different to that of their birth gender, then, like all candidates, they would gain credit for their consistent gender agreement and pronoun usage in the assessed language.

### **Applying banded mark schemes (Speaking)**

Banded mark schemes are divided so that each band has descriptors for the performance level of that band.

#### **Stage 1 – Deciding on the band**

When deciding on a band for each assessment objective, the assessment should be viewed holistically. Beginning at the lowest band, you should look at the descriptors for that band and see if they match the qualities shown in the candidate's response. 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 candidate's assessment 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 the 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 the band. WJEC will provide standardising material to be used as reference material throughout the assessment period.

When marking, you can use this material 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 standardising material as you apply the mark scheme in order to confirm that the band and the mark allocated are appropriate to the response given.

When marking you should record a mark for each AO.

## UNIT 3

### Speaking assessment – mark allocation

<b>Marks</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>AO4</b>	<b>Total marks</b>
Part A - Presentation		4	8	8	<b>20</b>
Task B - Discussion based on presentation	12	8	16	16	<b>52</b>
<b>Total marks</b>	<b>12</b>	<b>12</b>	<b>24</b>	<b>24</b>	<b>72</b>

**UNIT 3: SPEAKING ASSESSMENT GRID FOR INDEPENDENT RESEARCH PROJECT – PART A – PRESENTATION**
**[20 MARKS]**

<b>Marks</b>	<b>AO2: research and presentation. Understand and respond in speech to written language drawn from a variety of sources</b>	<b>Marks</b>	<b>AO3: manipulate the language accurately, in spoken forms, using a range of lexis and structure</b>	<b>Marks</b>	<b>AO4: Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken</b>
<b>4</b>	<ul style="list-style-type: none"> <li>Excellent presentation and understanding of research findings</li> <li>Information drawn from a wide variety of sources</li> </ul>	<b>7-8</b>	<ul style="list-style-type: none"> <li>Consistently accurate manipulation of grammar, almost error free</li> <li>Excellent idiomatic use of language and a wide variety of structures employed</li> <li>Authentic intonation and pronunciation</li> </ul>	<b>7-8</b>	<ul style="list-style-type: none"> <li>Excellent knowledge and understanding of the culture and society of France and/or French-speaking countries and communities relevant to the topic</li> <li>Ideas and points of view are convincing and always justified</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Very good presentation and understanding of research findings</li> <li>Information drawn from a variety of sources</li> </ul>	<b>5-6</b>	<ul style="list-style-type: none"> <li>Very good knowledge of grammar with few errors</li> <li>Very good knowledge of idiomatic phrases and a variety of structures employed</li> <li>Intonation and pronunciation are convincing</li> </ul>	<b>5-6</b>	<ul style="list-style-type: none"> <li>Very good knowledge and understanding of the culture and society of France and/or French-speaking countries and communities usually relevant to the topic</li> <li>Ideas and points of view are usually convincing and justified</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Good presentation and understanding of research findings</li> <li>Information drawn from a limited range of sources</li> </ul>	<b>3-4</b>	<ul style="list-style-type: none"> <li>Good knowledge of grammar. Some errors occur</li> <li>Good range of idiomatic structures to support views and opinions</li> <li>Mistakes in intonation and pronunciation do not impede understanding</li> </ul>	<b>3-4</b>	<ul style="list-style-type: none"> <li>Good knowledge and understanding of the culture and society of France and/or French-speaking countries and communities sometimes relevant to the topic</li> <li>Ideas and points of view are sometimes expressed and justified</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>Some relevant information conveyed but with a lack of understanding of research findings affecting quality of response</li> <li>Some evidence of research having been undertaken</li> </ul>	<b>1-2</b>	<ul style="list-style-type: none"> <li>Limited grammatical knowledge and frequent errors</li> <li>Basic structures used showing lack of idiomatic knowledge. Heavy reliance of anglicised structures</li> <li>Intonation and pronunciation make understanding difficult</li> </ul>	<b>1-2</b>	<ul style="list-style-type: none"> <li>Superficial knowledge and understanding of the culture and society of France and/or French-speaking countries and communities which is often irrelevant to the topic</li> <li>Few ideas expressed or justified</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>Nothing of value</li> </ul>	<b>0</b>	<ul style="list-style-type: none"> <li>Nothing of value</li> </ul>	<b>0</b>	<ul style="list-style-type: none"> <li>Nothing of value</li> </ul>

# UNIT 3 – SPEAKING ASSESSMENT GRID FOR INDEPENDENT RESEARCH PROJECT - PART B – DISCUSSION

[52 MARKS]

Marks	AO1: understand and respond in speech to spoken language including face-to-face interaction	Marks	AO2: understand and respond in speech to written language drawn from a variety of sources	Marks	AO3: manipulate the language accurately, in spoken forms, using a range of lexis and structure	Marks	AO4: show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries / communities where the language is spoken
10-12	<ul style="list-style-type: none"> <li>Excellent responses to all questions; clear and detailed</li> <li>Excellent interaction and spontaneity. Easily initiates and sustains discussion</li> <li>A wide range of thoughts, feelings and view-points expressed</li> </ul>	7-8	<ul style="list-style-type: none"> <li>Excellent use of research findings to support knowledge and understanding of the chosen topic</li> </ul>	13-16	<ul style="list-style-type: none"> <li>Excellent level of accuracy in manipulation of grammar; almost error-free</li> <li>Excellent idiomatic use of language and a wide variety of structures employed</li> <li>Authentic intonation and pronunciation</li> </ul>	13-16	<ul style="list-style-type: none"> <li>Excellent knowledge and understanding of the culture and society of France and/or French-speaking countries and communities relevant to the topic</li> <li>Ideas and points of view are convincingly argued and always supported by relevant evidence</li> <li>Conclusions drawn are based on detailed analysis and evaluation of issues and themes</li> </ul>
7-9	<ul style="list-style-type: none"> <li>Very good responses to most questions; some in detail</li> <li>Very good interaction and spontaneity. Discussion is generally sustained</li> <li>A range of thoughts, feelings and view-points expressed</li> </ul>	5-6	<ul style="list-style-type: none"> <li>Very good use of research findings to support knowledge and understanding of the chosen topic</li> </ul>	9-12	<ul style="list-style-type: none"> <li>Very good level of accuracy in manipulation of grammar; some errors occur when attempting more sophisticated or abstract contexts and structures</li> <li>Very good idiomatic use of language and a variety of structures employed</li> <li>Intonation and pronunciation are convincing</li> </ul>	9-12	<ul style="list-style-type: none"> <li>Very good knowledge and understanding of the culture and society of France and/or French-speaking countries and communities relevant to the topic</li> <li>Ideas and points of view are argued and usually supported by relevant evidence</li> <li>Conclusions drawn are based on analysis and evaluation of issues and themes</li> </ul>

<b>Marks</b>	<b>AO1: understand and respond in speech to spoken language including face-to-face interaction</b>	<b>Marks</b>	<b>AO2: understand and respond in speech to written language drawn from a variety of sources</b>	<b>Marks</b>	<b>AO3: manipulate the language accurately, in spoken forms, using a range of lexis and structure</b>	<b>Marks</b>	<b>AO4: show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries / communities where the language is spoken</b>
<b>4-6</b>	<ul style="list-style-type: none"> <li>Some hesitation when answering questions. Answers generally lack detail</li> <li>Attempts made to interact but prompting required at times</li> <li>Some ideas and opinions expressed</li> </ul>	<b>3-4</b>	<ul style="list-style-type: none"> <li>Sound use of research findings to support knowledge and understanding of the chosen topic</li> </ul>	<b>5-8</b>	<ul style="list-style-type: none"> <li>Sound level of accuracy in manipulation of grammar; some errors occur which are repeated</li> <li>Some idiomatic use of language and variation of structures</li> <li>Mistakes in intonation and pronunciation sometimes impede understanding</li> </ul>	<b>5-8</b>	<ul style="list-style-type: none"> <li>Sound knowledge and understanding of the culture and society of France and/or French-speaking countries and communities sometimes relevant to the topic</li> <li>Ideas and opinions are expressed and sometimes supported by evidence</li> <li>Conclusions drawn are based on superficial analysis and evaluation of issues and themes</li> </ul>
<b>1-3</b>	<ul style="list-style-type: none"> <li>Limited responses when answering questions</li> <li>Limited success in establishing a meaningful exchange. Over reliance on prompts.</li> <li>Limited range of ideas and opinions expressed</li> </ul>	<b>1-2</b>	<ul style="list-style-type: none"> <li>Limited evidence of research having been undertaken. Limited knowledge and understanding of the chosen topic</li> </ul>	<b>1-4</b>	<ul style="list-style-type: none"> <li>Limited level of accuracy in manipulation of grammar; high instance of elementary errors</li> <li>Limited idiomatic use of language. Heavy reliance on anglicized/Welsh structures</li> <li>Intonation and pronunciation make understanding difficult</li> </ul>	<b>1-4</b>	<ul style="list-style-type: none"> <li>Superficial knowledge and understanding of the culture and society of France and/or French-speaking countries and communities with limited relevance to the topic</li> <li>Few ideas are expressed but they are not supported by evidence</li> <li>Conclusions drawn are superficial, with little evidence of analysis or evaluation of the issues and themes</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>Nothing of value</li> </ul>	<b>0</b>	<ul style="list-style-type: none"> <li>Nothing of value</li> </ul>	<b>0</b>	<ul style="list-style-type: none"> <li>Nothing of value</li> </ul>	<b>0</b>	<ul style="list-style-type: none"> <li>Nothing of value</li> </ul>