



GCSE MARKING SCHEME

SUMMER 2023

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

INTRODUCTION

This marking scheme was used by WJEC for the 2023 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 2023 MARK SCHEME

UNIT 1: SPEAKING HIGHER 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 Higher 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 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. 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 photocard 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 Higher 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 (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 and/or 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

[15]

Technology and social media

Setting: You are discussing technology with your French friend. Your teacher will play the part of your French friend.

- Tu préfères quel portable, et pourquoi ?
- **Say which mobile phone you prefer, and why.¹**
- D'accord. Normalement, tu passes combien de temps par jour sur ton portable ?
- **Answer the question.²**
- C'est beaucoup. Tu as utilisé une technologie hier ?
- **Say what you did with technology yesterday.³**
- J'ai fait cela aussi.
- **Ask your friend what they think of social media.⁴**
- Il y a des avantages et des désavantages. Tu utiliseras ton portable ce soir ?
- **Say what you will do with your phone tonight.⁵**
- Moi, je n'aime pas tellement ça.

¹ Je préfère l'iPhone, c'est plus chic : accept any suitable reason in the present, only assess the reason

² Je passe deux heures sur mon portable : accept any suitable response in the present

³ J'ai fait du shopping en ligne : accept any suitable activity in the past

⁴ Qu'est-ce que tu penses des médias sociaux ? : accept any suitable question in the present

⁵ Je téléchargerai de la musique : accept any suitable response in 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

IDENTITY AND CULTURE

[15]

Entertainment and leisure

Setting: You are discussing a problem with your meal in a French restaurant with the waiter/waitress. Your teacher will play the part of the waiter/waitress.

- Alors qu'est-ce que vous avez commandé ?
- **State which main course you ordered.¹**
- Et quel est le problème exactement ?
- **Answer the question.²**
- Je suis désolé(e). Vous voulez commander autre chose ?
- **Say what you want instead.³**
- Bien sûr. Je vous offre aussi un repas gratuit un autre jour. Quand voudriez-vous revenir ?
- **Say when you will come back.⁴**
- Je vais réserver la table.
- **Ask which dessert they recommend.⁵**
- Je recommande les fraises Monsieur/Mademoiselle.

¹ J'ai commandé un steak-frites : accept any suitable response in the past

² Le repas est froid : accept any suitable response in the present

³ Je voudrais du poulet, s'il vous plait : accept any suitable response in the present or conditional

⁴ Je reviendrai demain : accept any suitable response in the future

⁵ Qu'est-ce que vous recommandez comme dessert ? : accept any suitable question 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

[15]

Environment

Setting: You are talking to your Canadian friend about environmental issues. Your teacher will play the part of your friend.

- Est-il important d'économiser l'énergie ?
- **Give your opinion about saving energy.¹**
- Et que fais-tu pour économiser l'énergie chez toi ?
- **Answer the question.²**
- Qu'est-ce que tu as fait au collège pour protéger l'environnement ?
- **Say what you have done at school to protect the environment.³**
- Ah très bien.
- **Ask your friend what they do in Canada.⁴**
- On fait beaucoup de choses. Et toi, qu'est-ce que tu feras à l'avenir pour protéger l'environnement ?
- **Say what else you will do in the future to protect the environment.⁵**
- C'est bon pour l'environnement.

¹ C'est bon pour la planète : accept any suitable opinion in the present

² Je me douche au lieu de prendre un bain : accept any suitable activity in the present

³ J'ai toujours mis mes déchets dans la poubelle. : accept any suitable activity in the past

⁴ Qu'est-ce qu'on fait au Canada ? : accept any suitable question form in the present

⁵ Je recyclerai plus de choses : accept any suitable response in the future

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

[15]

Travel and transport

Setting: A Swiss visitor is asking you about travel in Wales. Your teacher will play the part of the visitor.

- Où se trouve la gare la plus proche ?
- **Say where the nearest railway station is.¹**
- Merci beaucoup.
- **Ask why the visitor prefers to travel by train.²**
- C'est écologique. Quand avez-vous pris le train pour la dernière fois ?
- **Say when you last took the train.³**
- Que pensez-vous des transports au pays de Galles ?
- **Answer the question.⁴**
- C'est vrai. Vous partirez en voyage bientôt ?
- **Say how you will be travelling on holiday soon.⁵**
- D'accord. Bonne journée.

¹ Elle est à deux kilomètres d'ici : accept any suitable response in the present

² Pourquoi préférez-vous le train ? : accept any suitable question in the present

³ J'ai pris le train il y a une semaine : accept any suitable response in the past

⁴ À mon avis ils sont trop lents : accept any suitable opinion

⁵ J'irai en vacances en avion : accept any transport in the future or possibly the conditional

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

[15]

School/college life

Setting: You are comparing schools with a friend from France. Your teacher will play the part of the friend.

- Quel aspect de ton collège préfères-tu ?
- **Say what is your favourite facility at school.¹**
- Il y a quelque chose que tu aimerais changer ?
- **Say what you would like to change in your school.²**
- Pourquoi veux-tu changer cela ?
- **Answer the question.³**
- Et, quelle activité as-tu faite récemment au collège ?
- **Mention an activity you did recently at school.⁴**
- Ah bon.
- **Ask your friend what schools are like in their country.⁵**
- Answer appropriately.

¹ J'aime surtout le gymnase : accept any suitable response in the present

² Je voudrais changer le règlement : accept any suitable response in the conditional

³ Il est trop strict : accept any suitable opinion in the present

⁴ J'ai participé au club de maths : accept any suitable response in the past

⁵ Comment sont les collèges en France ? : accept any suitable question in the present

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

[15]

Post-16 study

Setting: You have decided to do a language course in Nice after your GCSE examinations, so you telephone a language school there. Your teacher will play the part of the language school owner.

- Alors, vous voulez étudier chez nous. Quand voudriez-vous commencer ?
- **Say when you would like to start your studies.¹**
- Et vous voulez étudier quelle langue ?
- **Say which language you wish to study.²**
- Pourquoi cette langue ?
- **Answer the question.³**
- C'est une bonne raison.
- **Ask how many lessons there are.⁴**
- Il y a quatre heures de cours chaque matin. Vous êtes déjà venu(e) en France ?
- **Say where you have already been in France.⁵**
- C'est bien.

¹ Je voudrais commencer mes études le premier juillet : accept any suitable date in the conditional

² Je veux étudier le français : accept any suitable response in the present or possibly the conditional

³ C'est une langue utile : accept any suitable response in the present or possibly the conditional

⁴ On a combien de cours ? : accept any suitable question in the present

⁵ Je suis allé(e) à Biarritz : accept any suitable place 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 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 an 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
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.