



GCE AS MARKING SCHEME

SUMMER 2024

**AS
FRENCH - UNIT 1
2800U10-1**

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.

GCE FRENCH - UNIT 1

SUMMER 2024 MARK SCHEME

UNIT 1: SPEAKING (48 total marks)

Principles of Marking

Conduct of the Speaking Assessment

As the assessor you must familiarise yourself with section 3.2 of the specification.

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 for the smooth running of the examination 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.
- You must make sure that you are familiar with the assessment grid for marking the stimulus cards and that you consider the marks and descriptors carefully when awarding a mark for each assessment objective.
- There are two marking grids. The marking grid for Task 1 covers AO1, AO3 and AO4. The marking grid for Task 2 covers AO1, AO2, AO3 and AO4. See information below regarding advice on awarding marks using banded mark schemes.
- The specified length of the entire speaking assessment is 15 minutes. The candidate will spend 5-6 minutes on Task 1 (argument) and 7-9 minutes on the Task 2 (discussion) with you as the examiner.

Timings for each stimulus card **must be** adhered to. You are not required to mark any speaking evidence which exceeds these timings.

If a candidate's speaking assessment falls short of the stipulated timings, the candidate may self-penalise as it is likely that there will not be enough speaking evidence to access the full mark range.

Banded mark schemes (Speaking)

Banded mark schemes are divided so that each band has relevant descriptors. The descriptors for the band provide a description of the performance level for that band. This is done as a two-stage process.

Stage 1 – Deciding on the band

When deciding on a band for each assessment objective, the assessment should be viewed holistically. 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 satisfied, you should move up to the next band and repeat this process for each band until the descriptors match the response.

If a candidate's assessment 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 response would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. You should not seek to mark candidates down as a result of small omissions in minor areas of their response.

Stage 2 – Deciding on the mark

Once the band has been decided, you can then assign a mark. WJEC will provide standardising material already awarded a mark and this should be used as reference material when assessing the response. When marking, you can use these examples to decide whether a candidate's response is of a superior, inferior or comparable standard to the example. 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 is appropriate to the response given.

When you are marking the candidate's responses to the stimulus cards you should consider the **additional notes** given for each card. However, you **must** bear in mind that the additional notes are **not** exhaustive and are for **guidance** only. All **valid** responses will be given credit.

When marking you should record a mark for each AO.

UNIT 1

Speaking assessment – mark allocation

Marks	AO1	AO2	AO3	AO4	Total marks
Task 1 Argument	4		8	12	24
Task 2 Discussion	4	8	8	4	24
Total marks	8	8	16	16	48

ORAL MARK SCHEME: TOPIC BASED CARDS (TASK 1 – ARGUMENT)

Marks	AO1: understand and respond in speech to spoken language including face-to-face interaction	Marks	AO3: manipulate the language accurately, in spoken forms, using a range of lexis and structure	Marks	AO4: show knowledge and understanding of different aspects of the culture and society of countries / communities where the language is spoken
4	- All questions are answered clearly and comprehensively - Very good interaction and spontaneity. Easily initiates and sustains discussion - A wide range of thoughts, feelings and viewpoints expressed	7-8	- Accurate use of grammar with few errors - Very good knowledge of idiomatic phrases and a variety of structures employed - Intonation and pronunciation are convincing	10-12	- Very good knowledge and understanding of the culture and society of France and French-speaking countries and communities - Ideas and points of view well supported by evidence - Conclusions drawn are based on an understanding and appreciation of the country's culture and society
3	- Most questions are answered clearly and some in detail - Good interaction, some spontaneity in initiating and sustaining discussion - A range of thoughts, feelings and viewpoints expressed	5-6	- Good use of grammar. Some errors occur - Good range of idiomatic structures to support views and opinions - Mistakes in intonation and pronunciation do not impede understanding	7-9	- Good knowledge and understanding of the culture and society of France and French-speaking countries and communities with occasional inconsistencies - Ideas and opinions are generally supported by evidence - Conclusions drawn are generally based on an understanding and appreciation of the country's culture and society

Marks	AO1: understand and respond in speech to spoken language including face-to-face interaction	Marks	AO3: manipulate the language accurately, in spoken forms, using a range of lexis and structure	Marks	AO4: show knowledge and understanding of different aspects of the culture and society of countries / communities where the language is spoken
2	- Some hesitation when answering questions. Answers generally lack depth - Attempts made to interact but prompting required at times - Some opinions and ideas expressed	3-4	- Limited grammatical knowledge and frequent basic errors. Limited accuracy. - Idiomatic structures used to convey pre-learnt material. Influence of English/Welsh idiom evident in unprepared material - Intonation and pronunciation sometimes impede understanding	4-6	- Superficial knowledge of the culture and society of France and French-speaking countries and communities, reliant on pre-learnt material, presented out of context - Ideas expressed are not based on factual evidence - Limited understanding and appreciation of the country's culture and society
1	- Limited responses when answering questions - Limited success in establishing a meaningful exchange. Over reliance on prompts. - Limited range of ideas and opinions expressed	1-2	- Very basic grasp of grammar, sentences often fragmented and incomplete - Very basic structures used, showing lack of idiomatic knowledge. Heavy reliance on English/Welsh type structures - Intonation and pronunciation make understanding difficult	1-3	- Little evidence of relevant knowledge. Frequent misunderstandings - Information is fragmented with no evidence to support it - No evidence of an understanding or appreciation of the country's culture and society
0	Nothing of value	0	Nothing of value	0	Nothing of value

ORAL MARK SCHEME: TOPIC BASED CARDS (TASK 2 – DISCUSSION)

Marks	AO1: understand and respond in speech to spoken language including face-to-face interaction	Marks	AO2: understand and respond in speech to written language drawn from a variety of sources	Marks	AO3: manipulate the language accurately, in spoken forms, using a range of lexis and structure	Marks	AO4: show knowledge and understanding of, and respond critically to, different aspects of the culture and societies of countries/communities where the language is spoken
4	- All questions are answered clearly and comprehensively - Very good interaction and spontaneity. Easily initiates and sustains discussion - A wide range of thoughts, feelings and viewpoints expressed	7-8	Full understanding of the stimulus material demonstrated by clear and relevant responses to the stimulus and subsequent questions	7-8	- Very good knowledge of grammar with few errors - Very good knowledge of idiomatic phrases and a variety of structures employed - Intonation and pronunciation are convincing	4	- Very good knowledge and understanding of the culture and society of France and French-speaking countries and communities - Ideas and points of view well supported by evidence
3	- Most questions are answered clearly and some in detail - Good interaction, some spontaneity in initiating discussion - A range of thoughts, feelings and view-points expressed	5-6	Stimulus material mostly understood demonstrated by responses to the stimulus and most subsequent questions	5-6	- Good knowledge of grammar. Some errors occur - Good range of idiomatic structures to support views and opinions - Mistakes in intonation and pronunciation do not impede understanding	3	- Good knowledge and understanding of the culture and society of France and French-speaking countries and communities with occasional inconsistencies - Ideas and opinions are generally supported by evidence

Marks	AO1: understand and respond in speech to spoken language including face-to-face interaction	Marks	AO2: understand and respond in speech to written language drawn from a variety of sources	Marks	AO3: manipulate the language accurately, in spoken forms, using a range of lexis and structure	Marks	AO4: show knowledge and understanding of, and respond critically to, different aspects of the culture and societies of countries/communities where the language is spoken
2	- Some hesitation when answering questions. Answers generally lack depth - Attempts made to interact but prompting required at times - Some opinions and ideas expressed	3-4	Stimulus material partly understood demonstrated by partial responses to stimulus and subsequent questions	3-4	- Limited grammatical knowledge and frequent basic errors - Idiomatic structures used to convey pre-learnt material. Influence of English/Welsh idiom evident in unprepared material - Intonation and pronunciation sometimes impede understanding	2	- Superficial knowledge of the culture and society of France and French-speaking countries and communities reliant on pre-learnt material, presented out of context - Ideas expressed are not based on factual evidence
1	- Limited responses when answering questions - Limited success in establishing a meaningful exchange. Over reliance on prompts - Limited range of ideas and opinions	1-2	Very limited understanding of the stimulus material. Responses to the stimulus material are generally irrelevant	1-2	- Very basic grasp of grammar, sentences often fragmented and incomplete - Very basic structures used, showing lack of idiomatic knowledge. Heavy reliance on English/Welsh type structures - Intonation and pronunciation make understanding difficult	1	- Little evidence of knowledge of question set. Frequent misunderstandings - Information is fragmented with no evidence to support it
0	Nothing of value.	0	Nothing of value	0	Nothing of value	0	Nothing of value

CARD A1 – Understanding the French-speaking world

Sub-theme: Regional culture and heritage in France, French-speaking countries and communities

**Ci-dessous il y a deux points de vue différents sur *les festivals régionaux* dans les pays francophones. Choisissez une de ces opinions à défendre.
L'examineur/examinatrice prendra l'avis contraire dans la discussion.**

Opinion A

- Les festivals régionaux français et francophones doivent rester ouverts à tous.

Opinion B

- On ne devrait pas permettre aux étrangers de prendre part aux festivals régionaux dans les pays francophones.

AO4	In response to the task on the stimulus card the candidate may present and discuss the following: Opinion A • Regional festivals should be open to all. • Regional festivals in francophone countries are enriched by foreign participation. • Local talent is enriched by global participation. Opinion B • Regional festivals should be restricted to French-speaking participants. • Francophone festivals need to encourage French-speaking talent. • There are too many external influences in French-speaking regional festivals. The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation in order to cover the opinions above. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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CARD A2 – Understanding the French-speaking world

Sub-theme: Regional culture and heritage in France, French-speaking countries and communities

Ci-dessous il y a deux points de vue différents sur *les monuments historiques* dans les pays francophones. Choisissez une de ces opinions à défendre. L'examineur/examinatrice prendra l'avis contraire dans la discussion.

Opinion A

- Les Français et les communautés francophones doivent sauvegarder leurs monuments historiques parce qu'ils font partie d'un patrimoine important.

Opinion B

- Les gouvernements français et francophones feraient mieux de financer en priorité des logements sociaux pour leurs citoyens au lieu des monuments historiques.

AO4	In response to the task on the stimulus card the candidate may present and discuss the following: Opinion A • The importance of monuments in a particular region (or regions) or in a French/francophone context to history, heritage, and local identity. • There are well-known monuments which are not only local but also national and international treasures. • Tourist attractions contribute to the economy of a region. Opinion B • The French government (and regional governments) have more important social priorities than maintaining old buildings and ruins. • Monuments should pay for themselves. • The French government should spend its money on housing for those who are in need today. The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation in order to cover the opinions above. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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CARD A3 – Understanding the French-speaking world

Sub-theme: Regional culture and heritage in France, French-speaking countries and communities

Ci-dessous il y a deux points de vue différents sur *les musées régionaux* dans les régions francophones. Choisissez une de ces opinions à défendre.

L'examineur/examinatrice prendra l'avis contraire dans la discussion.

Opinion A

- Les musées régionaux dans les pays francophones devraient être financièrement indépendants.

Opinion B

- Les gouvernements devraient subventionner tous les musées régionaux dans les pays francophones.

AO4	In response to the task on the stimulus card the candidate may present and discuss the following: Opinion A • The cost of supporting regional museums in francophone countries could be considerable. • Regional museums are parochial, limited and/or lack general appeal. • Museums are no longer needed to transmit information from one generation to the next. TV and social media can immerse people in their heritage. Opinion B • The importance of regional museums in one or more regions (may just use one specific region) of France or any French-speaking country. • Examples of well-known regional museums and why they are successful or relevant – encourage tourism, good for local economy, consolidate regional or national identity. • The role of museums in a particular region (or regions) in a French/francophone context and their importance to history, heritage, identity and the local economy. The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation in order to cover the opinions above. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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CARD A4 – Understanding the French-speaking world

Sub-theme: Literature, art, film and music in the French-speaking world

Ci-dessous il y a deux points de vue différents sur *les films en français*. Choisissez une de ces opinions à défendre. L'examineur/examinatrice prendra l'avis contraire dans la discussion.

Opinion A

- Les films en version originale française reflètent les préoccupations culturelles et sociales du monde francophone.

Opinion B

- Les films en version originale française sont trop artistiques et intellectuels.

AO4	In response to the task on the stimulus card the candidate may present and discuss the following: Opinion A • Films in the French language discuss themes of particular interest to French speakers. • Promoting French culture is what makes French films different from those of non-francophone countries. • The ideas and feelings of French speakers are best reflected in the French language. Opinion B • French language films often lack action and pace and are too intellectual. • French films concentrate too much on feelings and ideas rather than events. • Too many French films are too serious. The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation in order to cover the opinions above. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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CARD A5 – Understanding the French-speaking world

Sub-theme: Literature, art, film and music in the French-speaking world

Ci-dessous il y a deux points de vue différents sur *la littérature française*. Choisissez une de ces opinions à défendre. L'examineur/examinatrice prendra l'avis contraire dans la discussion.

Opinion A

- La littérature française est un vrai reflet de la vie et des réalités de la société francophone.

Opinion B

- Les grands classiques de la langue française n'ont plus aucune valeur sociale ou artistique.

AO4	In response to the task on the stimulus card the candidate may present and discuss the following: Opinion A • Literature in the French language discusses themes of particular interest to French readers. • Many themes in French literature are relevant today. • Much modern French literature is written in language which reflects the spoken language. Opinion B • Many themes in current and classical French literature are irrelevant today. • The ideas and beauty of the language no longer appeal to the modern reader. • The moral, intellectual and spiritual heritage of French culture is no longer of interest. The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation in order to cover the opinions above. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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CARD A6 – Understanding the French-speaking world

Sub-theme: Literature, art, film and music in the French-speaking world

Ci-dessous il y a deux points de vue différents sur *la musique techno française*. Choisissez une de ces opinions à défendre. L'examineur/examinatrice prendra l'avis contraire dans la discussion.

Opinion A

- La musique techno française est une faible imitation de la musique techno anglo-saxonne.

Opinion B

- La musique techno en France a sa propre identité bien française.

AO4	In response to the task on the stimulus card the candidate may present and discuss the following: Opinion A • Techno music in the French language is an American/English import and can never be French. • Techno music is boring, loud and repetitive. • French techno music does not fit in with traditional French music. Opinion B • French techno music has evolved into its own in recent years. • French techno music has developed independently from American and English techno music. • David Guetta and other French-speaking DJs have been very successful on the international stage. The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation in order to cover the opinions above. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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Card B1 – Being a young person in French-speaking society

Lisez le texte suivant sur *le mariage*. L'examineur/examinatrice vous posera les trois questions ci-dessous pour commencer une discussion.

Le mariage en France est l'institution qui permet à deux personnes de s'unir pour vivre en commun et fonder une famille. Depuis 1999, il existe aussi les statuts du concubinage et du pacte civil de solidarité (PACS). Le mariage religieux n'est pas reconnu par le droit français.

Examiner questions

1. Selon le texte, quelle est le but essentiel du mariage en France ?
2. À part le mariage, quelles sont les autres formes légales d'union en France ou dans d'autres pays francophones ?
3. À votre avis, la France a-t-elle raison de ne pas reconnaître les mariages religieux ?

AO4	The candidate must cover all three prompts: 1. What does the text state is the purpose of marriage in France? 2. Apart from marriage, what other legal means are open to a couple to live together in France (or other French speaking country)? 3. The reasons why (or why not) France is right not to recognise religious marriages. <u>The above points are suggestions only and are not exhaustive.</u> <u>Reward will be given for all relevant points argued by the candidate.</u>
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Card B2 – Being a young person in French-speaking society

Lisez le texte suivant sur *les jeunes et les écrans*. L'examineur/examinatrice vous posera les trois questions ci-dessous pour commencer une discussion.

Les jeunes Français ont besoin de leurs écrans tous les jours, à toute heure : smartphone, console, tablette, ordinateur, télévision. Avec le développement du numérique, les écrans sont plus que jamais omniprésents dans leur vie quotidienne. Les écrans sont devenus quasi indispensables au point d'être une source d'addiction.

Examiner questions

1. Que dit le texte sur l'attitude des jeunes Français envers les écrans électroniques ?
3. Qu'est-ce qui a mené à l'augmentation de l'usage de ces écrans ?
4. À votre avis, pourquoi les jeunes francophones sont-ils accros à la technologie ?

AO4	The candidate must cover all three prompts: 1. What young French people think of their electronic screens? 2. What has led to an increase in screen-time by young French people? 3. The reasons why (or why not) young French speaking people are addicted to their screens. <u>The above points are suggestions only and are not exhaustive.</u> <u>Reward will be given for all relevant points argued by the candidate.</u>
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Card B3 – Being a young person in French-speaking society

Lisez le texte suivant sur *les colonies de vacances*. L'examineur/examinatrice vous posera les trois questions ci-dessous pour commencer une discussion.

Les colonies de vacances sont des moments de partage, d'aventures et d'évasion, pour les enfants et ados âgés de 4 à 17 ans en France. Elles proposent des stages éducatifs et sportifs, par exemple un camp gaulois, des activités multiculturelles, des grands jeux et des séjours en plein air.

Examiner questions

1. Selon le texte, quels sont les objectifs des colonies de vacances en France ?
2. Comment les colonies de vacances françaises ou francophones intéressent-elles les jeunes ?
3. Dans quelle mesure les colonies de vacances jouent-elles un rôle important dans la vie des jeunes Francophones ?

AO4

The candidate must cover all three prompts:

1. What the *colonies de vacances* (holiday camps) are for.
2. How these *colonies de vacances* interest young people.
3. The extent to which *colonies de vacances* are important in the lives of young French-speaking people.

The above points are **suggestions** only and are **not exhaustive**.
Reward will be given for **all relevant points** argued by the candidate.