



GCE AS MARKING SCHEME

SUMMER 2023

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

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.

GCE FRENCH - UNIT 1

SUMMER 2023 MARK SCHEME

UNIT 1: SPEAKING (48 total marks)

Principles of Marking

Conduct of the Speaking Assessment

Examiners are required to familiarise themselves 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 stationery pack. 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 grids 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.
- 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 section of the assessment must be adhered to. Any speaking evidence which exceeds these timings will not be credited.

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.

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

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. 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 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 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. 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.

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. Reward all valid responses.

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 view-points 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 view-points 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
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-learned 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-learned 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 view-points 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 *le Tour de France*. Choisissez une de ces opinions à défendre. L'examineur/examinatrice prendra l'avis contraire dans la discussion.

Opinion A

- On ne devrait pas permettre aux coureurs cyclistes étrangers de participer au Tour de France.

Opinion B

- Le Tour de France doit rester ouvert aux coureurs cyclistes du monde entier.

AO4	In response to the task on the stimulus card the candidate may present and discuss the following: Opinion A • It is the “Tour de France” and the race should be restricted to French cyclists. • French cycling needs to encourage French riders. • Too many foreigners have won the race in recent years. Opinion B • The most famous cycle race in the world should be open to all. • The race’s reputation is enhanced by being an open competition. • French cyclists need to prove that they are the best by beating the best in the world. 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* en France/ailleurs dans le monde francophone. Choisissez une de ces opinions à défendre. L'examineur/examinatrice prendra l'avis contraire dans la discussion.

Opinion A

- C'est grâce au loto du patrimoine que les Français et les communautés francophones peuvent sauvegarder leurs monuments historiques.

Opinion B

- Les monuments historiques, en France et outre-mer, ne méritent pas le soutien du public et du gouvernement français.

AO4	In response to the task on the stimulus card the candidate may present and discuss the following: Opinion A • The French lotto is an additional means of financial support (the money does not come from taxes). • There are well-known monuments (e.g. "La Tour Eiffel") which do pay for themselves. • The importance of monuments in a particular region (or regions) in a French/francophone context to history, heritage, identity and local economy. Opinion B • Maintaining monuments is a waste of money for the French. • Monuments (e.g. "La Tour Eiffel") should pay for themselves. • The French government (and regional governments) should spend its money on other priorities. 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 festivals 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 festivals régionaux renforcent l'identité des régions francophones.

Opinion B

- Les festivals régionaux se ressemblent tous et n'ont aucun intérêt particulier.

AO4	In response to the task on the stimulus card the candidate may present and discuss the following: Opinion A • The importance of regional festivals in one or more regions (may just use 1 specific region) of France or any French-speaking country. • Examples of well-known festivals (e.g. Toulouse à table, Vieilles Charrues) and why – encourage tourism, good for local economy, consolidates regional or national identity. • The role of festivals in a particular region (or regions) in a French/francophone context and their importance to history, heritage, identity and local economy. Opinion B • There are similar festivals all over France (French-speaking areas or regions) e.g. music, food, dances. • Regional festivals are parochial/limited/lack general appeal. • Tastes in entertainment change. We see many similar things on TV, social media and they are no longer interesting or unique. 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 *le rap de langue française*. Choisissez une de ces opinions à défendre. L'examineur/examinatrice prendra l'avis contraire dans la discussion.

Opinion A

- De nos jours, le rap de langue française fait partie intégrante de la culture musicale francophone.

Opinion B

- Le rap est une importation culturelle qui n'est pas francophone.

AO4	In response to the task on the stimulus card the candidate may present and discuss the following: Opinion A • The impact of rap in France or any French-speaking country. • Examples of well-known French-speaking rappers and why they are well known. The importance of the words. • The role of rap in a French/francophone context and its significance to political and social history, identity and local communities. Opinion B • Rap is an American import, not French. Imitating another culture does not make it French. • Rap is associated with bad language and behaviour unacceptable to most French people. • Rap is a fad for French teenagers, it will have no lasting effect on French culture. 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 de langue française*. Choisissez une de ces opinions à défendre. L'examineur/examinatrice prendra l'avis contraire dans la discussion.

Opinion A

- De nombreux livres de littérature de langue française sont trop difficiles à lire.

Opinion B

- Les classiques littéraires français/francophones méritent d'être lus.

A04	In response to the task on the stimulus card the candidate may present and discuss the following: Opinion A • Reading French literature requires too much effort. • Many themes in classical French literature are irrelevant today. • Much modern literature is written in language which is very different from the spoken language. Opinion B • Much of French literature is world-famous. • It is worth the effort to appreciate the ideas and beauty of the language. • The moral, intellectual and spiritual heritage of French culture transcends fashionable tastes. 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 *les films en langue française*. Choisissez une de ces opinions à défendre. L'examineur/examinatrice prendra l'avis contraire dans la discussion.

Opinion A

- De nos jours les films en langue française ont beaucoup de succès dans les salles de cinéma en France/ailleurs dans le monde francophone.

Opinion B

- Les Français/francophones préfèrent regarder les films chez eux.

AO4	In response to the task on the stimulus card the candidate may present and discuss the following: Opinion A • The importance of cinemas in France or any French-speaking country. • Contrary to most European countries, the number of cinema-goers in France/French-speaking countries is increasing. • Examples of well-known films e.g. <i>Amélie</i>, <i>Bienvenue chez les Ch'tis</i>, <i>Tout le monde debout</i> encourage French culture, are good for the economy and help national identity. Opinion B • Streaming of French films is replacing the purchase of DVDs. • Watching films at home is more comfortable, convenient and sociable than going to the cinema. • Less expensive for family to watch on TV rather than going to the cinema. 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 *les valeurs des jeunes*. L'examineur/examinatrice vous posera les trois questions ci-dessous pour commencer une discussion.

L'IFOP a réalisé une enquête sur les valeurs des jeunes Français de 14 à 22 ans. Les interrogé/es ont été très nombreux/ses à désigner le respect et la politesse comme les qualités les plus importantes. En plus, les interviewé(e)s ont de l'ambition, ce qui est plutôt encourageant !

Examiner questions

1. Quelles valeurs les jeunes Français/Françaises considèrent-ils/elles les plus importantes ?
2. Partagez-vous l'idée que les jeunes Français/Françaises sont ambitieux/ses ?
3. Quelles autres valeurs croyez-vous que les jeunes francophones possèdent ?

AO4	The candidate must cover all three prompts: 1. The values named in the passage. Possible reasons. 2. The extent to which young French-speaking people are ambitious. 3. Any other values that can be considered particularly French/francophone. Reasons for this choice. <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 B2 – Being a young person in French-speaking society

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

Le jeu vidéo est pratiqué au moins une fois par semaine par 86 % des élèves français interrogés, les garçons étant nettement plus nombreux que les filles. 5 % des jeunes de 17 ans joueraient entre cinq et dix heures par jour. Ces chiffres sont bien plus élevés que les recommandations officielles.

Examiner questions

1. À quel point les jeunes Français et jeunes Françaises sont-ils accros aux jeux vidéo ?
2. Pourquoi l'addiction aux jeux vidéo pose-t-elle un danger aux jeunes Français, les garçons surtout ?
3. Que pensez-vous de l'option de limiter l'accès des jeunes Français/francophones aux jeux vidéo ?

AO4

The candidate must cover all three prompts:

1. The extent to which young French people are addicted to computer games.
2. The possible reasons why French boys are more addicted to video games than girls.
3. Suitability or not of the idea of limiting young French people's (and other young French-speaking people's) access to video games. (How is this to be done?)

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

CARD B3 – Being a young person in French-speaking society

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

La réalité pour un jeune Belge qui finit ses études, c'est que même diplômé, il vaut mieux accepter un salaire de débutant au premier emploi. Il pourra ensuite obtenir une meilleure position dans l'entreprise. Après avoir fait preuve de ses capacités, il touchera un salaire plus élevé.

Examiner questions

1. À qui a-t-on donné ces conseils ?
2. Que doivent faire les jeunes Belges pour obtenir un emploi dans la vie active ?
3. Comment les jeunes francophones peuvent-ils bien progresser dans leur vie professionnelle ?

AO4	The candidate must cover all three prompts: 1. Who is given advice in this text – namely a young Belgian leaving school. 2. What a young person needs to do to make sure that he/she gets a job. 3. How young French-speakers can ensure success in their work. <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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