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# **GCSE MARKING SCHEME**

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**SUMMER 2022**

**FRENCH - UNIT 1  
FOUNDATION TIER  
3800U10-1**

## **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 GCSE FRENCH**  
**SUMMER 2022 MARK SCHEME**  
**UNIT 1: SPEAKING FOUNDATION TIER**  
**(45 marks)**

**General Advice for Examiners**

You 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 that these instructions are adhered to by all.

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
- make sure that you are familiar with the role plays and the conversation themes and bullet points
- make sure you are familiar with the assessment grids for the conversation at Foundation Tier and the descriptors for each section of the grid (page 12). See information below regarding advice on awarding marks using banded mark schemes.
- the specified length of the Speaking test for Foundation Tier is 5-7 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.

For summer 2022, candidates are allowed to select their own sub-sub-theme for Part 1 of the Conversation in advance of the speaking assessment. The candidate must choose one bullet point from the correct box for Part 2, based on their choice of sub-sub-theme for Part 1.

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, the conversation task Part 1 and Part 2 should be assessed together. 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 for that section. 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 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 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.

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

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 (Foundation 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:

**Foundation Tier**

3	Message is conveyed. Vocabulary and grammatical structures are mostly correct. Pronunciation and intonation are mostly accurate, may have occasional lapses.
2	Message is conveyed, though there may be some ambiguity, or message is partially conveyed without ambiguity. Vocabulary and grammatical structures contain frequent errors. Pronunciation and intonation are more accurate than inaccurate.
1	Message is partially conveyed, but is ambiguous. 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 Foundation 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:

#### Foundation Tier

**Quelle est la date de ton anniversaire ?**

Response	Comments	Mark
C'est le cinq septembre	Clear pronunciation with complete information	3 marks
cinq septembre	Pronunciation inaccurate Cinq pronounced "sank" and the month pronounced "September"	2 marks
septembre	Message partially conveyed no date is given.	1 mark
anniversaire	Language solely from the prompt question - inappropriate response.	0 marks

## ROLE PLAY

### FOUNDATION TIER SET 1

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 Geneva and wish to make a reservation for you and your friends. Your teacher will play the part of the restaurant owner.

- Je peux vous aider, Monsieur/Mademoiselle ?
- **Say you want to book a table.<sup>1</sup>**
- C'est pour combien de personnes ?
- **Answer the question.<sup>2</sup>**
- Et, c'est pour quelle heure ?
- **Say at what time you want the table for.<sup>3</sup>**
- Très bien, vous avez diné ici hier soir ?
- **Say where you ate last night.<sup>4</sup>**
- Ah bon !
- **Ask about prices for students.<sup>5</sup>**
- Il y a une réduction de 10 pour cent.

<sup>1</sup> Je veux réserver une table : accept any suitable response in the present or conditional

<sup>2</sup> C'est pour quatre personnes : accept any suitable number in the present

<sup>3</sup> C'est pour 8h : accept any suitable response in the present or future

<sup>4</sup> J'ai mangé à l'hôtel : accept any suitable response in the past

<sup>5</sup> Est-ce qu'il y a une réduction pour les étudiants ? : accept any suitable question

**Look for and reward any valid alternative**

## ROLE PLAY

### FOUNDATION TIER SET 2

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

#### IDENTITY AND CULTURE

##### Self and relationships

Setting: You are staying with a French student and are talking about friends. Your teacher will play the part of the French student.

- Tu peux me décrire ton meilleur ami/ta meilleure amie ?
- **Describe your best friend's physical appearance.<sup>1</sup>**
- Quel âge a ton ami(e) ?
- **Answer the question.<sup>2</sup>**
- Pourquoi aimes-tu ton ami(e) ?
- **Say why you like your friend.<sup>3</sup>**
- D'accord. Qu'est-ce que tu as fait avec ton ami(e) la semaine dernière ?
- **Say what you did with your friend last week.<sup>4</sup>**
- J'aime faire ça aussi.
- **Ask the French student if he/she has many friends.<sup>5</sup>**
- Oui, j'ai quelques bons amis/bonnes amies.

<sup>1</sup> Il/elle a les cheveux bruns : accept any suitable response in the present

<sup>2</sup> Il/elle a 16 ans : accept any suitable response in the present

<sup>3</sup> Il/elle est sympathique : accept any suitable response in the present

<sup>4</sup> J'ai fait du shopping : accept any suitable response in the past

<sup>5</sup> Tu as beaucoup d'ami(e)s ? : accept any suitable question in the present

**Look for and reward any valid alternative**



## ROLE PLAY

### FOUNDATION TIER SET 3

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 in Toulouse and want to buy tickets for the tourist train around town. Your teacher will play the part of the ticket clerk.

- Bonjour Monsieur/Mademoiselle, je peux vous aider ?
- **Say you want to buy tickets.<sup>1</sup>**
- C'est pour quelle heure ?
- **Answer the question.<sup>2</sup>**
- D'accord. Vous voulez combien de tickets ?
- **Say how many tickets you want.<sup>3</sup>**
- Alors, ça fait 7€ par personne.
- **Ask where the visit starts.<sup>4</sup>**
- Devant cet office du tourisme. Quand êtes-vous arrivé(e) ?
- **Say when you arrived.<sup>5</sup>**
- Bon séjour chez nous, alors.

<sup>1</sup> Je veux acheter des tickets : accept any suitable response in the present or conditional

<sup>2</sup> C'est pour onze heures : accept any suitable time in the present

<sup>3</sup> Je veux quatre tickets : accept any suitable response in the present or conditional

<sup>4</sup> Où commence la visite ?/D'où part le train ? : accept any suitable question in the present

<sup>5</sup> Je suis arrivé(e) hier soir : accept any suitable time in the past

**Look for and reward any valid alternative**

## ROLE PLAY

### FOUNDATION TIER SET 4

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

#### WALES AND THE WORLD

##### Local areas of interest

Setting: Your new Swiss friend is asking questions about your area on Skype. Your teacher will play the part of your Swiss friend.

- Alors, tu habites quelle sorte de région ?
- **Say what sort of area you live in.<sup>1</sup>**
- Qu'est-ce qu'on peut faire dans ta région ?
- **Answer the question.<sup>2</sup>**
- Qu'est-ce que tu as visité au pays de Galles ?
- **Say what you have visited in Wales.<sup>3</sup>**
- D'accord. Où est-ce que les touristes logent en général ?
- **Say where tourists stay.<sup>4</sup>**
- Ah bon.
- **Ask your friend what he/she thinks of his/her own town.<sup>5</sup>**
- Je l'aime bien.

<sup>1</sup> J'habite une région industrielle/J'habite à la campagne : accept any suitable response in the present

<sup>2</sup> On peut aller à la plage : accept any suitable response in the present

<sup>3</sup> J'ai visité un musée : accept any suitable response in the past

<sup>4</sup> Ils restent au camping : accept any suitable response in the present

<sup>5</sup> Qu'est-ce que tu penses de ta ville ? : accept any suitable question in the present

**Look for and reward any valid alternative**

## ROLE PLAY

### FOUNDATION TIER SET 5

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

#### CURRENT AND FUTURE STUDY AND EMPLOYMENT

##### Skills and personal qualities

Setting: You have a summer job in the office of a French firm and your new boss wants to find out more about you. Your teacher will play the part of the new boss.

- Alors, quelle qualité personnelle avez-vous ?
- **Mention one personal quality you have.<sup>1</sup>**
- Ah, c'est bien ça. Est-ce que vous parlez une autre langue ?
- **Answer the question.<sup>2</sup>**
- D'accord. Et, parlez-moi de vos compétences en informatique.
- **Mention an ICT skill you have.<sup>3</sup>**
- Ah, c'est super. Les clients aiment ça.
- **Ask your boss something about the clients.<sup>4</sup>**
- Answer appropriately. Qu'est-ce que vous avez fait hier dans l'entreprise ?
- **Say what you did yesterday at work.<sup>5</sup>**
- Excellent.

<sup>1</sup> Je suis travailleur/travailleuse : accept any suitable response in the present

<sup>2</sup> Je parle anglais : accept any suitable response in the present

<sup>3</sup> J'utilise un ordinateur : accept any suitable response in the present

<sup>4</sup> Il y a combien de clients ? : accept any suitable question in the present

<sup>5</sup> J'ai vendu cinq voitures : accept any response in the past

**Look for and reward any valid alternative**

## ROLE PLAY

### FOUNDATION TIER SET 6

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 Skyping a friend in Senegal about your part-time jobs. Your teacher will play the part of the Senegalese friend.

- Parle-moi de ton petit job.
- **Say where you work.<sup>1</sup>**
- Que penses-tu de ton petit job ?
- **Give one opinion of your job.<sup>2</sup>**
- Combien d'argent as-tu reçu le weekend dernier ?
- **Say how much money you earned last weekend.<sup>3</sup>**
- Qu'est-ce que tu fais avec l'argent ?
- **Answer the question.<sup>4</sup>**
- Super !
- **Ask your friend why he/she works.<sup>5</sup>**
- Eh bien, pour gagner de l'argent !

<sup>1</sup> Je travaille dans un magasin : accept any suitable response in the present

<sup>2</sup> Je l'aime beaucoup : accept any suitable opinion in the present

<sup>3</sup> J'ai gagné cinquante livres : accept any suitable amount in the past

<sup>4</sup> J'achète des vêtements : accept any suitable response in the present

<sup>5</sup> Pourquoi est-ce que tu travailles ? : accept any suitable question in the present

**Look for and reward any valid alternative**

## Conversation Task

### Guidance for examiners

Teacher examiners must remember that the candidate needs to cover both their chosen sub-sub-theme and the chosen bullet point 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 FOUNDATION 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"> <li>Can initiate the conversation but needs support to extend responses. Conveys mainly relevant and mainly clear information.</li> <li>Occasional extended responses to questions. Occasionally narrates events briefly when asked to do so.</li> <li>Able to express thoughts, points of view and exchange opinions with some justification.</li> <li>Generally good interaction with some spontaneity. Sometimes hesitates and may not be able to respond to some questions</li> </ul>	5	<ul style="list-style-type: none"> <li>Generally good pronunciation and intonation but with some inconsistency.</li> </ul>	9-10	<ul style="list-style-type: none"> <li>Generally good language with a mainly simple range of vocabulary and grammatical structures. Some attempts made at more complex structures.</li> <li>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.</li> </ul>
4	10-12	<ul style="list-style-type: none"> <li>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.</li> <li>Occasionally attempts longer responses to questions. Has limited success in narrating events.</li> <li>Able to express thoughts, some points of view and exchange some opinions with simple justification.</li> <li>Reasonable interaction with a little spontaneity. The conversation often has hesitations, and delivery can be quite slow at times.</li> </ul>	4	<ul style="list-style-type: none"> <li>Pronunciation and intonation is more accurate than inaccurate.</li> </ul>	7-8	<ul style="list-style-type: none"> <li>Reasonable language with a simple range of vocabulary and simple grammatical structures. Limited attempts made at more complex structures.</li> <li>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.</li> </ul>
3	7-9	<ul style="list-style-type: none"> <li>May need support to initiate and structure the discussion and gives short responses to most questions. Some responses may be difficult to understand or may be unclear.</li> <li>Attempts made at longer responses or at narrating events but with very limited success.</li> <li>Conveys simple thoughts and exchanges simple opinions with very simple justification.</li> <li>Basic interaction with little or no spontaneity. The conversation has hesitations, which can be long, and delivery is quite slow.</li> </ul>	3	<ul style="list-style-type: none"> <li>Pronunciation is mostly understandable with some correct intonation.</li> </ul>	5-6	<ul style="list-style-type: none"> <li>Basic language using simple vocabulary and grammatical structures.</li> <li>Some accuracy demonstrated when using simple structures. There may be errors which sometimes prevent communication. Little success in references to past or future events.</li> </ul>
2	4-6	<ul style="list-style-type: none"> <li>Gives very short responses. Many responses are unclear.</li> <li>Some attempts made at slightly longer responses or at narrating events but without success.</li> <li>Conveys simple thoughts and opinions</li> <li>Limited interaction with no spontaneity. The conversation has frequent hesitations which are often long. Delivery is slow.</li> </ul>	2	<ul style="list-style-type: none"> <li>Attempts to pronounce words accurately.</li> </ul>	3-4	<ul style="list-style-type: none"> <li>Limited language with a very simple range of vocabulary and grammatical structures.</li> <li>Frequent errors likely. Very little or no success in making references to past or future events.</li> </ul>
1	1-3	<ul style="list-style-type: none"> <li>Very little information conveyed. Most responses are very unclear.</li> <li>Unable to attempt slightly longer responses or narrate events.</li> <li>Unable to give an opinion.</li> <li>Poor interaction. Long hesitations before answering most questions. Very disjointed conversation.</li> </ul>	1	<ul style="list-style-type: none"> <li>Pronunciation is occasionally understandable.</li> </ul>	1-2	<ul style="list-style-type: none"> <li>Very poor language with a very limited range of vocabulary and grammatical structures.</li> <li>Occasional accuracy demonstrated.</li> </ul>
0	0	<ul style="list-style-type: none"> <li>Response not worthy of credit.</li> </ul>	0	<ul style="list-style-type: none"> <li>Response not worthy of credit.</li> </ul>	0	<ul style="list-style-type: none"> <li>Response not worthy of credit.</li> </ul>