



GCE AS MARKING SCHEME

SUMMER 2022

**AS
FRENCH - UNIT 1
2800U10-1**

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.

WJEC GCE AS FRENCH - UNIT 1

SUMMER 2022 MARK SCHEME

UNIT 1: SPEAKING (24 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 set out 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 grid for marking the stimulus cards and that you consider the marks and descriptors carefully when awarding a mark for each assessment objective
- there is one marking grid. The marking grid for the discussion task covers AO1, AO2, AO3 and AO4
- the specified length of the entire speaking assessment is 7-9 minutes.

The timing for the assessment must be adhered to. Any speaking evidence which exceeds this duration will not be credited.

If a candidate's speaking assessment falls short of the stipulated timing, 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 you are marking the candidate's responses to the stimulus card you should consider the additional notes given for each card. However, you **must** bear in mind that the additional notes are **not exhaustive** and are for guidance only. Reward all valid responses.

When marking you should record a mark for each AO.

UNIT 1

Speaking assessment – mark allocation

Marks	AO1	AO2	AO3	AO4	Total marks
Discussion	4	8	8	4	24

ORAL MARK SCHEME: TOPIC BASED CARDS (DISCUSSION)

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 to, different aspects of the culture and societies of countries/communities where the language is spoken
4	<ul style="list-style-type: none"> All questions are answered clearly and comprehensively Very good interaction and spontaneity. Easily initiates and sustains discussion A wide range of thoughts, feelings and view-points expressed 	7-8	<ul style="list-style-type: none"> Full understanding of the stimulus material demonstrated by clear and relevant responses to the stimulus and subsequent questions 	7-8	<ul style="list-style-type: none"> Very good knowledge of grammar with few errors Very good knowledge of idiomatic phrases and a variety of structures employed Intonation and pronunciation are convincing 	4	<ul style="list-style-type: none"> Very good knowledge and understanding of the culture and society of France and French-speaking countries and communities Ideas and points of view well supported by evidence
3	<ul style="list-style-type: none"> Most questions are answered clearly and some in detail Good interaction, some spontaneity in initiating discussion A range of thoughts, feelings and view-points expressed 	5-6	<ul style="list-style-type: none"> Stimulus material mostly understood demonstrated by responses to the stimulus and most subsequent questions 	5-6	<ul style="list-style-type: none"> Good knowledge of grammar. Some errors occur Good range of idiomatic structures to support views and opinions Mistakes in intonation and pronunciation do not impede understanding 	3	<ul style="list-style-type: none"> Good knowledge and understanding of the culture and society of France and French-speaking countries and communities with occasional inconsistencies Ideas and opinions are generally supported by evidence

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 to, different aspects of the culture and societies of countries/communities where the language is spoken
2	<ul style="list-style-type: none"> Some hesitation when answering questions. Answers generally lack depth Attempts made to interact but prompting required at times Some opinions and ideas expressed 	3-4	<ul style="list-style-type: none"> Stimulus material partly understood demonstrated by partial responses to stimulus and subsequent questions 	3-4	<ul style="list-style-type: none"> Limited grammatical knowledge and frequent basic errors Idiomatic structures used to convey pre-learnt material. Influence of English/Welsh idiom evident in unprepared material Intonation and pronunciation sometimes impede understanding 	2	<ul style="list-style-type: none"> Superficial knowledge of the culture and society of France and French-speaking countries and communities reliant on pre-learnt material, presented out of context Ideas expressed are not based on factual evidence
1	<ul style="list-style-type: none"> Limited responses when answering questions Limited success in establishing a meaningful exchange. Over reliance on prompts Limited range of ideas and opinions 	1-2	<ul style="list-style-type: none"> Very limited understanding of the stimulus material. Responses to the stimulus material are generally irrelevant 	1-2	<ul style="list-style-type: none"> Very basic grasp of grammar, sentences often fragmented and incomplete Very basic structures used, showing lack of idiomatic knowledge. Heavy reliance on English/Welsh type structures Intonation and pronunciation make understanding difficult 	1	<ul style="list-style-type: none"> Little evidence of knowledge of question set. Frequent misunderstandings Information is fragmented with no evidence to support it
0	<ul style="list-style-type: none"> Nothing of value 	0	<ul style="list-style-type: none"> Nothing of value 	0	<ul style="list-style-type: none"> Nothing of value 	0	<ul style="list-style-type: none"> Nothing of value

CARD B1 – Being a young person in French-speaking society

Lisez le texte suivant sur *l'amitié*. L'examineur/examinatrice vous posera les trois questions ci-dessous pour commencer une discussion.

Un sondage révèle que, pour les Français, l'amitié est une valeur sûre. 96 % des jeunes Français estiment que l'amitié est importante pour leur plaisir et leur équilibre personnel, et la moitié d'entre eux la jugent indispensable. Pour un ami, ils se disent prêts à tout.

Examiner questions

1. Qu'est-ce que le sondage révèle sur l'importance de l'amitié chez les jeunes Français ?
2. Pourquoi les Français sont-ils de cet avis ?
3. Pourquoi l'amitié est-elle très importante pour les jeunes Français (ou autres francophones) ?

AO4	<p>The candidate must cover all three prompts:</p> <ol style="list-style-type: none">1. The importance of friendship to young French people.2. Reasons for this opinion (pleasure, personal wellbeing and so on).3. Possible reasons for the importance of friends. <p><u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u></p>
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CARD B2 – Being a young person in French-speaking society

Lisez le texte suivant sur *le tabagisme*. L'examineur/examinatrice vous posera les trois questions ci-dessous pour commencer une discussion.

Le tabagisme concerne un jeune Français sur trois. Ils imitent souvent leurs parents. Mais il ne faut pas confondre cigarette et cigarette électronique : il vaut mieuxvapoter que fumer. Toutefois chez les jeunes, l'usage de la cigarette électronique est une porte d'entrée vers le tabagisme.

Examiner questions

1. À quel point les jeunes Français sont-ils accros au tabac ?
2. Pourquoi le vapotage est-il dangereux pour les jeunes Français et les jeunes francophones ?
3. Que peut faire le gouvernement pour décourager le tabagisme et le vapotage chez les jeunes Français (ou autres francophones) ?

AO4

The candidate must cover all three prompts:

1. The extent to which young French people are addicted to tobacco.
2. The reason why vaping is dangerous for young French people/other French-speaking people.
3. How the government can discourage smoking/vaping amongst young people in France or other francophone countries.

The above points are **suggestions** only and are **not exhaustive**. Reward will be given for **all relevant points** argued by the candidate.

CARD B3 – Being a young person in French-speaking society

Lisez le texte suivant sur *le chômage parmi les jeunes Français*.

L'examineur/examinatrice vous posera les trois questions ci-dessous pour commencer une discussion.

Le chômage des jeunes Français est particulièrement alarmant. En effet, le taux d'emploi des 15-24 ans en France est bien inférieur à la moyenne européenne. Cette situation désastreuse existe depuis presque 30 ans. Aucune politique pour l'emploi n'a jusqu'à présent réussi à améliorer la situation.

Examiner questions

1. D'après le texte, qu'est-ce qui est très inquiétant ?
2. Pourquoi cette situation semble-t-elle si négative ?
3. Que faut-il faire pour réduire le chômage chez les jeunes Français (ou autres francophones) ?

AO4	<p>The candidate must cover all three prompts:</p> <ol style="list-style-type: none">1. Youth unemployment. Employment is below the European average.2. The situation has lasted for nearly 30 years. Nothing has improved the situation.3. Suggestions for reducing unemployment, (for example, training, grants to industry and so on). <p><u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u></p>
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