



# **GCSE MARKING SCHEME**

**FRENCH**

**SUMMER 2014**

## INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2014 examination in GCSE FRENCH. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were 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 conferences was to ensure that the marking schemes were 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' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

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## MARK SCHEME - LISTENING

### IMPORTANT GENERAL PRINCIPLES

A detailed mark scheme is provided but further answers will be discussed at the examiners' conference, in the light of candidates' scripts.

Figures and numbers are accepted.

Answers which contain incorrect spelling in either English or Welsh but are understandable and unambiguous in their meaning will be credited with the marks available. However, no marks will be given for a misspelt word which is the same spelling as the spelling in French.

Disregard additional incorrect information as long as the correct answer has been given and the additional information does not contradict or modify what has been said.

When extra boxes are ticked, credit the correct answers then subtract the incorrect ones. It is important to decide the scope of the mark allocation.

If candidates hedge their bets (give 2 contradictory answers)  $+ 1 - 1 = 0$ .

Possible errors in marking:

- Awarding more marks than are allocated.
- Forgetting a task is worth 2 marks and only giving 1 mark.
- Confusion about the number of details needed for allocated marks.
- Mathematical errors.
- Seeing a correct answer in the incorrect place and crediting it.
- Concentrating on seeking ticks in correct boxes and not seeing additional extra ticks in wrong boxes.

**GCSE FRENCH**  
**LISTENING MARK SCHEME**  
**FOUNDATION TIER SUMMER 2014**

**Question 1**

You are at a restaurant. What do the customers' order? Each person asks for two items.  
**There are two sections.**

**Section 1**

Tick (✓) the two correct boxes from the list.

	Chicken	Eggs	Pasta	Salad
Man	✓			✓

[2]

Woman 1: Monsieur?

Man: Je voudrais du poulet et de la salade, s'il vous plaît.

Woman 1: Voilà, Monsieur, du poulet et de la salade.

**Section 2**

Tick (✓) the two correct boxes from the list.

	Fish	Steak	Potatoes	Vegetables
Woman	✓		✓	

[2]

Woman 1: Et pour vous, Madame?

Woman 2: J'aimerais du poisson avec des pommes de terre.

Woman 1: D'accord, Madame, du poisson et des pommes de terre.

**Question 2**

Two people are talking about hobbies. What do they do?

**There are two sections. There are two activities for each person.**

**Section 1:**

Tick (✓) the two correct boxes from the list.

	Go ice skating	Go to the cinema	Go to the park	Go surfing
Man	✓			✓

[2]

Woman1: Qu'est-ce que tu fais le week-end?

Man: Je vais à la patinoire le matin, et je fais du surf l'après-midi.

Woman 1: Aller à la patinoire et faire du surf, quel sportif!



### Section 3

Tick (✓) one box per question.

(g) Where does she go on Saturday? [1]

Library✓ Café Museum

(h) What does she do on Sunday? [1]

Read a book Go swimming✓ Play on computer

Le samedi, je vais à la bibliothèque pour faire mes devoirs. Le dimanche, j'aime faire de la natation avec mes amis.

### Question 4

Sonia is talking about her part-time job.

There are two sections.

#### Section 1

Tick (✓) the four correct boxes.

1	She works in a shoe shop.	
2	She works in a clothes shop.	✓
3	She works from Monday to Friday.	
4	She does not work on Friday.	✓
5	She works long hours.	✓
6	She does not earn much money.	
7	She lives far from work.	
8	She gets on well with her colleagues.	✓

[4]

J'ai un petit boulot pendant les vacances. Je travaille dans un magasin de vêtements en ville. Je travaille du lundi au jeudi. Les heures sont longues mais c'est bien payé. Je m'entends bien avec tout le monde au travail. Ils sont tous sympas.

## Section 2

### Answer all the questions in English.

- (a) What does Sonia like doing at work? [1]  
(working at the till/cash desk/counter/(as a) cashier/cash register)  
  
(working with customers= 0)
- (b) What does Sonia hate doing at work? [1]  
(putting the clothes away/on racks/tidying/arranging/sorting out /organising/hanging up/picking up/folding/rearranging the clothes. 'Clothes' has to be in the answer)  
(ranging = 0)  
(any other item of clothing = 0)  
(stacking shelves = 0)  
(picking (clothes) = 0)  
(cleaning clothes = 0)  
(cloth/s = 0)  
(putting clothes out = 0)  
(storing = 0)  
(stocking = 0)  
(sell clothes = 0)  
(sell/arrange merchandise =0)
- (c) Who are her favourite customers? [1]  
(old/older/elderly/aged people, the old/elderly/aged, OAPs, pensioners, patient people)  
(patient = 0)  
(old women/men = 0)  
(old = 0)
- (d) What would she like to do in the future ? [1]  
(have/open/run her own/manage her own her/ (own) (clothes) shop)  
(manager = 0)  
(manage on its own = 0)  
(any other type of shop = 0)  
(own brand = 0)  
(own business = 0)  
(manage/own a proper/clean shop = 0)

En général, pendant la journée, je travaille à la caisse. C'est super!  
Mais je dois aussi ranger les vêtements et je déteste ça!  
J'adore travailler avec les personnes âgées parce qu'elles sont très patientes.  
Dans le futur, je voudrais ouvrir mon propre magasin de vêtements.

## Question 5

Listen to Yohan talking about where he used to live.  
There are three sections.

Answer all the questions in English.

### Section 1

- (a) Which **two** places did Yohan like to go to when he was young? [2]

- \_\_\_\_\_
- \_\_\_\_\_

(bakery/the baker's/bread shop/farm/farmyard/farm shop/farmer's shop (to buy milk))  
(cake shop = 0)  
(sweet shop = 0)  
(backer = 0)  
(to buy milk = 0)  
(milk parlour = 0)

Quand j'étais plus jeune j'habitais dans un petit village. Il n'y avait pas grand-chose mais moi, j'adorais aller à la boulangerie le matin et à la ferme pour acheter le lait. Les choses ont beaucoup changé.

### Section 2

- (b) What can you find more of in the village today? [1]

(house(s), home(s))  
(mansions = 0)  
(manor houses = 0)  
(castles = 0)  
(buildings = 0)  
(flats = 0)  
(habitations = 0)  
(villas = 0)  
(bungalows = 0)  
(dwellings = 0)  
(cottages = 0)

- (c) Name **one** of the new buildings in the village. [1]

(swimming pool(s)/bath(s)/baths/swimming centre/ commercial swimming pool/  
swimming arena/pool(s)/police station/headquarters)  
(bath = 0)  
(swimming=0)



- (d) How many people now live in the village? [1]  
(3000/three thousand)

Aujourd'hui il y a beaucoup plus de maisons. Il y a même une piscine et un commissariat. Maintenant il y trois mille habitants.

### Section 3

- (e) What is his opinion of the village today? [1]  
(less boring/not so/as boring)  
(not boring = 0)  
(very boring = 0)  
(boring = 0)

- (f) What is the centre of the village like today? Write **two** details [2]

- \_\_\_\_\_
- \_\_\_\_\_

(more traffic/more cars/more congestion/more busy/busier/congestion/noisy/loud/dirty/not clean)

(traffic = 0)

(a lot of traffic = 0)

(more crowded = 0)

(more polluted/pollution = 0)

Aujourd'hui mon village est moins ennuyeux. Mais par contre il y a beaucoup plus de circulation et le centre du village est bruyant et sale.

## Question 6

Listen to Gérard talking about his holiday in Spain.  
There are three sections.

Answer all the questions in English.

### Section 1

- (a) When did Gérard go on holiday? [1]  
(in) spring/springtime  
(Easter = 0)  
(spring = 0)

- (b) Who did he go with? Write **two** details. [2]

- \_\_\_\_\_
- \_\_\_\_\_

((His) aunt/auntie/aunty and (best) friend/mate/boy friend)  
(friends = 0)  
(girlfriend = 0)  
(ant = 0)  
(my aunt etc.= 0)  
(her friend/s = 0)  
(family =0)

Je suis allé en Espagne au printemps. Je suis parti avec ma tante et mon meilleur ami.  
Nous sommes restés deux semaines.

### Section 2

- (c) How did he travel? [1]  
(by (aero/air/jet) plane/air/he flew/by flying/flight)  
(plain = 0)  
(jet = 0)

- (d) What does he say about the journey? [1]  
(it was (very) expensive/dear/pricy/costly/not cheap/it cost too much)

Nous avons voyagé en avion mais j'ai pensé que le voyage était très cher.

### Section 3

(e) Where did he stay? [1]  
(in a (youth) hostel)  
(youth hotel = 0)  
(hostil = 0)

(f) What did he lose? Write **two** details. [2]

- \_\_\_\_\_
- \_\_\_\_\_

(his wallet/purse and his sunglasses and (his) towel/serviette/ napkin/briefcase)  
(money = 0)  
(paper = 0)  
(glasses = 0)

Je suis resté pour la première fois dans une auberge de jeunesse. J'ai passé une journée à la plage. Malheureusement j'ai perdu mon portefeuille, mes lunettes de soleil et ma serviette.

**GCSE FRENCH**  
**LISTENING TAPESCRIP**  
**FOUNDATION TIER SUMMER 2014**

**Question 1**

**Section 1**

Woman 1: Monsieur?  
Man: Je voudrais du poulet et de la salade, s'il vous plaît.  
Woman 1: Voilà, Monsieur, du poulet et de la salade.

**Section 2**

Woman 1: Et pour vous, Madame?  
Woman 2: J'aimerais du poisson avec des pommes de terre.  
Woman 1: D'accord, Madame, du poisson et des pommes de terre.

**Question 2**

**Section 1**

Woman 1: Qu'est-ce que tu fais le week-end?  
Man: Je vais à la patinoire le matin, et je fais du surf l'après-midi.  
Woman 1: Aller à la patinoire et faire du surf, quel sportif!

**Section 2**

Man: Et toi, qu'est-ce que tu fais?  
Woman 1: Je fais de l'équitation puis je vais en ville.  
Man: Tu fais de l'équitation et tu vas en ville? Oui?  
Woman 1: Oui, bien sûr!

**Question 3**

**Section 1**

Bonjour! Je m'appelle Anne-Charlotte. J'ai 14 ans. Mon anniversaire est le 28 juillet. Dans ma famille j'ai un frère et une sœur.

**Section 2**

J'habite dans le sud de la France. J'habite dans un appartement. C'est en ville.

**Section 3**

Le samedi, je vais à la bibliothèque pour faire mes devoirs. Le dimanche, j'aime faire de la natation avec mes amis.

## **Question 4**

### **Section 1**

J'ai un petit boulot pendant les vacances. Je travaille dans un magasin de vêtements en ville. Je travaille du lundi au jeudi. Les heures sont longues mais c'est bien payé. Je m'entends bien avec tout le monde au travail. Ils sont tous sympas.

### **Section 2**

En général, pendant la journée, je travaille à la caisse. C'est super! Mais je dois aussi ranger les vêtements et je déteste ça! J'adore travailler avec les personnes âgées parce qu'elles sont très patientes. Dans le futur, je voudrais ouvrir mon propre magasin de vêtements.

## **Question 5**

### **Section 1**

Quand j'étais plus jeune j'habitais dans un petit village. Il n'y avait pas grand-chose mais moi, j'adorais aller à la boulangerie le matin et à la ferme pour acheter le lait. Les choses ont beaucoup changé.

### **Section 2**

Aujourd'hui il y a beaucoup plus de maisons. Il y a même une piscine et un commissariat. Maintenant il y a trois mille habitants.

### **Section 3**

Aujourd'hui mon village est moins ennuyeux. Mais par contre il y a beaucoup plus de circulation et le centre du village est bruyant et sale.

## **Question 6**

### **Section 1**

Je suis allé en Espagne au printemps. Je suis parti avec ma tante et mon meilleur ami. Nous sommes restés deux semaines.

### **Section 2**

Nous avons voyagé en avion mais j'ai pensé que le voyage était très cher.

### **Section 3**

Je suis resté pour la première fois dans une auberge de jeunesse. J'ai passé une journée à la plage. Malheureusement j'ai perdu mon portefeuille, mes lunettes de soleil et ma serviette.

**GCSE FRENCH**  
**LISTENING MARK SCHEME**  
**HIGHER TIER SUMMER 2014**

**Question 1**

Listen to Yohan talking about where he used to live.

There are **three** sections.

Answer all the questions in **English**.

**Section 1**

(a) Which **two** places did Yohan like to go to when he was young? [2]

- \_\_\_\_\_
- \_\_\_\_\_

(bakery/the baker's/bread shop/farm/farmyard/farm shop/farmer's shop (to buy milk))  
(cake shop = 0)  
(sweet shop = 0)  
(backer = 0)  
(to buy milk = 0)  
(milk parlour = 0)

Quand j'étais plus jeune j'habitais dans un petit village. Il n'y avait pas grand-chose mais moi, j'adorais aller à la boulangerie le matin et à la ferme pour acheter le lait. Les choses ont beaucoup changé.

**Section 2**

(b) What can you find more of in the village today? [1]

(house(s), home(s))  
(mansions = 0)  
(manor houses = 0)  
(castles = 0)  
(buildings = 0)  
(flats = 0)  
(habitations = 0)  
(villas = 0)  
(bungalows = 0)  
(dwellings = 0)  
(cottages = 0)

- (c) Name **one** of the new buildings in the village. [1]

(swimming pool(s)/bath(s)/baths/swimming centre/ commercial swimming pool/  
swimming arena/pool(s)/police station/headquarters)

(bath = 0)

(swimming =0)

- (d) How many people now live in the village? [1]  
(3000/three thousand)

Aujourd'hui il y a beaucoup plus de maisons. Il y a même une piscine et un commissariat. Maintenant il y trois mille habitants.

### Section 3

- (e) What is his opinion of the village today? [1]

(less boring/not so/as boring)

(not boring = 0)

(very boring = 0)

(boring = 0)

- (f) What is the centre of the village like today? Write **two** details. [2]

•

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•

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(more traffic/more cars/ more congestion/more busy/busier/congested/noisy/loud/  
dirty/not clean)

(traffic = 0)

(a lot of traffic = 0)

(more crowded = 0)

(more polluted/pollution = 0)

Aujourd'hui mon village est moins ennuyeux. Mais par contre il y a beaucoup plus de circulation et le centre du village est bruyant et sale.

## Question 2

Listen to Gérard talking about his holiday in Spain.

There are **three** sections.

Answer all the questions **in English**.

### Section 1

- (a) When did Gérard go on holiday? [1]  
(in) spring/springtime  
(Easter = 0)  
(spring = 0)

- (b) Who did he go with? Write **two** details. [2]

- \_\_\_\_\_
- \_\_\_\_\_

((His) aunt/auntie/aunty and (best) friend/mate/boy friend)  
(friends = 0)  
(girlfriend = 0)  
(ant = 0)  
(my aunt etc.= 0)  
(her friend/s = 0)  
(family =0)

Je suis allé en Espagne au printemps. Je suis parti avec ma tante et mon meilleur ami. Nous sommes restés deux semaines.

### Section 2

- (c) How did he travel? [1]  
(by (aero/air/jet) plane/air/he flew/by flying/flight)  
(plain = 0)  
(jet = 0)

- (d) What does he say about the journey? [1]  
(it was (very) expensive/dear/pricy/costly/not cheap/it cost too much)

Nous avons voyagé en avion mais j'ai pensé que le voyage était très cher.



### Section 3

(e) Where did he stay? [1]  
 (in a (youth) hostel)  
 (youth hotel = 0)  
 (hostil = 0)

(f) What did he lose? Write **two** details. [2]

- \_\_\_\_\_
- \_\_\_\_\_

(his wallet/purse and his sunglasses and (his) towel/serviette/ napkin/briefcase)  
 (money = 0)  
 (paper = 0)  
 (glasses = 0)

Je suis resté pour la première fois dans une auberge de jeunesse. J'ai passé une journée à la plage. Malheureusement j'ai perdu mon portefeuille, mes lunettes de soleil et ma serviette.

### Question 3

Listen to this weather forecast.

Tick the correct box for each sentence.

	Graphic: nice/hot	Graphic: rain	Graphic: snow	Graphic: wind	Graphic: thunderstorm	
<b>Monday</b>		✓				[1]
<b>Tuesday</b>					✓	[1]
<b>Wednesday</b>			✓			[1]
<b>Thursday</b>				✓		[1]
<b>Friday</b>	✓					[1]

Voici la météo pour la semaine.

Lundi: n'oubliez surtout pas votre parapluie : il pleuvra du matin au soir!

Mardi : le temps sera un peu nuageux avec d'énormes orages en fin de journée.

Mercredi : la neige est attendue dans les Pyrénées atlantiques seulement.

Jeudi : un vent fort soufflera tout le long de la côte aquitaine.

Et vendredi : enfin le beau temps sera de retour. Il fera beau et chaud.

#### Question 4

Listen to this voicemail from Anne to Virginie.  
There are two sections.

##### Section 1

Tick (✓) the two correct boxes only.

(a)	Anne's uncle gave her a lift to her work placement.	
(b)	She did her work placement in a surgery.	✓
(c)	She did not like it.	✓
(d)	She had two hours for lunch.	

[2]

Allô, Virginie ? C'est Anne. (...) Et bien, je t'appelais juste pour te parler de mon stage. J'ai fait mon stage dans le cabinet médical de mon oncle. C'était ennuyeux à mourir ! Je commençais tous les jours à huit heures mais ce qui était bien c'est que je finissais à deux heures l'après-midi.

##### Section 2

Tick (✓) the two correct boxes only.

(e)	She drank a lot of coffee.	
(f)	She answered the phone.	
(g)	She had to file documents.	✓
(h)	She had to work an extra day.	✓

[2]

J'ai travaillé à la réception. J'ai préparé le café pour les secrétaires. Mais, elles ne m'ont jamais demandé de répondre au téléphone. J'ai passé la plupart de mon temps à classer les dossiers. Comme j'étais malade le dernier jour, j'ai dû travailler une journée supplémentaire : imagine ! Bon ... voilà, rappelle-moi!

## Question 5

Marie has just come back from Wales. She talks to her French friend about the Welsh school she went to.

**Answer all the questions in English.**

There are **three** sections.

### Section 1

- (a) What difference did she notice about schools in Wales? [1]  
(pupils/students/children/you/we all wore/wear/they have/had/ to/they must wear (school) uniform/(wearing) uniform)  
(uniforme = 0)  
(she had to wear uniform = 0)
- (b) What did she think of it? [1]  
(pupils/students/children/they all looked/look the same/similar/ alike/ they resemble/d each other)  
(look equal = 0)

Quelles différences y a-t-il entre les écoles françaises et galloises, Marie?  
En premier, les élèves portaient tous un uniforme au pays de Galles. J'ai pensé qu'ils se ressemblaient tous !

### Section 2

- (c) What else did she notice? [1]  
((pupils have) (morning) assembly)  
(registration=0)  
(form tutor = 0)  
(assembly in the afternoon =0)  
(pupils assemble/gather together = 0)
- (d) What shocked her? [1]  
(pupils/she had to/sit/sat on the floor and/or pupils are/were quiet/in silence/ the/its silence/it's silent/she had to be silent)  
(leave in silence =0)

Et puis, quoi d'autre?  
Deuxièmement, les élèves ont une assemblée le matin. Ce qui m'a choquée c'est qu'ils étaient tous assis par terre en silence.

### Section 3

- (e) What did she do at the school? [1]

(went to/attended/had/sat in/took part in a Welsh lesson/learnt Welsh/Welsh lesson(s)/Welsh)

(Welsh course = 0)

(assisted/helped with a Welsh lesson = 0)

- (f) What did she think about this experience? [1]  
(it was) unforgettable/memorable /she will never forget it/she will remember it)

Alors et quoi d'autre ?

Et bien, pour finir, j'ai assisté à un cours de gallois. J'ai trouvé cette expérience inoubliable!

### Question 6

Ludovic is talking about « Cœur de Pirate ».

**Listen and answer all the questions in English.**

**There are three sections.**

#### Section 1

- (a) What does Cœur de Pirate do for a living? [1]

(she is a singer/singing)

If additional information is added that doesn't contradict 'singer', it will be accepted  
e.g. singer + musician, artist(e), pianist.

(recording artist(e) on its own = 0)

- (b) In what year was she born? [1]

(1989)

- (c) Why is the name "Béatrice Martin" mentioned? [1]

(it is/it's her (real/true/proper) name/identity/it's the same person)

Bonjour, je m'appelle Ludovic et je suis fan de Cœur de Pirate. C'est une chanteuse canadienne qui est née le 22 septembre 1989. Cœur de Pirate est son nom d'artiste. En fait, Béatrice Martin est son vrai nom.

## Section 2

- (d) Why does Ludovic like Cœur de Pirate? Write **two** details. [2]

- \_\_\_\_\_
- \_\_\_\_\_

(she sings in French/(she has) a nice voice/sings well/good singer/good pianist/plays the piano well/good on piano/she writes her own songs/the lyrics to her songs/love songs/songs about heartbreak/heartache/she has her own style\*)

(she is beautiful/pretty =0)

(she speaks French = 0)

(she is a French singer = 0)

- (e) Write **two** details about her appearance. [2]

- \_\_\_\_\_
- \_\_\_\_\_

((she) has her own style\*/wears (black) dress(es)/black/has tattoos)

\*'Has her own style' can only be accepted once

Moi, je l'aime beaucoup parce qu'elle chante en français, elle a une très belle voix et elle joue super bien du piano. Tout le monde l'adore parce qu'elle écrit elle-même les paroles de ses chansons, qui parlent de ses chagrins d'amour. Elle a son style bien à elle. Elle porte toujours des robes noires qui mettent en valeur ses tatouages.

## Section 3

- (f) Why were some of her fans disappointed recently? [1]

(cancelled/she didn't turn up for a few concerts/shows/gigs/her tour)

(delayed/postponed =0)

(world tour = 0)

(concert =0)

(annual concert = 0)

- (g) What good news did Cœur de Pirate announce to her fans? [1]

(she was pregnant/going to have/having/expecting a baby)

(she was waiting for a baby = 0)

(she had/has a baby=0)

Récemment, elle a beaucoup déçu certains de ses fans parce qu'elle a dû annuler quelques concerts. Mais tout le monde a été très content quand elle a annoncé que c'était parce qu'elle attendait un bébé.

**GCSE FRENCH**  
**LISTENING TAPESCRIP**  
**HIGHER TIER SUMMER 2014**

**Question 1**

**Section 1**

Quand j'étais plus jeune j'habitais dans un petit village. Il n'y avait pas grand-chose mais moi, j'adorais aller à la boulangerie le matin et à la ferme pour acheter le lait. Les choses ont beaucoup changé.

**Section 2**

Aujourd'hui il y a beaucoup plus de maisons. Il y a même une piscine et un commissariat. Maintenant il y a trois mille habitants.

**Section 3**

Aujourd'hui mon village est moins ennuyeux. Mais par contre il y a beaucoup plus de circulation et le centre du village est bruyant et sale.

**Question 2**

**Section 1**

Je suis allé en Espagne au printemps. Je suis parti avec ma tante et mon meilleur ami. Nous sommes restés deux semaines.

**Section 2**

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**Section 3**

Je suis resté pour la première fois dans une auberge de jeunesse. J'ai passé une journée à la plage. Malheureusement j'ai perdu mon portefeuille, mes lunettes de soleil et ma serviette.

**Question 3**

Voici la météo pour la semaine.

Lundi: n'oubliez surtout pas votre parapluie: il pleuvra du matin au soir!  
Mardi: le temps sera un peu nuageux avec d'énormes orages en fin de journée.  
Mercredi: la neige est attendue dans les Pyrénées atlantiques seulement.  
Jeudi: un vent fort soufflera tout le long de la côte aquitaine.  
Et vendredi : enfin le beau temps sera de retour. Il fera beau et chaud.

## **Question 4**

### **Section 1**

Allô, Virginie? C'est Anne. (...) Et bien, je t'appelais juste pour te parler de mon stage. J'ai fait mon stage dans le cabinet médical de mon oncle. C'était ennuyeux à mourir! Je commençais tous les jours à huit heures mais ce qui était bien c'est que je finissais à deux heures l'après-midi.

### **Section 2**

J'ai travaillé à la réception. J'ai préparé le café pour les secrétaires. Mais, elles ne m'ont jamais demandé de répondre au téléphone. J'ai passé la plupart de mon temps à classer les dossiers. Comme j'étais malade le dernier jour, j'ai dû travailler une journée supplémentaire: imagine! Bon ... voilà, rappelle-moi!

## **Question 5**

### **Section 1**

Quelles différences y a-t-il entre les écoles françaises et galloises, Marie?  
En premier, les élèves portaient tous un uniforme au pays de Galles. J'ai pensé qu'ils se ressemblaient tous!

### **Section 2**

Et puis, quoi d'autre?  
Deuxièmement, les élèves ont une assemblée le matin. Ce qui m'a choquée c'est qu'ils étaient tous assis par terre, en silence.

### **Section 3**

Alors et quoi d'autre?  
Et bien, pour finir, j'ai assisté à un cours de gallois. J'ai trouvé cette expérience inoubliable!

## **Question 6**

### **Section 1**

Bonjour, je m'appelle Ludovic et je suis fan de Cœur de Pirate. C'est une chanteuse canadienne qui est née le 22 septembre 1989. Cœur de Pirate est son nom d'artiste. En fait, Béatrice Martin est son vrai nom.

### **Section 2**

Moi, je l'aime beaucoup parce qu'elle chante en français, elle a une très belle voix et elle joue super bien du piano.  
Tout le monde l'adore parce qu'elle écrit elle-même les paroles de ses chansons, qui parlent de ses chagrins d'amour. Elle a son style bien à elle. Elle porte toujours des robes noires qui mettent en valeur ses tatouages.

### **Section 3**

Récemment, elle a beaucoup déçu certains de ses fans parce qu'elle a dû annuler quelques concerts. Mais tout le monde a été très content quand elle a annoncé que c'était parce qu'elle attendait un bébé.

## MARK SCHEME

### READING GENERAL PRINCIPLES

Foundation Total 40

Higher Total 40

All candidates will have attempted **either** the higher papers **or** the foundation paper. They will not have attempted both. (If they have done so, then contact WJEC.)

The principle underlying the marking is the total, partial or non-completion of the task required except for those questions involving a choice between options. In those instances, the answer is either correct or incorrect and there is no partially correct answer.

Multiple choice, true/false, choosing the correct option from a series of pictures etc. will be marked as agreed in the conference. No half marks will be awarded.

On some occasions there may only be a partial, incomplete, or ambiguous answer and we need to look at these on an individual basis.

Figures and numbers are acceptable.

Answers which contain incorrect spelling in either English or Welsh but are understandable and unambiguous in their meaning will be credited with the marks available. However, no marks will be given for a misspelt word which is the same spelling as the spelling in German.

Any incorrect information is disregarded as long as a correct answer is given unless the incorrect information obviously contradicts or modifies what has been said.

Our policy when too many alternative and incorrect answers are given is to penalise for each extra incorrect answer.

e.g. one answer possible and two answers given, the correct one and an alternative  
 $= 1 - 1 = 0$

two possible answers and three answers given, two correct and an alternative  
 $= 1 + 1 = 2 - 1 = 1$

Where the information given e.g. in brackets or with an oblique (unless considered an alternative answer) makes the answer more ambiguous we deduct a mark, i.e.  $2 - 1 = 1$

Each of the tasks is worth 1 mark (there are 40 on the foundation and 40 on the higher paper) in all and the number of tasks per question is indicated by the scale printed at the side of the question. Each task should be marked as indicated in the marking scheme and as confirmed in the examiners' conference.

The marks awarded for each question should be shown in the margin by the question; these should be totalled and the total shown at the bottom of the margin on the final page. The total is out of 40 on the foundation paper and 40 on the higher paper.



**It is important to avoid the following errors in marking.**

- (a) Awarding more than the maximum per sub-section or task.
- (b) Forgetting that each task is worth **one** mark i.e. the maximum in the right hand margin should be the mark printed on the paper.
- (c) Confusion between the number of details required per question, especially when alternative answers are allowed.
- (d) Mathematical errors – incorrect addition and wrong transfer of total working mark to the front page.
- (e) Incorrect marking due to lack of appreciation of the marking scheme on specific points or due to ultimately believing that a wrong answer frequently given by candidates is correct!

**GCSE FRENCH - UNIT 3**  
**READING MARK SCHEME**  
**FOUNDATION TIER SUMMER 2014**

	<b>1 Mark</b>	<b>Alternatives</b>	<b>Not Acceptable</b>
<b>Q.1</b>	(i) C (ii) F (iii) E (iv) B (v) D (vi) A		
<b>Q.2</b>	(i) D (iii) A (iv) C (vi) F (viii) E (ix) B		
<b>Q.3</b>	(i) I (ii) H (iii) E (iv) C (v) F (vi) D	correct word  correct word and correct letter	correct word incorrectly spelt; combination of correct word+ incorrect letter or incorrect word + correct letter
<b>Q.4</b>	(i) youngest (ii) fifteen/15 (iii) countryside (iv) (shopping/supermarket) trolleys/ trolley's (v) Friday/Fridays/Friday's (vi) chess		fiveteen   trolleys

	1 Mark	Alternatives	Not Acceptable
Q.5	(i)	she <u>likes/loves</u> cooking/to cook (at home)	she cooks she likes working in the kitchen she likes to make/prepare food
	(ii)	(a) skirt(s)	short/long skirts
	(iii)	customers wearing/in swimwear (bathing costumes, bikinis etc.)  employees/staff/workers/waitresses/ waiters/she/Sophie arriving/being late/ <i>if Sophie</i> arrived late (Tense not important)	customers coming straight from beach wetsuits with swimwear  employes/employés she arrived late people late late workers
	(iv)	(garlic) snails	specialities
	(v)	lamb/rabbit/lamb and rabbit	
	(vi)	(prepare) (ingredients) for dinner/ lunch/ dinner in the afternoon/ meal at midday for the lunch menu	afternoon meal evening meal to eat for <i>her</i> meal/lunch to prepare during/lunch anything that suggests that Sophie will make or eat the meal
	(vii)	a doctor (in a school) medical doctor doctor of medicine	Dr. work in medicine medicine doctor doctor in medicine

	1 Mark	Alternatives	Not Acceptable
Q.6	(i)	75	
	(ii)	¼ to midnight ¼ to 12 1145 1145p.m. 2345	1145a.m. 23h45
	(iii)	comic(s)/comic book/comic strip(s)/ cartoon books/magazines novel(s) (about Romans) cartoons	books story/books about Romans fictional books animation books
	(iv)	2 weeks/fortnight/15 days/14 days/nights	two weeks and one day about 2 weeks
	(v)	shopping/going to the shops/visiting the shops/ going to the shopping centre/ shopping in town/village/city shopping for specific item[s]	going in to town
		sunbathing/tanning/to get a tan/tanned/ catching a tan/getting tanned	browning/bronzing sun bath (used as a noun) sunbathing + any wrong location terrace
	(vi)	(at/by/in the) ice rink/ice skating rink	ice skating on the leg

**GCSE FRENCH**  
**READING MARK SCHEME**  
**HIGHER TIER SUMMER 2014**

<b>1 Mark</b>	<b>Alternatives</b>	<b>Not acceptable</b>
<b>Q.1</b> (i)	she <u>likes/loves</u> cooking/to cook (at home)	she cooks she likes working in the kitchen she likes to make/prepare food
(ii)	(a) skirt(s)	short/long skirts
(iii)	customers wearing/in swimwear (bathing costumes, bikinis etc.)  employees/staff/workers/waitresses/ waiters/she/Sophie arriving/being late/ <i>if Sophie</i> arrived late (Tense not important)	customers coming straight from beach wetsuits with swimwear  employes/employés she arrived late people late late workers
(iv)	(garlic) snails	specialities
(v)	lamb/rabbit/lamb and rabbit	
(vi)	(prepare) (ingredients) for dinner/ lunch/ dinner in the afternoon/ meal at midday for the lunch menu	afternoon meal evening meal to eat for <i>her</i> meal/lunch to prepare during/lunch anything that suggests that Sophie will make or eat the meal
(vii)	a doctor (in a school) medical doctor doctor of medicine	Dr. work in medicine medicine doctor doctor in medicine

	<b>1 Mark</b>	<b>Alternatives</b>	<b>Not acceptable</b>
<b>Q.2</b>	(i)	75	
	(ii)	¼ to midnight ¼ to 12 1145 1145p.m. 2345	1145a.m. 23h45
	(iii)	comic(s)/comic book/comic strip(s)/ cartoon books/magazines novel(s) (about Romans) cartoons	books story/books about Romans fictional books animation books
	(iv)	2 weeks/fortnight/15 days/14 days/nights	two weeks and one day about 2 weeks
	(v)	shopping/going to the shops/visiting the shops/ going to the shopping centre/ shopping in town/village/city shopping for specific item[s]  sunbathing/tanning/to get a tan/tanned/ catching a tan/getting tanned	going in to town  browning/bronzing sun bath (used as a noun) sunbathing + any wrong location terrasse
	(vi)	(at/by/in the) ice rink/ice skating rink	ice skating on the leg

	<b>1 Mark</b>	<b>Alternatives</b>	<b>Not Acceptable</b>
<b>Q.3</b>	(i) Martin (ii) Leila Dominique (iii) Cécile/Cecile (iv) Nicolas (v) Florent		
<b>Q.4</b>	A E F G J K (in any order)		
<b>Q.5</b>	A I E H K L	Correct letter and word written correctly Correct word	correct word incorrectly spelt; combination of correct word+ incorrect letter or incorrect word + correct letter
<b>Q.6</b>	(i) (in any order) be/arrive on time (in class/school) punctual/not be late  keep to/respect/follow the rules  work hard/productively produce the work expected/they've been set doing productive work		turn up for school come to school being there at the right time be early  regulations respect school  work produce work be productive
	(ii) (on) (the) street(s)/ on the roads		on/in the road
	(iii) all else failed last resort no other solution has worked it's the only option/solution otherwise they'd never come		
	(iv) $\frac{1}{5}$ 20% one of five one in five		one to five

## UNIT 2 CONTROLLED ASSESSMENT SPEAKING MARK SCHEME

### Structured Conversation

Marks	Communication and Content		Accuracy		Range of Language
10/9	<p>Candidates:</p> <ul style="list-style-type: none"> <li>develop conversations/discussions, steering the conversation to reflect personal interests</li> <li>interact readily</li> <li>respond to teacher intervention</li> <li>narrate events and produce extended sequences of speech</li> <li>explain ideas and points of view</li> </ul>	5	<p>Candidates:</p> <ul style="list-style-type: none"> <li>show a very good level of accuracy with few mistakes</li> <li>speak confidently with convincing pronunciation and intonation</li> </ul>	5	<p>Candidates:</p> <ul style="list-style-type: none"> <li>show signs of more sophisticated language such as idioms and more complex items</li> <li>use a variety of vocabulary, structures and tenses competently</li> </ul>
8/7	<p>Candidates:</p> <ul style="list-style-type: none"> <li>take part in a conversation using longer sequences of speech</li> <li>express factual information, ideas and points of view</li> <li>show an ability to interact during the conversation</li> </ul>	4	<p>Candidates:</p> <ul style="list-style-type: none"> <li>show a good level of accuracy though errors are present in more complex sentences</li> <li>use pronunciation and intonation which are mostly accurate</li> </ul>	4	<p>Candidates:</p> <ul style="list-style-type: none"> <li>show signs of a variety of structures, tenses and vocabulary</li> <li>sometimes attempt more complex sentences</li> </ul>
6/5	<p>Candidates:</p> <ul style="list-style-type: none"> <li>take part in a conversation/simple discussion about topics with which they are familiar</li> <li>express simple points of view/opinions</li> <li>can deal with some unpredictable elements</li> </ul>	3	<p>Candidates:</p> <ul style="list-style-type: none"> <li>convey clear messages despite some errors</li> <li>use pronunciation that is more accurate than inaccurate</li> </ul>	3	<p>Candidates:</p> <ul style="list-style-type: none"> <li>use appropriate but simple range of vocabulary</li> <li>use uncomplicated language and simple constructions</li> <li>use different tenses when referring to the past, present and future</li> </ul>
4/3	<p>Candidates:</p> <ul style="list-style-type: none"> <li>answer some open questions</li> <li>take part in a simple conversation</li> <li>interact in a limited way</li> </ul>	2	<p>Candidates:</p> <ul style="list-style-type: none"> <li>make quite frequent errors</li> <li>attempt to pronounce words accurately</li> </ul>	2	<p>Candidates:</p> <ul style="list-style-type: none"> <li>substitute words and phrases</li> <li>use limited vocabulary and repetition of words and phrases</li> </ul>
2/1	<p>Candidates:</p> <ul style="list-style-type: none"> <li>answer mostly closed questions</li> <li>convey minimal information</li> </ul>	1	<p>Candidates:</p> <ul style="list-style-type: none"> <li>speak with many inaccuracies</li> <li>speak with pronunciation that is understandable</li> </ul>	1	<p>Candidates:</p> <ul style="list-style-type: none"> <li>use mainly single words and short phrases</li> </ul>
0	<p>Candidates:</p> <ul style="list-style-type: none"> <li>do not communicate</li> </ul>	0	<p>Candidates:</p> <ul style="list-style-type: none"> <li>have no evident knowledge of the language</li> </ul>	0	<p>Candidates:</p> <ul style="list-style-type: none"> <li>have no evident knowledge of the language</li> </ul>



## Presentation and Discussion

	<b>Delivery of Presentation</b>		<b>Responding to Questions</b>		<b>Accuracy</b>		<b>Range of Language</b>
5	Candidates: <ul style="list-style-type: none"> <li>deliver an articulate and confident presentation</li> </ul>	5	Candidates: <ul style="list-style-type: none"> <li>interact readily during the discussion</li> <li>answer all questions clearly and in detail</li> <li>justify and develop points of view</li> </ul>	5	Candidates: <ul style="list-style-type: none"> <li>show a very good level of accuracy with few mistakes</li> <li>speak confidently with convincing pronunciation and intonation</li> </ul>	5	Candidates: <ul style="list-style-type: none"> <li>use more sophisticated language such as idioms and more complex items</li> <li>use a variety of vocabulary, structures and tenses competently</li> </ul>
4	Candidates: <ul style="list-style-type: none"> <li>deliver the presentation competently</li> </ul>	4	Candidates: <ul style="list-style-type: none"> <li>interact during the discussion</li> <li>answer most questions clearly and unambiguously</li> <li>justify points of view</li> </ul>	4	Candidates: <ul style="list-style-type: none"> <li>show a good level of accuracy though errors are present in more complex sentences</li> <li>use pronunciation and intonation which are mostly accurate</li> </ul>	4	Candidates: <ul style="list-style-type: none"> <li>use a variety of vocabulary, structures and tenses</li> <li>sometimes attempt more complex sentences</li> </ul>
3	Candidates: <ul style="list-style-type: none"> <li>deliver the main points of the presentation</li> <li>may need some teacher prompting</li> </ul>	3	Candidates: <ul style="list-style-type: none"> <li>may need some teacher prompting</li> <li>answer most questions intelligibly</li> <li>express points of view</li> </ul>	3	Candidates: <ul style="list-style-type: none"> <li>convey clear messages despite some errors</li> <li>use pronunciation that is more accurate than inaccurate</li> </ul>	3	Candidates: <ul style="list-style-type: none"> <li>use an appropriate but simple range of language</li> <li>use uncomplicated language and simple constructions</li> <li>use different tenses when referring to the past, present and future</li> </ul>
2	Candidates: <ul style="list-style-type: none"> <li>rely heavily on teacher prompting to deliver the presentation</li> </ul>	2	Candidates: <ul style="list-style-type: none"> <li>answer a few questions and are able to convey some meaning</li> </ul>	2	Candidates: <ul style="list-style-type: none"> <li>make quite frequent errors</li> <li>attempt to pronounce words accurately</li> </ul>	2	Candidates: <ul style="list-style-type: none"> <li>substitute words and phrases</li> <li>use limited vocabulary and repetition of words and phrases</li> </ul>
1	Candidates: <ul style="list-style-type: none"> <li>deliver minimal information</li> </ul>	1	Candidates: <ul style="list-style-type: none"> <li>answer very briefly but not clearly or coherently</li> </ul>	1	Candidates: <ul style="list-style-type: none"> <li>speak with many inaccuracies</li> <li>speak with a pronunciation that is understandable</li> </ul>	1	Candidates: <ul style="list-style-type: none"> <li>use mainly single words and short phrases</li> </ul>
0	Candidates: <ul style="list-style-type: none"> <li>do not communicate</li> </ul>	0	Candidates: <ul style="list-style-type: none"> <li>do not answer the questions</li> </ul>	0	Candidates: <ul style="list-style-type: none"> <li>have no evident knowledge of the language</li> </ul>	0	Candidates: <ul style="list-style-type: none"> <li>have no evident knowledge of the language</li> </ul>

## UNIT 4 CONTROLLED ASSESSMENT WRITING MARK SCHEME

### COMMUNICATION

MARKS	CRITERIA
9/10	As complete an answer as can be expected. Information is expressed clearly and in detail. Points of view are both developed and justified and presented in an organised fashion.
7/8	Both information and points of view are expressed clearly and unambiguously though there is a lack of development and justification.
5/6	Points of information are expressed intelligibly and answer has a clear structure and organisation. Some points of view are expressed ambiguously.
3/4	There is confusion about the nature of the task though some points of information are expressed intelligibly. Answer tends to be rambling and disorganised.
1/2	Minimal information is communicated and there is little indication that the task has been understood. There is an inability to communicate information or points of view clearly and coherently.
0	The answer is irrelevant or incomprehensible.

### QUALITY OF LANGUAGE

#### Accuracy

MARKS	CRITERIA
5	Almost always accurate though there may be minor errors in attempts at complex and adventurous structures. Verbs and time references are handled confidently. Basic principles of grammar are sound.
4	Simple structures are accurate though there may be errors in attempts at complex structures. There is a clear grasp of grammar and syntax. Verb and time references are sometimes ambiguous.
3	Simple structures are mainly accurate but there are many basic errors in complex structures. Basic principles of grammar and syntax are sometimes disregarded.
2	Simple structures are sometimes correct though there is an obvious influence of mother tongue grammar and syntax.
1	A high incidence of basic errors even in simple structures, betraying a very limited grasp of grammar.
0	No understanding of grammatical principles.

## QUALITY OF LANGUAGE

### Range

MARKS	CRITERIA
5	Vocabulary and structures attempted are varied and appropriate. Complex structures are handled with confidence. Language shows adventure even if not always totally correct.
4	There is a good range of appropriate vocabulary and structures. Complex structures are mostly correct.
3	There is a range of vocabulary and structures though these may not always be appropriate. Structures tend to be simple rather than complex.
2	The vocabulary and structures are barely appropriate for the task and show a heavy reliance on the mother tongue. There is a predominance of simple structures.
1	The vocabulary is mostly inadequate for the task. Words are strung together making little sense. There is little understanding of language structure.
0	The language and structures are totally inadequate for the task.



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