



GCSE MARKING SCHEME

SUMMER 2019

**FRENCH - UNIT 1
HIGHER TIER
3800UA0-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2019 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 GCSE FRENCH (NEW)

SUMMER 2019 MARK SCHEME

UNIT 1: SPEAKING (60 marks)

HIGHER TIER

General Advice

Examiners 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 for the smooth running of the examination that these instructions are adhered to by all.

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

- Examiners must be positive in their approach. Look for opportunities to reward rather than penalise.
- Make sure that you are familiar with the role plays, the photo card questions and the conversation themes and bullet points.
- Make sure you are familiar with the assessment grids for the photo cards and conversation at Higher Tier and the descriptors for each section of the grid (pages 15-17). See information below regarding advice on awarding marks using banded mark schemes.
- The specified length of the Speaking test for Higher Tier is 10-12 minutes. You are not required to mark speaking evidence that exceeds these timings.

Centres are instructed to ensure that each candidate carries out the correctly allocated speaking set of tasks from a randomly generated list. Examiners will be provided with a copy of this list and are required to check that the correct set has been used. In cases where an incorrect set has been used, the examiner is requested to inform WJEC.

Banded mark schemes (Speaking)

Banded mark schemes are divided so that each band has relevant descriptors. The descriptors for the band provide a description of the performance level for that band.

Stage 1 - Deciding on the band

When deciding on a band, the conversation task part 1 and part 2 should be assessed together. Beginning at the lowest band, examiners should look at the descriptors for that band and see if they match the qualities shown in the candidate's work for that section. If the descriptors at the lowest band are satisfied, examiners should move up to the next band and repeat this process for each band until the descriptors match the candidate's spoken evidence.

If a candidate's discussion/conversation 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 work is mainly in band 2 but with a limited amount of band 3 content, the work would be placed in band 2. Examiners should not seek to mark candidates down as a result of small omissions in minor areas of their responses.

Stage 2 - Deciding on the mark

Once the band has been decided, examiners can then assign a mark within the band. WJEC will provide standardising material already awarded a mark and this should be used as reference material when assessing the work.

When marking, examiners can use these examples to decide whether a candidate's work is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the standardising material as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the work submitted.

The following pages contain notes for examiners; mark schemes for the role play for Higher Tier; and assessment grids for the photo card discussion and the conversation. In addition, examiners should ensure they are familiar with the grammar requirements in Appendix B of the specification.

When using the assessment grids for the photo card discussion, the skills of Communication and interaction, 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.

When using the assessment grids for Conversation, the skills of Communication and interaction, Pronunciation and intonation and Linguistic knowledge and accuracy are to be assessed holistically across both parts of the conversation. Candidates achieving a lower mark in one column are not automatically precluded from accessing higher marks in another.

Role Play (Higher Tier)**(15 marks)**

Each candidate will be required to complete a role play giving five responses. The role play will be assessed according to the following criteria:

Communication and interaction

Each response by the candidate will be given 3, 2, 1, or 0 marks on the following basis:

Higher Tier

3	Message is conveyed fully without ambiguity. Vocabulary and grammatical structures are correct. Consistently accurate pronunciation and intonation.
2	Message is conveyed, though there may be some ambiguity, or message is partially conveyed without ambiguity. Vocabulary and grammatical structures are mostly correct. Pronunciation and intonation are mostly accurate, may have occasional lapses.
1	Message is partially conveyed, but is ambiguous. Vocabulary and grammatical structures contain frequent errors or limited knowledge of vocabulary and grammatical structures demonstrated. Lapses in pronunciation and intonation may impede communication.
0	Inappropriate response. None of the required information is communicated.

Guidance for examiners

Role Play task - Unseen question

The 'notes for examiners' on the following pages contain possible responses to the role plays for Higher Tier and exemplify 'complete responses' that would gain maximum marks assuming that the candidate's pronunciation and intonation are mostly accurate.

Candidates are instructed on the front of the question paper to '**attempt** to provide complete responses in the role play task', and full sentences are not required; however, in order to achieve maximum marks for a response, knowledge of vocabulary and grammatical structures must be demonstrated and be mostly correct and pronunciation must also be accurate and clear. Where limited knowledge of vocabulary and grammatical structures is demonstrated and pronunciation is unclear one mark will be awarded.

Exemplification for application of the mark scheme for the unseen question on the role play task:

Higher Tier

Qu'est-ce que tu préfères manger à une fête?

Response	Comments	Mark
J'adore le gâteau d'anniversaire	Message accurately conveyed with accurate grammatical structures and accurate pronunciation	3 marks
J'ai gâteau d'anniversaire	Message conveyed but some ambiguity as grammatical structures do not correspond to the question.	2 marks
gâteau	Pronunciation inaccurate and/ or limited vocabulary demonstrated.	1 mark
fête	Language solely from the prompt question inappropriate response.	0 marks

ROLE PLAY

HIGHER TIER SET 1

Notes for Examiners – to be used in conjunction with the mark scheme for role plays

WALES AND THE WORLD

Local areas of interest

Setting: You have a summer job as a tourist information receptionist. You are talking to a French visitor. Your teacher will play the part of the French visitor.

- **Greet the visitor and ask if you can help him/her.¹**
- Bonjour, je voudrais visiter le musée. Pouvez-vous me donner des directions ?
- **Give directions of how to get to the museum.²**
- Merci beaucoup. Il ferme quel jour ?
- **Say the museum was closed yesterday.³**
- Pour aller à la montagne, quel moyen de transport recommandez-vous?
- **Answer the question.⁴**
- Ah d'accord.
- **Say what attraction he/she should visit in the region.⁵**
- Oui, je voudrais y aller demain.

¹ Bonjour monsieur/madame. Je peux vous aider ? : accept any suitable question in the present or conditional

² Prenez la première rue à gauche : accept any suitable response in the present tense

³ Le musée/il/c'était fermé hier : accept any suitable response in the past

⁴ Je recommande le bus : accept any suitable response in the present

⁵ Il faudrait visiter le château : accept any suitable response in the conditional or the future

Look for and reward any valid alternative

ROLE PLAY

HIGHER TIER SET 2

Notes for Examiners – to be used in conjunction with the mark scheme for role plays

WALES AND THE WORLD

Holidays and tourism

Setting: You are talking to your French friend about your holiday. Your teacher will play the part of the French friend.

- Où es-tu allé(e) en vacances cette année ?
- **Say where you went on holiday.¹**
- Qu'est-ce que tu penses de cette région ?
- **Say a reason why you like the region.²**
- Quelle serait ta destination idéale ?
- **Say which country you would like to go to.³**
- Fantastique !
- **Ask your him/her which country he/she wants to visit.⁴**
- Je veux aller au Canada. Avec qui préfères-tu partir en vacances ?
- **Answer the question.⁵**

¹ Je suis allé(e) en Suisse : accept any suitable response in the past

² La région/elle/c'est pittoresque : accept any suitable response in the present

³ Je voudrais visiter La Côte d'Ivoire : accept any suitable response in the conditional

⁴ Quel pays veux-tu visiter ? : accept any suitable question

⁵ Je préfère aller (en vacances) avec mes amis : accept any suitable response in the present

Look for and reward any valid alternative

ROLE PLAY
HIGHER TIER SET 3

Notes for Examiners – to be used in conjunction with the mark scheme for role plays

WALES AND THE WORLD

Social issues

Setting: You are Skyping a pupil at a Canadian school. You are discussing poverty. Your teacher will play the part of the Canadian pupil.

- **Say that you think it is important to help the poor.¹**
- Oui, c'est important.
- **Say a reason why people are poor.²**
- D'accord !
- **Say what you did recently to help the poor. ³**
- À ton avis, qui devrait aider les pauvres ?
- **Answer the question.⁴**
- Ah bon !
- **Ask him/her which social problem he/she thinks is the most serious.⁵**
- À mon avis c'est la famine.

¹ Je pense qu'il est important d'aider les pauvres : accept any suitable response in the present

² Les pauvres n'ont pas d'emploi : accept any suitable response in the present

³ Récemment j'ai aidé dans un centre caritatif : accept any suitable response in the past

⁴ Le gouvernement devrait aider (les pauvres) : accept any suitable response in the conditional

⁵ Quel problème social est le plus grave ? : accept any suitable question

Look for and reward any valid alternative

ROLE PLAY

HIGHER TIER SET 4

Notes for Examiners – to be used in conjunction with the mark scheme for role plays

IDENTITY AND CULTURE

Food and drink

Setting: You are in a restaurant in France. Your teacher will play the part of the waiter/waitress.

- Bonjour monsieur/mademoiselle je peux vous aider ?
- **Say that you have booked a table.¹**
- Voici votre table et les menus.
- **Say thank you and ask what he/she recommends.²**
- Je recommande le plat du jour.
- **Say one regional food item that you want to eat.³**
- Un bon choix monsieur/mademoiselle. Que pensez-vous de la nourriture française ?
- **Answer the question.⁴**
- D'accord.
- **Say you would like to come back tomorrow.⁵**
- Pas de problème.

¹ J'ai réservé une table : accept any suitable response in the past

² Merci. Qu'est-ce que vous recommandez ? : accept any suitable question

³ Je veux/voudrais (manger) du/le bœuf bourguignon (s'il vous plait) : accept any suitable response in the present or conditional

⁴ La nourriture française/elle/c'est délicieuse : accept any suitable response in the present

⁵ J'aimerais revenir/retourner demain : accept any suitable response in the conditional or future

Look for and reward any valid alternative

ROLE PLAY
HIGHER TIER SET 5

Notes for Examiners – to be used in conjunction with the mark scheme for role plays

IDENTITY AND CULTURE

Self and relationships

Setting: You are talking to your Corsican friend about your friends. Your teacher will play the part of the Corsican friend.

- Décris ton/ta meilleur(e) ami(e).
- **Say what your best friend is like.¹**
- Qu'est-ce que tu as fait avec ton ami(e) hier ?
- **Say what you did together yesterday.²**
- Moi j'ai joué au tennis.
- **Say where you go with your friend at the weekend.³**
- Comment serait ton ami(e) idéal(e) ?
- **Answer the question.⁴**
- Ah d'accord.
- **Ask your Corsican friend how many friends he/she has.⁵**
- Moi j'en ai beaucoup.

¹ Mon ami(e)/il/elle est beau/belle/sympa : accept any suitable response in the present

² (Hier) nous sommes allé(e)s au cinéma : accept any suitable response in the past

³ (Ce weekend) nous irons au stade : accept any suitable response in the present or future

⁴ Mon ami(e) (idéal(e))/il/elle serait gentil(le) : accept any suitable response in the conditional

⁵ Combien d'amis as-tu ? : accept any suitable question

Look for and reward any valid alternative

ROLE PLAY
HIGHER TIER SET 6

Notes for Examiners – to be used in conjunction with the mark scheme for role plays

IDENTITY AND CULTURE

Health and fitness

Setting: You are talking to your French friend's parent about healthy lifestyles. Your teacher will play the part of the French friend's parent.

- **Say that it is important to eat healthily.¹**
- Ah, oui. Je suis d'accord. Que manges-tu pour rester en bonne santé ?
- **Answer the question.²**
- Nous essayons de manger sain aussi.
- **Ask what he/she likes to cook.³**
- Moi j'aime cuisiner les pâtes.
- **Say what you did to be healthy last week.⁴**
- Super ! Quelle serait ton activité idéale pour garder la forme ?
- **Say what your ideal activity would be to keep fit.⁵**
- Je suis d'accord.

¹ Il est important de manger sain : accept any suitable response in the present

² Je mange des fruits : accept any suitable response in the present

³ Qu'est-ce que tu aimes/vous aimez cuisiner ? : accept any suitable question

⁴ La semaine dernière j'ai évité le chocolat : accept any suitable response in the past

⁵ J'aimerais faire une promenade : accept any suitable response in the conditional

Look for and reward any valid alternative

ROLE PLAY

HIGHER TIER SET 7

Notes for Examiners – to be used in conjunction with the mark scheme for role plays

CURRENT AND FUTURE STUDY AND EMPLOYMENT

School/college life

Setting: You are talking to your Swiss exchange student about school rules. Your teacher will play the part of the Swiss exchange student.

- Que portes-tu comme vêtements au collège ?
- **Say that you have to wear a uniform.¹**
- Ah bon !
- **Ask the Swiss student what he/she thinks about school uniform.²**
- C'est élégant. Quelle est la règle la plus stupide dans ton collège ?
- **Answer the question.³**
- Ce que je déteste le plus ce sont les devoirs.
- **Say what there would/wouldn't be in your ideal school.⁴**
- Tu as fait combien d'heures de devoirs hier ?
- **Say how much time you spent on homework last night.⁵**

¹ Je dois porter un uniforme : accept any suitable response in the present

² Que penses-tu de l'uniforme (scolaire) ? : accept any suitable question

³ Il faut arriver à l'heure : accept any suitable response in the present

⁴ Dans mon collège idéal il y aurait une piscine : accept any suitable response in the conditional

⁵ (Hier), j'ai fait deux heures (de devoirs) : accept any suitable response in the past

Look for and reward any valid alternative

ROLE PLAY
HIGHER TIER SET 8

Notes for Examiners – to be used in conjunction with the mark scheme for role plays

CURRENT AND FUTURE STUDY AND EMPLOYMENT

Employment

Setting: You are speaking on the phone with your French friend about part-time jobs. Your teacher will play the part of the French friend. The teacher will speak first.

- Est-ce que tu as un petit job ?
- **Say what part-time job you do.**¹
- Qu'est-ce que tu fais exactement ?
- **Say what you must do as part of your job.** ²
- Moi, je travaille dans un magasin.
- **Ask your friend how many hours he/she works.**³
- Je travaille dix heures. Quels jours as-tu travaillé la semaine dernière ?
- **Say which days you worked last week.**⁴
- Quel serait ton emploi idéal ?
- **Answer the question.**⁵

¹ Je fais du babysitting : accept any suitable response in the present

² Je dois jouer avec les enfants : accept any suitable response in the present

³ Combien d'heures travailles-tu ? : accept any suitable question

⁴ (La semaine dernière) j'ai travaillé samedi : accept any suitable response in the past

⁵ J'aimerais être instituteur/institutrice : accept any suitable response in the conditional

Look for and reward any valid alternative

ROLE PLAY

HIGHER TIER SET 9

Notes for Examiners – to be used in conjunction with the mark scheme for role plays

CURRENT AND FUTURE STUDY AND EMPLOYMENT

Career plans

Setting: You are speaking on the phone with your French friend about work plans for the future. Your teacher will play the part of the French friend.

- Après les GCSE est-ce que tu vas chercher un emploi ?
- **Say no and that you want to continue your studies.¹**
- Dans quel pays veux-tu travailler plus tard dans la vie ?
- **Answer the question.²**
- Selon toi, quelle est la carrière idéale ?
- **Say what your ideal career is.³**
- Ah super !
- **Ask whether he/she will leave school next year.⁴**
- Oui, je vais travailler avec mon oncle.
- **Say you have decided to study in the sixth form/college.⁵**

¹ Non, je veux continuer mes études : accept any suitable response in the present or future

² Je veux/j'aimerais travailler en Chine : accept any suitable response in the present or conditional

³ Je veux être infirmier/infirmière : accept any suitable response in the present or conditional

⁴ Est-ce que tu quitteras le collège l'année prochaine ? : accept any suitable question

⁵ J'ai décidé d'étudier au lycée : accept any suitable response in the past

Look for and reward any valid alternative

Photo Card Discussion

Guidance for examiners

Teacher-examiners should aim to spend equal time on all four questions. However, some candidates will give uneven responses and some candidates may cover the unseen questions before these are asked. Teachers are allowed to prompt candidates to extend their answers where appropriate. Acceptable prompts in the assessed language include:

- asking why/ why not
- asking their opinion
- asking what they think
- asking them to say more
- asking them to develop their answer, give more details or explain their response

Students who do not understand the unseen questions asked by the teacher-examiner may use repair strategies to seek clarification and should not be penalised. Candidates who then proceed to respond to the question should be awarded marks based on their response given to the question.

If a candidate does not respond to all the questions in this task this should be reflected in the marks awarded (see marking grids).

Assessment Grid for Unit 1: Speaking Photo Card Discussion HIGHER TIER
(15 marks)

Band	Marks	Communication and interaction *	Marks	Linguistic knowledge and accuracy
5	9-10	<ul style="list-style-type: none"> Conveys detailed information and extended responses to the photo and all questions. Consistently able to express and justify thoughts, points of view and exchange opinions in detail. 	5	<ul style="list-style-type: none"> Excellent language with a wide variety of vocabulary and grammatical structures, including complex structures. High level of accuracy with few minor errors which occur when attempting more complex structures or vocabulary. References to past, present and future events are successful.
4	7-8	<ul style="list-style-type: none"> Conveys relevant information with some extended responses to the photo and all or nearly all questions. Able to express thoughts, points of view and exchange opinions with justification 	4	<ul style="list-style-type: none"> Very good language with some variety of vocabulary and grammatical structures. Very good level of accuracy with some minor errors. Other errors occur when attempting more complex structures or vocabulary. References to past, present and future events are mostly successful.
3	5-6	<ul style="list-style-type: none"> Conveys mainly relevant information with occasional extended responses in response to the photo and most questions. Able to express points of view and opinions with some attempts at justification 	3	<ul style="list-style-type: none"> Good language with some variety of vocabulary and grammatical structures, including some complex structures. A good level of accuracy. There may be minor errors and occasionally more serious ones. Attempts made at more complex structures are sometimes successful. References to past, present and future events are made and are sometimes successful
2	3-4	<ul style="list-style-type: none"> Conveys some information in response to the photo and questions. Able to express some opinions with some attempts at simple justification. 	2	<ul style="list-style-type: none"> Generally good language with a mainly simple range of vocabulary and grammatical structures. Attempts made at more complex structures. Generally good level of accuracy when using simple structures. There may be errors but they do not generally prevent communication. Some success in making reference to past, present and future events.
1	1-2	<ul style="list-style-type: none"> Some attempts to respond to the photo and some questions with simple responses. Able to express some basic opinions. 	1	<ul style="list-style-type: none"> Reasonable language with a simple range of vocabulary and simple grammatical structures. Limited attempts made at more complex structures. Accuracy demonstrated when using simple structures. There may be errors which occasionally prevent communication. Attempts to make reference to past, present and future events may have only limited success.
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.

When awarding marks, Communication and interaction and Linguistic knowledge and accuracy will be assessed separately.

NB * Candidates who use rephrasing or repair strategies successfully without impeding communication may access the higher bands.

Conversation Task

Guidance for examiners

Teacher-examiners must remember that the candidate needs to cover both bullet points equally to access the full range of marks for the conversation. Candidates will not be penalised if they include content which could be linked to another bullet point as long as it is relevant and the requirements of the task are still met.

When awarding marks for the Conversation, Communication and interaction, Pronunciation and intonation and Linguistic knowledge and accuracy will be assessed separately. However if a candidate is awarded 0 for communication they will not be able to gain any marks for the other categories.

If a candidate is unable to start part 1 of the conversation as indicated on the candidate and teacher instructions then the teacher/examiner may prompt the candidate with a question taken from the **Suggested support questions for conversation task** or another appropriate question. This will be reflected in the awarding of marks for communication and interaction. In part 2 the teacher/examiner will start by asking the candidate a question based on the bullet point selected by the candidate. The question may be taken from the support questions.

Candidates who use rephrasing or repair strategies successfully without impeding communication may access the higher bands.

Assessment Grid for Unit 1: Speaking Conversation
HIGHER TIER
(30 marks in total)

Band	Marks	Communication and interaction *	Marks	Pronunciation and intonation	Marks	Linguistic knowledge and accuracy
5	13-15	<ul style="list-style-type: none"> Confidently initiates and leads the conversation. Conveys detailed and relevant information Consistently develops responses to questions in extended sequences of speech. Narrates events coherently when asked to do so. Consistently able to express and justify thoughts, points of view and exchange opinions in detail. Excellent interaction with natural responses and some fluency. 	5	<ul style="list-style-type: none"> Very good pronunciation and intonation. Consistently accurate with only minor inaccuracies. 	9-10	<ul style="list-style-type: none"> Excellent language with a wide variety of vocabulary and grammatical structures, including complex structures. High level of accuracy with only a few minor errors which occur when attempting more complex structures or vocabulary. References to past, present and future events are successful.
4	10-12	<ul style="list-style-type: none"> Can initiate and lead most of the conversation. Conveys detailed and mainly relevant information in response to questions. Almost always conveys information clearly. Regularly develops responses to questions in extended sequences of speech. Usually narrates events when asked to do so. Able to express and justify thoughts, points of view and exchange opinions in some detail. Very good interaction to questions. Usually prompt responses 	4	<ul style="list-style-type: none"> Very good pronunciation and intonation with occasional inaccuracies. 	7-8	<ul style="list-style-type: none"> Very good language with some variety of vocabulary and grammatical structures. Very good level of accuracy with some minor errors. Other errors occur when attempting more complex structures or vocabulary. References to past, present and future events are mostly successful.
3	7-9	<ul style="list-style-type: none"> Can initiate the conversation may need occasional prompting. Conveys mainly relevant information with some detail in response to questions. Usually conveys information clearly. Conveys mainly relevant information with some detail in response to the questions. Develops some responses to questions in extended sequences of speech. Sometimes narrates events when asked to do so. Able to justify thoughts, points of view and exchange opinions. Good interaction. There may be some hesitations but the conversation has a reasonable pace. 	3	<ul style="list-style-type: none"> Generally good pronunciation and intonation. 	5-6	<ul style="list-style-type: none"> Good language with some variety of vocabulary and grammatical structures, including some complex structures. A good level of accuracy. There may be minor errors and occasionally more serious ones. Attempts made at more complex structures are sometimes successful. References to past, present and future events are made and are sometimes successful
2	4-6	<ul style="list-style-type: none"> Can initiate the conversation but needs support to extend responses. Conveys mainly relevant and mainly clear information. Occasional extended responses to questions. Occasionally narrates events briefly when asked to do so. Able to express thoughts, points of view and exchange opinions with some justification. Generally good interaction with some spontaneity. Sometimes hesitates and may not be able to respond to some questions 	2	<ul style="list-style-type: none"> Generally good pronunciation and intonation but with some inconsistency. 	3-4	<ul style="list-style-type: none"> Generally good language with a mainly simple range of vocabulary and grammatical structures. Attempts made at more complex structures. Generally good level of accuracy when using simple structures. There may be errors but they do not generally prevent communication. Some success in making reference to past, present and future events.
1	1-3	<ul style="list-style-type: none"> Attempts to initiate the conversation. Needs support to both structure and extend the conversation Conveys some relevant information in response to questions. Responses may be occasionally unclear. Occasionally attempts longer responses to questions. Has limited success in narrating events. Able to express thoughts, some points of view and exchange some opinions with simple justification. Reasonable interaction with a little spontaneity. The conversation often has hesitations, and delivery can be quite slow at times. 	1	<ul style="list-style-type: none"> Pronunciation and intonation is more accurate than inaccurate. 	1-2	<ul style="list-style-type: none"> Reasonable language with a simple range of vocabulary and simple grammatical structures. Limited attempts made at more complex structures. Accuracy demonstrated when using simple structures. There may be errors which occasionally prevent communication. Attempts to make reference to past, present and future events may have only limited success.
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. 	0	<ul style="list-style-type: none"> Response not worthy of credit.

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