



GCSE MARKING SCHEME

SUMMER 2022

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

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 HIGHER 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 Higher 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 Higher Tier is 7-9 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 Higher 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 (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

IDENTITY AND CULTURE

Food and drink

Setting: You go into your local café with your French friend. Your teacher will play the part of your French friend.

- Tu préfères quelle table ?
- **Say which table you prefer.¹**
- D'accord.
- **Ask your friend what he/she thinks of Welsh food.²**
- J'aime bien. Que recommandes-tu ?
- **Answer the question.³**
- Alors je prends ça.
- **Say you went to a French restaurant last weekend.⁴**
- Génial.
- **Say one French dish you would like to try.⁵**
- Moi, je n'aime pas ça.

¹ Je préfère une table près de la fenêtre : accept any suitable response in the present

² Qu'est-ce que tu penses de la nourriture galloise ? : accept any suitable question in the present

³ Je recommande le rôti d'agneau : accept any suitable dish in the present

⁴ Le weekend dernier je suis allé(e) à/j'ai mangé dans un restaurant français : accept any suitable statement in the past

⁵ J'aimerais goûter les escargots : accept any suitable response in the conditional

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

IDENTITY AND CULTURE

Self and relationships

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

- Quels sont les avantages d’avoir des frères ou des sœurs ?
- **State one benefit of having brothers or sisters.¹**
- Avec qui préfères-tu sortir ?
- **Answer the question.²**
- D’accord. Vous sortez souvent ensemble ?
- **Say how often you go out together.³**
- Qu’est-ce que tu as porté quand tu es sorti(e) la dernière fois ?
- **Say what you wore the last time you went out.⁴**
- D’accord.
- **Ask your French friend what he/she will do next weekend.⁵**
- Nous nous promènerons à la campagne.

¹ Je ne suis jamais seul(e) : accept any suitable response in the present

² Je préfère sortir avec mes copains/copines : accept any suitable response in the present

³ Nous sortons tous les weekends : accept any suitable response in the present

⁴ J’ai porté un pull vert : accept any suitable response in the past

⁵ Que feras-tu le weekend prochain ? : accept any suitable question in the future

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

Holidays and tourism

Setting: You are talking to the hotel receptionist during a holiday on the tropical island of La Réunion. Your teacher will play the part of the receptionist.

- Vous passez combien de temps à La Réunion ?
- **Say how long you are staying.¹**
- Et, quand êtes-vous arrivé(e) ?
- **Say when you arrived.²**
- Vous n'êtes pas trop fatigué(e), alors.
- **Ask what activities he/she recommends.³**
- Je recommande la plongée. Que pensez-vous de notre île ?
- **Answer the question.⁴**
- C'est sûr. Qu'est-ce que vous ferez demain ?
- **Say what you will do tomorrow.⁵**
- D'accord. Bonne journée.

¹ Je passe deux semaines ici : accept any suitable response in the present

² Je suis arrivé(e) hier : accept any suitable response in the past

³ Quelles activités recommandez-vous ? : accept any suitable question

⁴ À mon avis il fait très chaud : accept any suitable opinion

⁵ Je visiterai la montagne : accept any suitable activity in the future or conditional

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

WALES AND THE WORLD

Local areas of interest

Setting: During your summer job at a local hotel reception a visitor from the Côte d'Ivoire asks your advice. Your teacher will play the part of the visitor.

- Donc, qu'est-ce qu'on peut faire dans cette ville ?
- **Suggest an activity he/she could do.¹**
- Ça, c'est intéressant.
- **Ask how the visitor is travelling.²**
- J'ai une voiture.
- **Say what the traffic is like in the town.³**
- Ah bon. Qu'est-ce que vous avez visité récemment dans cette région ?
- **Answer the question.⁴**
- Génial. Demain, je vais aller au bord de la mer.
- **Say what the weather will be like tomorrow.⁵**

¹ Vous pouvez visiter le château : accept any suitable activity in the present

² Comment est-ce que vous voyagez ? : accept any suitable question form in the present

³ La circulation en ville est mauvaise : accept any suitable comment in the present

⁴ (Le weekend dernier) j'ai visité la plage : accept any suitable response in the past

⁵ Demain, il fera beau : accept any suitable response in the 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

CURRENT AND FUTURE STUDY AND EMPLOYMENT

Skills and personal qualities

Setting: You are discussing with the parent of a French friend the possibility of working in his/her business in the summer. Your teacher will play the part of the parent.

- Alors, tu voudrais travailler pour moi cet été ?
- **Say yes and ask what sort of job there is.¹**
- Je peux t'offrir plusieurs possibilités. Tu as quelle qualité personnelle ?
- **Answer the question.²**
- Et tu as quelle compétence ?
- **Say which relevant work skill you have.³**
- Et, où as-tu développé cette compétence ?
- **Say where you learnt this skill.⁴**
- Très bien. Quand est-ce que tu arriveras en France ?
- **Say when you will arrive in France.⁵**
- D'accord. À bientôt.

¹ Oui. Quelle sorte d'emploi est-ce qu'il y a ? : accept any suitable question in the present

² Je suis poli(e) : accept any suitable response in the present

³ Je peux répondre au téléphone : accept any suitable response in the present

⁴ J'ai appris cela pendant mon petit job : accept any suitable response in the past

⁵ J'arriverai le premier juillet : accept suitable response in the future

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

CURRENT AND FUTURE STUDY AND EMPLOYMENT

Employment

Setting: A French restaurant is about to open in your town and you have applied for a job. Your teacher will play the part of the restaurant owner.

- Alors, pourquoi voulez-vous travailler ici ?
- **Say why you wish to work in the restaurant.¹**
- C'est bien.
- **Ask what sort of jobs there are.²**
- Il y en a plusieurs. Quelle compétence avez-vous ?
- **Answer the question.³**
- D'accord. Où avez-vous déjà travaillé ?
- **Say where you have previously worked.⁴**
- Alors, vous pourrez commencer à quelle date ?
- **Say when you will start.⁵**
- C'est possible.

¹ Je cherche un petit job : accept any suitable response in the present

² Quels jobs y a-t-il ? : accept any suitable question in the present

³ Je peux servir à table : accept any suitable response in the present

⁴ J'ai déjà travaillé dans un café : accept any suitable response in the past

⁵ Je commencerai le premier juillet : accept any suitable response in the future

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
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.

3800UA0-1 WJEC GCSE French – Unit 1 HT MS S22/CB