



GCSE MARKING SCHEME

SUMMER 2024

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

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

WJEC GCSE FRENCH
SUMMER 2024 MARK SCHEME
UNIT 1: SPEAKING FOUNDATION TIER
(60 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, the photo card questions and the conversation themes and bullet points
- make sure you are familiar with the assessment grids for the photo card and conversation at Foundation Tier and the descriptors for each section of the grid (pages 12 and 14). See information below regarding advice on awarding marks using banded mark schemes
- the specified length of the Speaking test for Foundation 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. You 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, you are requested to inform WJEC.

When writing or speaking about themselves, gender identification should not be an issue as they should be using first-person pronouns. If candidates choose to write or speak in the third-person, they must be consistent in their pronoun choices, for example, use of 'they/them/xe/xhe' should not be seen as grammatically incorrect if the candidate is consistently using the chosen pronoun throughout their writing. Please be mindful of candidates' choices in assessing all work. When discussing another individual in the third person where gender or gender preference is unknown or undisclosed, WJEC expects consistent application of the gender agreement of the candidate's choice, for example, the discussion of a writer's craft could make reference to 'him/her' or 'they'.

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

Both the photo card discussion and the conversation are assessed using a banded mark scheme. 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 photo card and 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 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 (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

[15]

Health and fitness

Setting: You are talking to a Canadian friend about sport. Your teacher will play the part of the friend.

- Quel sport est-ce que tu fais ?
- **Say which sport you do.¹**
- Pourquoi est-ce que tu aimes faire ce sport ?
- **Say why you like this sport.²**
- Bien. Quel jour est-ce que tu as un cours d'éducation physique au collège ?
- **Answer the question.³**
- Où est-ce que tu as fait du sport récemment ?
- **Say where you played sport recently.⁴**
- Ah, bon.
- **Ask your friend a question about sport.⁵**
- Answer appropriately.

¹ Je joue au tennis / La natation est mon sport préféré : accept any suitable response in the present.

² Je peux jouer avec des amis / C'est un sport très actif : accept any suitable reason in the present.

³ J'ai un cours d'EPS le mardi / (L'éducation physique,) c'est le mardi : accept any school day in the present.

⁴ Nous avons joué dans le parc / Je suis allé(e) au centre de loisirs : accept any suitable location in the past.

⁵ Qu'est-ce que tu penses du sport ? / Quel sport aimes-tu ? : accept any suitable question in the present.

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

[15]

Festivals and celebrations

Setting: You are discussing festivals and celebrations with a Swiss friend. Your teacher will play the part of the friend.

- Quelle célébration est-ce que tu aimes ?
- **Mention a celebration you like.¹**
- Pourquoi est-ce que tu aimes cette célébration ?
- **Answer the question.²**
- C'est vrai. Où est-ce que tu es allé(e) pour ton dernier anniversaire ?
- **Say where you went for your last birthday.³**
- D'accord. Ton anniversaire, c'est quand ?
- **Say when your birthday is.⁴**
- Ah, bon.
- **Ask your friend something about celebrations.⁵**
- Answer appropriately.

¹ J'aime mon anniversaire / Je préfère Noël : accept any (religious) festival in the present.

² Nous faisons une fête / Toute la famille est ensemble : accept any suitable reason in the present.

³ Je suis allé(e) au restaurant / Je suis allé(e) à un festival de musique : accept any suitable place in the past.

⁴ Mon anniversaire est le 7 mars / C'est le 7 mars : accept any date in the present.

⁵ Quelle est ta fête favorite ? / Comment célèbres-tu ton anniversaire ? : 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

[15]

Local and regional features and characteristics of France

Setting: You are talking to the receptionist of your hotel in Corsica to ask for advice. Your teacher will play the part of the receptionist.

- Bonjour. Je peux vous aider ?
- **Mention a place you want to visit.¹**
- Ah bon. Pourquoi est-ce que cela vous intéresse ?
- **Say why you are interested in this place.²**
- C'est vrai. Mais c'est assez loin. Quel transport préférez-vous ?
- **Answer the question.³**
- D'accord. Qu'est-ce que vous avez fait hier ?
- **Say what you did yesterday in Corsica.⁴**
- Donc, vous connaissez déjà un peu la Corse.
- **Ask the receptionist a question about restaurants.⁵**
- Answer appropriately.

¹ Je veux visiter un musée / Je veux voir des monuments historiques : accept any suitable response in the present. (*Je voudrais* is acceptable).

² J'aime l'histoire / Napoléon est célèbre : accept any reason in the present that suits the place mentioned previously.

³ Je préfère le bus / J'y vais à pied : accept any suitable response (in a town) in the present.

⁴ Je suis allé(e) à la plage / J'ai fait du shopping : accept any suitable response in the past.

⁵ Est-ce qu'il y a un restaurant près d'ici ? / Vous pouvez recommander un restaurant ? : accept any suitable question in the present.

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

[15]

Social issues

Setting: You are discussing your work for a charity with a French friend. Your teacher will play the part of the friend.

- Alors, quelle organisation caritative est-ce que tu préfères ?
- **Say what your favourite charity is.¹**
- Combien d'heures est-ce que tu travailles pour cette organisation ?
- **Answer the question.²**
- Qu'est-ce que tu as fait récemment pour aider une organisation caritative ?
- **Say what you did recently to help a charity.³**
- Ah, c'est bien. Avec qui est-ce que tu travailles pour l'organisation caritative ?
- **Say who you work with for the charity.⁴**
- Ah bon.
- **Ask your friend a question about charities.⁵**
- Answer appropriately.

¹ J'aide les SDF / Je préfère Scope : accept any suitable cause or organisation in the present.

² Je travaille deux heures / J'y passe le samedi matin : accept any suitable length of time in the present.

³ J'ai vendu des gâteaux / J'ai donné de l'argent : accept any charitable activity in the past.

⁴ Je travaille avec ma sœur / Je travaille avec un(e) ami(e) : accept any suitable person in the present.

⁵ Tu aides quelle organisation ? / Est-ce que les organisations caritatives sont utiles ? : 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

[15]

School/college studies

Setting: You are discussing school on a video call with a French friend. Your teacher will play the part of the friend.

- Le travail scolaire t'intéresse ?
- **Give your opinion of schoolwork.¹**
- Quelle matière est-ce que tu préfères ?
- **Answer the question.²**
- Tu as combien de cours de sciences par semaine ?
- **Say how many science lessons there are per week.³**
- Où est-ce que tu as fait tes devoirs hier ?
- **Say where you did your homework yesterday.⁴**
- Ah bon.
- **Ask your friend a question about their studies.⁵**
- Answer appropriately.

¹ J'aime mon travail scolaire / Je n'aime pas les études : accept any suitable opinion in the present.

² Je préfère les maths / J'aime le français : accept any positive response in the present.

³ J'ai trois cours de sciences chaque semaine / Il y en a trois : accept any suitable response in the present.

⁴ J'ai fait mes devoirs à la maison / Je les ai faits à la bibliothèque : accept any suitable location in the past.

⁵ Est-ce que tu as beaucoup de travail scolaire ? / Quelle matière aimes-tu ? : accept any suitable question in the present.

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

[15]

Career plans

Setting: You are on a video call with a friend in Canada about your ideas for a future career. Your teacher will play the part of the friend.

- Quel travail est-ce que tu veux faire ?
- **Say what job you want to do.¹**
- Pourquoi est-ce que tu aimes faire ce travail ?
- **Answer the question.²**
- Avec qui est-ce que tu as parlé récemment de tes projets pour l'avenir ?
- **Say who you talked with recently about your future plans.³**
- Où est-ce que tu veux travailler ?
- **Say where you want to work.⁴**
- Bonne idée.
- **Ask your friend a question about career plans.⁵**
- Answer appropriately.

¹ Je veux être avocat / Je voudrais travailler dans un magasin : accept any suitable response in the present (*Je voudrais* is acceptable).

² Les avocats sont riches / C'est intéressant : accept any suitable reason in the present.

³ J'ai parlé avec mon professeur / Mes parents ont donné des conseils : accept any suitable person in the past.

⁴ Je veux travailler à Londres / Je veux travailler chez McDo : accept any suitable location in the present.

⁵ Qu'est-ce que tu penses faire ? / Tu as des projets ? : accept any suitable question in the present.

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 question before it is 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.

Candidates who do not understand the unseen question 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 FOUNDATION TIER

(15 marks)

Band	Marks	Communication and interaction *	Marks	Linguistic knowledge and accuracy
5	9-10	<ul style="list-style-type: none"> Conveys relevant information with occasional extended responses to the photo and all questions. Frequently gives points of view and opinions with justification. 	5	<ul style="list-style-type: none"> Generally good language with a mainly simple range of vocabulary and grammatical structures. Some 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.
4	7-8	<ul style="list-style-type: none"> Conveys relevant information in response to the photo and all or nearly all questions. Able to express points of view and opinions with some attempts at justification. 	4	<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.
3	5-6	<ul style="list-style-type: none"> Gives simple responses to the photo and most questions. Conveys some opinions with simple justification. 	3	<ul style="list-style-type: none"> Basic language using simple vocabulary and grammatical structures. Some accuracy demonstrated when using simple structures. There may be errors which sometimes prevent communication. Little success in references to past or future events.
2	3-4	<ul style="list-style-type: none"> Gives short simple responses to the photo and some of the questions. Occasional attempts to convey simple opinions. 	2	<ul style="list-style-type: none"> Limited language with a very simple range of vocabulary and grammatical structures. Frequent errors likely. Very little or no success in making references to past or future events.
1	1-2	<ul style="list-style-type: none"> Some attempts to respond to the photo and questions with very short responses. Few or no opinions given. 	1	<ul style="list-style-type: none"> Very poor language with a very limited range of vocabulary and grammatical structures. Occasional accuracy demonstrated.
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 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"> 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 	5	<ul style="list-style-type: none"> Generally good pronunciation and intonation but with some inconsistency. 	9-10	<ul style="list-style-type: none"> Generally good language with a mainly simple range of vocabulary and grammatical structures. Some 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.
4	10-12	<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. 	4	<ul style="list-style-type: none"> Pronunciation and intonation is more accurate than inaccurate. 	7-8	<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.
3	7-9	<ul style="list-style-type: none"> 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. Attempts made at longer responses or at narrating events but with very limited success. Conveys simple thoughts and exchanges simple opinions with very simple justification. Basic interaction with little or no spontaneity. The conversation has hesitations, which can be long, and delivery is quite slow. 	3	<ul style="list-style-type: none"> Pronunciation is mostly understandable with some correct intonation. 	5-6	<ul style="list-style-type: none"> Basic language using simple vocabulary and grammatical structures. Some accuracy demonstrated when using simple structures. There may be errors which sometimes prevent communication. Little success in references to past or future events.
2	4-6	<ul style="list-style-type: none"> Gives very short responses. Many responses are unclear. Some attempts made at slightly longer responses or at narrating events but without success. Conveys simple thoughts and opinions Limited interaction with no spontaneity. The conversation has frequent hesitations which are often long. Delivery is slow. 	2	<ul style="list-style-type: none"> Attempts to pronounce words accurately. 	3-4	<ul style="list-style-type: none"> Limited language with a very simple range of vocabulary and grammatical structures. Frequent errors likely. Very little or no success in making references to past or future events.
1	1-3	<ul style="list-style-type: none"> Very little information conveyed. Most responses are very unclear. Unable to attempt slightly longer responses or narrate events. Unable to give an opinion. Poor interaction. Long hesitations before answering most questions. Very disjointed conversation. 	1	<ul style="list-style-type: none"> Pronunciation is occasionally understandable. 	1-2	<ul style="list-style-type: none"> Very poor language with a very limited range of vocabulary and grammatical structures. Occasional accuracy demonstrated.
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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