



GCSE MARKING SCHEME

SUMMER 2024

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

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 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

CURRENT AND FUTURE STUDY AND EMPLOYMENT

[15]

Career plans

Setting: You are discussing career ideas with your Canadian friend's grandparent. Your teacher will play the part of the grandparent.

- Quel métier voulez-vous faire ?
- **Say which job you want to do.**¹
- Pourquoi est-ce que ce métier vous intéresse ?
- **Answer the question.**²
- Où aimeriez-vous travailler plus tard ?
- **Say where you would like to work.**³
- Qui vous a aidé(e) avec votre choix de métier ?
- **Say who helped you choose a job.**⁴
- Ah, c'est bien ça.
- **Ask your friend's grandparent a question about work in Canada.**⁵
- Answer appropriately.

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

2. J'aime travailler avec les gens / C'est intéressant : accept any suitable reason in the present.

3. Je voudrais travailler à Londres / J'aimerais travailler à l'étranger : accept any suitable location in the conditional.

4. Mes parents m'ont aidé(e) / Personne ne m'a aidé(e) : accept any suitable person (or not) in the past.

5. Il y a beaucoup de chômage au Canada ? / Les salaires sont bons au Canada ? : accept any suitable question in the present.

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

CURRENT AND FUTURE STUDY AND EMPLOYMENT

[15]

School/college studies

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

- Quelle matière est-ce que tu n'aimes pas ?
- **Mention a school subject you do not enjoy.¹**
- Et tu as combien de cours par semaine pour cette matière ?
- **Answer the question.²**
- Ah, d'accord. Qui t'a aidé(e) récemment avec tes études ?
- **Say who has recently helped you with schoolwork.³**
- C'est gentil. Où feras-tu tes devoirs aujourd'hui ?
- **Say where you will do today's homework.⁴**
- Très bien.
- **Ask your friend a question about their school in France.⁵**
- Answer appropriately.

¹ Je n'aime pas les maths / Les maths sont horribles : accept any suitable response in the present.

² J'ai trois cours (de maths) par semaine / Il y en a trois : accept any suitable number in the present.

³ Mon prof de maths m'a aidé(e) / Ma sœur m'a aidé(e) : accept any suitable person in the past.

⁴ Je les ferai chez moi / Je vais faire mes devoirs chez mon ami(e) : accept any suitable place in the future.

⁵ Y a-t-il des matières obligatoires au collège ? / Quelle est ton opinion de ton collège ? : 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]

Social issues

Setting: A Belgian friend is asking you about social issues. Your teacher will play the part of the friend.

- Quel problème social est le plus important pour toi ?
- **State one social issue that is important to you.¹**
- Qu'est-ce que tu penses des organisations caritatives ?
- **Give your opinion about charities.²**
- Qu'est-ce que tu as fait récemment pour aider une organisation caritative ?
- **Answer the question.³**
- C'est bien. Quel travail bénévole feras-tu à l'avenir ?
- **Say what voluntary work you will do in the future.⁴**
- C'est gentil.
- **Ask your friend a question about a social issue.⁵**
- Answer appropriately.

¹ Le problème des sans-abri est important / Il y a beaucoup de pauvreté : accept any suitable response in the present.

² Elles sont utiles / Elles sont nécessaires : accept any suitable opinion in the present.

³ J'ai été volontaire chez Tenovus / J'ai donné de l'argent : accept any suitable suggestion in the past.

⁴ Je travaillerai avec les animaux / Je vais être volontaire dans un magasin : accept any suitable suggestion in the future.

⁵ Quel problème social t'intéresse ? / Que penses-tu du problème des enfants affamés ? : accept any question form in the present.

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]

Local and regional features and characteristics of France

Setting: You are on holiday in France and you visit your French friend. Your teacher will play the part of the friend.

- Tu passes combien de temps ici en France ?
- **Say how long you are spending in France.¹**
- Et, que penses-tu de notre région ?
- **Answer the question.²**
- Je suis d'accord. Qu'est-ce que tu as fait pendant ta visite ?
- **Say what activity you did during your visit.³**
- Super. Où iras-tu ailleurs en France ?
- **Say where in France you will go tomorrow.⁴**
- Bonne idée.
- **Ask your friend a question about France.⁵**
- Answer appropriately.

¹ Je passe une semaine ici / Je reste cinq jours : accept any suitable period of time in the present.

² La région est belle / Je l'aime bien : accept any opinion in the present.

³ J'ai visité des monuments / Je suis allé(e) à la plage : accept any suitable activity in the past.

⁴ J'irai à Paris / Je vais visiter Disneyland : accept any suitable destination in France in the future.

⁵ Que penses-tu de la France ? / Qu'est-ce que je dois visiter en France ? : accept any suitable question in the present.

Look for and reward any valid alternative

ROLE PLAY
HIGHER TIER SET 5

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

IDENTITY AND CULTURE

[15]

Festivals and celebrations

Setting: You are in Switzerland enjoying a music festival with a Swiss friend. Your teacher will play the part of the friend.

- Pourquoi est-ce que tu aimes les festivals de musique ?
- **Say why you like music festivals.¹**
- Moi aussi. Quelle sorte de musique préfères-tu ?
- **Answer the question.²**
- Ah bon. À quel festival es-tu allé(e) récemment ?
- **Say which festival you went to recently.³**
- Ah oui. Où est-ce qu'on ira manger plus tard ?
- **Say where you will go and eat later.⁴**
- Super !
- **Ask your friend a question about festivals in Switzerland.⁵**
- Answer appropriately.

¹ J'adore la musique / Je m'y amuse : accept any suitable response in the present.

² J'aime la musique pop / Je préfère la musique britannique : accept any suitable response in the present.

³ Je suis allé(e) à Glastonbury / Je suis allé(e) à un festival de danse : accept any suitable response in the past.

⁴ On ira chez McDo / Nous pourrons manger à la maison : accept any suitable place in the future.

⁵ Il y a beaucoup de festivals en Suisse ? / Les festivals sont populaires ici ? : 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

IDENTITY AND CULTURE

[15]

Health and fitness

Setting: You are discussing health issues with your Belgian friend. Your teacher will play the part of your friend.

- Qu'est-ce que tu manges pour être en bonne santé ?
- **Say what you eat to stay healthy.¹**
- D'accord, et qu'est-ce que tu as mangé au petit déjeuner ce matin ?
- **Answer the question.²**
- Ah bon. Pourquoi est-il important de faire une activité physique ?
- **Say why physical activity is important.³**
- C'est vrai. Quel sport est-ce que tu pratiqueras le weekend prochain?
- **Say what sport you will do at the weekend.⁴**
- C'est bien.
- **Ask your friend a question about health.⁵**
- Answer appropriately.

¹ Je mange beaucoup de légumes / Je ne mange que des produits bio : accept any suitable response in the present.

² J'ai pris du pain grillé / J'ai mangé des céréales : accept any suitable response in the past.

³ Elle est nécessaire pour garder la forme / C'est bon pour la santé : accept any suitable reason in the present.

⁴ Je jouerai au foot / Je vais faire de la natation : accept any suitable sporting activity in the future.

⁵ Et toi, comment ça va ? / Que fais-tu pour rester en forme ? : 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 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.