



GCSE MARKING SCHEME

FRENCH

SUMMER 2012

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2012 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.

UNIT 1 - 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.

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.

UNIT 1 LISTENING - SUMMER 2012

MARK SCHEME

FOUNDATION TIER

Q.1 At the restaurant

What do the customers order? Tick (✓) the correct boxes from the list.

R-1

Deduct marks if more than two boxes have been ticked.

There are two sections. Each person asks for two items.

SECTION 1

	Chicken	Fish	Chips	Crisps
Woman 1.	✓		✓	

[2]

Man: Bonjour Madame, vous désirez?

Woman 1: Bonjour Monsieur, je voudrais du poulet avec des frites, s'il vous plaît.

Man: D'accord, Madame, du poulet et des frites.

	Steak	Salad	Water	Orange juice
Woman 2.		✓	✓	

[2]

Man: Et vous, madame ?

Woman 2: Une salade... avec un grand verre d'eau, s'il vous plaît.

Man: Pas de problème: une salade et un verre d'eau pour madame !

SECTION 2

As they are waiting to be served they talk about their shopping.

There are **two** sections. Tick (✓) **two** items for each person.

	Trousers	Jeans	Socks	Trainers
Woman 2		✓	✓	

[2]

Woman 1: Qu'est-ce que tu as acheté ?

Woman 2: J'ai acheté un jean et des chaussettes: regarde !

Woman 1: Super, j'aime bien ton jean mais je préfère tes chaussettes.

	Sweets	Books	Jewellery	Perfume
Woman 1	✓			✓

[2]

Woman 2: Et toi, qu'est-ce que tu as acheté ?

Woman 1: Juste un paquet de bonbons et du parfum.

Woman 2: Des bonbons et du parfum, c'est bien toi ça !

Q.2 Your new French friend has left the following voicemail on your mobile phone.

Tick (✓) the correct boxes.

(a) He has missed his:

bus train ✓ plane [1]

(b) He will be ... hours late.

two ✓ twelve twenty [1]

(c) He should arrive at:

2 o'clock 7 o'clock 11 o'clock ✓ [1]

(d) He is:

annoyed starving tired ✓ [1]

Man: Je suis désolé, mais j'ai raté mon train. J'ai 2 heures de retard. Je vais arriver à onze heures du matin. Je suis très fatigué.

Q.3 This is a recorded message from a French comprehensive school.

Tick (✓) the correct boxes.

(a) The first day back in September will be on:

3 ✓ 5 13 [1]

(b) The new pupils will start at:

7.45 8.15 ✓ 10.30 [1]

(c) The rest of the classes will start:

before break after break ✓ after lunch [1]

(d) All pupils need to bring:

(i) a coat a bag ✓ a PE kit [1]

(ii) a pen a ruler a pencil ✓ [1]

(iii) an exercise book ✓ a lunch box some money [1]

a) Bienvenue au collège de Senlis. La rentrée des classes commencera le lundi 3 septembre.

b) Les nouveaux élèves commenceront à huit heures et quart.

c) Les autres classes commenceront à dix heures et demie, juste après la récréation.

d) Tous les élèves doivent apporter un sac, un crayon et un cahier.

Q.4 At the hotel reception

R - If candidates answer in French instead of in English / Welsh, the answer will be marked as incorrect.

R-S (Spelling)

1 spelling mistake and the answer is acceptable – mark awarded

If the written answer is spelt incorrectly and provides a different meaning e.g. seller, the mark will not be awarded.

(a) Tick (✓) the correct boxes.

(i) The man wants to book:

a single room ✓ a double room a room for 3 [1]

(ii) He would like a room with:

a balcony a bath a shower ✓ [1]

Woman 1 Oui, Monsieur?

Man 1 Bonjour, je voudrais réserver une chambre pour une personne, pour ce soir, s'il vous plaît.

Woman 1 Voulez-vous une chambre avec balcon?

Man 1 Non merci, mais je voudrais une chambre avec une douche s'il vous plaît.

(b) Tick (✓) the correct boxes.

(i) He is paying:

cash by cheque by credit card ✓ [1]

(ii) For the next morning he would like:

breakfast a wake-up call a newspaper ✓ [1]

Man Je peux payer par carte de crédit?

Woman Oui, certainement

Man Serait-il possible d'avoir un journal demain matin?

Woman Oui, bien sûr, Monsieur.

Answer questions (c) and (d) in English.

(c) What facility at the hotel opens at 9 o'clock? [1]

A (swimming) pool / swimming / swim / swimming / swimming pool
pole = 0
pol = 0

(d) **Where, in the hotel, is it?** [1]

In the basement / underground / -1 / bottom floor / cellar / cellar / celler
groundfloor = 0
downstairs = 0
seller = 0
bottom = 0

Man Est-ce qu'il y a une piscine dans l'hôtel?

Woman Oui, monsieur. La piscine est ouverte à neuf heures.

Man Où est-elle?

Woman La piscine est au sous-sol.

Q.5 Listen to this girl talking about holidays.

- (a) England (b) Netherlands (c) Austria
(d) Wales (e) Belgium (f) Switzerland

[6]

Woman:

Moi, j'adore partir en vacances. L'année dernière, c'était super. Je suis allée en Autriche et en Belgique en voyage scolaire.

L'année prochaine j'irai rendre visite à mon oncle en Angleterre et j'irai aux Pays-Bas.

Par contre, je ne suis jamais allée au pays de Galles et je n'ai jamais visité la Suisse, c'est bizarre, non?

Write the correct letter in each box.

She went to...	c	e
She will go to...	a	b
She has never been to...	d	f

ONLY LETTERS ACCEPTED.

ANY ORDER IS ACCEPTED

If candidates write the country in the box in either English, Welsh or French, the answer is wrong.

Please note that Welsh candidates who will be answering in Welsh will be using the Welsh alphabet.

If in doubt whether the letter " a " or " d " has been written, award 0. Answers must be clear and legible.

Q.6 Listen to Louise and David discussing the future.

Answer the questions in English.

R-1 if two answers are given (unless the second answer doesn't contradict the correct answer)

(a) What does Louise think of David? [1]
(He is) lazy / idle
He should do more = 0
He doesn't do anything = 0
Not environmentally friendly = 0

(b) What does she recommend him to do? Name one thing. [1]
Recycling (paper) walking + any of the following
e.g. walk more, walk to school, walking, on foot / go by foot

cycle and walk =+1 -1 = R-1
cycling = 0

(c) What is David scared of? [1]
unemployment / out of work / (being) unemployed / being out of a job
/ no job / jobless / can't find a job / being scared of losing his job
recession = 0
crisis = 0
work= 0
sorting rubbish = 0
spiders=0
unfit and unemployed=0

(d) What is more important to David?
to have a (good) job / to find a job / to find work / to work / to find a (good)
post / to have a (good) position / career / scared of losing job / not being able
to find a job / to have a (good) career / to be employed / not to be employed.

NB don't need the word « good » in the answer.

to be successful = 0 [1]

Woman Moi, je fais beaucoup pour protéger l'environnement. C'est notre avenir! Et toi David, que fais-tu?

Man Je ne fais rien.

Woman Tu es vraiment paresseux! Tu dois recycler et aller au collège à pied. Ce n'est pas difficile!

Man L'environnement ne m'intéresse pas. J'ai peur du chômage donc je voudrais avoir un bon métier. C' est ma priorité.

Q.7 Joannah and Benoit talk about jobs.

Answer the questions in English.

If two answers are given R-1

There are **two** sections:

Section 1

(a) What is important to Joannah in a job? [1]

Well paid / well payed / how much she gets paid / good money / (the) money / (the) pay / getting money / payed / payment / salary / wage / gets money / remuneration / how much she is paid.

rich = 0

(b) What job would she like to do? Name one. [1]

Nurse / nursing / teacher / teach (any teacher acceptable – primary, secondary, subject + teacher)

NOT work in school / hospital = 0

doctor =0

professor = 0

teacher + doctor = 0 (R-1)

athro / athrawes acceptable in Welsh translation

(c) And why? [1]

she wants to help people / kids + any kind of people
to help / helpful / help

she's good with people=0

work with people = 0

to be useful = 0

Man Qu'est-ce qui est important pour toi dans un travail?

Woman Je pense qu'il est important d'avoir un travail bien payé.

Man Et toi, quelle profession préfères-tu?

Woman Je voudrais devenir infirmière ou professeur parce que je voudrais aider les gens.

Section 2

(d) Where does Benoit see himself in 10 years' time? [1]

Married / with a wife / marriage / see himself marriage / married and happy

Settled / settling down= 0

with a family=0

(e) What job would he like to do? [1]

He doesn't know / he has no idea / he hasn't got a clue /

He hasn't decided / He is not sure

He doesn't care / He doesn't mind / it doesn't matter to him = 0

anything = 0

Doesn't want one = 0

(f) **What is most important to him?** [1]

To be healthy / (good) health / to be fit / to be in good shape/ healthy lifestyle

Eat well = 0

Good lifestyle = 0

Woman Et toi Benoit, comment t'imagines-tu dans dix ans?

Man Dans dix ans, je voudrais être marié.

Woman Quel métier aimerais-tu faire?

Man Je ne sais pas. Mais ce qui est le plus important pour moi c'est d'être en bonne santé.

UNIT 1 LISTENING - SUMMER 2012

TAPESCRIPT

FOUNDATION TIER

Question 1

Section 1

Man: Bonjour Madame, vous désirez?

Woman 1: Bonjour Monsieur, je voudrais du poulet avec des frites, s'il vous plaît.

Man: D'accord, Madame, du poulet et des frites.

Man : Et vous, madame?

Woman 2: Une salade... avec un grand verre d'eau, s'il vous plaît.

Man: Pas de problème: une salade et un verre d'eau pour madame!

Section 2

Woman 1: Qu'est-ce que tu as acheté?

Woman 2: J'ai acheté un jean et des chaussettes: regarde!

Woman 1: Super, j'aime bien ton jean mais je préfère tes chaussettes.

Woman 2: Et toi, qu'est-ce que tu as acheté?

Woman 1: Juste un paquet de bonbons et du parfum.

Woman 2: Des bonbons et du parfum, c'est bien toi ça!

Question 2

Man: Je suis désolé, mais j'ai raté mon train. J'ai 2 heures de retard. Je vais arriver à onze heures du matin. Je suis très fatigué.

Question 3

- (a) Bienvenue au collège de Senlis. La rentrée des classes commencera le lundi 3 septembre.
- (b) Les nouveaux élèves commenceront à huit heures et quart.
- (c) Les autres classes commenceront à dix heures et demie, juste après la récréation.
- (d) Tous les élèves doivent apporter un sac, un crayon et un cahier.

Question 4

Woman 1: Oui, Monsieur?

Man 1: Bonjour, je voudrais réserver une chambre pour une personne, pour ce soir, s'il vous plaît.

Woman 1: Voulez-vous une chambre avec balcon?

Man 1: Non merci, mais je voudrais une chambre avec une douche s'il vous plaît.

Man: Je peux payer par carte de crédit?

Woman: Oui, certainement.

Man: Serait-il possible d'avoir un journal demain matin?

Woman: Oui, bien sûr, Monsieur.

Man: Est-ce qu'il y a une piscine dans l'hôtel?

Woman: Oui, monsieur. La piscine est ouverte à neuf heures.

Man: Où est-elle?

Woman: La piscine est au sous-sol.

Question 5

Woman: Moi, j'adore partir en vacances. L'année dernière, c'était super. Je suis allée en Autriche et en Belgique en voyage scolaire. L'année prochaine j'irai rendre visite à mon oncle en Angleterre et j'irai aux Pays-Bas. Par contre, je ne suis jamais allée au Pays de Galles et je n'ai jamais visité la Suisse, c'est bizarre, non?

Question 6

Woman: Moi, je fais beaucoup pour protéger l'environnement. C'est notre avenir! Et toi David, que fais-tu?

Man: Je ne fais rien.

Woman: Tu es vraiment paresseux! Tu dois recycler et aller au collège à pied. Ce n'est pas difficile!

Man: L'environnement ne m'intéresse pas. J'ai peur du chômage donc je voudrais avoir un bon métier. C'est ma priorité.

Question 7

Section 1

Man: Qu'est-ce qui est important pour toi dans un travail?

Woman: Je pense qu'il est important d'avoir un travail bien payé.

Man: Et toi, quelle profession préfères-tu?

Woman: Je voudrais devenir infirmière ou professeur parce que je voudrais aider les gens.

Section 2

Woman: Et toi Benoit, comment t'imagines-tu dans dix ans?

Man: Dans dix ans, je voudrais être marié.

Woman: Quel métier aimerais-tu faire?

Man: Je ne sais pas. Mais ce qui est le plus important pour moi c'est d'être en bonne santé.

UNIT 1 LISTENING - SUMMER 2012

MARK SCHEME

HIGHER TIER

Q.1 Listen to this girl talking about holidays.

- (a) England (b) Netherlands (c) Austria
(d) Wales (e) Belgium (f) Switzerland

[6]

Woman:

Moi, j'adore partir en vacances. L'année dernière, c'était super. Je suis allée en Autriche et en Belgique en voyage scolaire.

L'année prochaine j'irai rendre visite à mon oncle en Angleterre et j'irai aux Pays-Bas.

Par contre, je ne suis jamais allée au pays de Galles et je n'ai jamais visité la Suisse, c'est bizarre, non?

Write the correct letter in each box.

She went to...	c	e
She will go to...	a	b
She has never been to...	d	f

**ONLY LETTERS ACCEPTED.
ANY ORDER IS ACCEPTED**

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If in doubt whether the letter " a " or " d " has been written, award 0. Answers must be clear and legible.

Q.2 Listen to Louise and David discussing the future.

Answer the questions in English.

R-1 if two answers are given (unless the second answer doesn't contradict the correct answer)

(a) What does Louise think of David ? [1]
(He is) lazy / idle
He should do more = 0
He doesn't do anything = 0
Not environmentally friendly = 0

(b) What does she recommend him to do? Name one thing. [1]
Recycling (paper) walking + any of the following
e.g. walk more, walk to school, walking, on foot / go by foot

cycle and walk =+1 -1 = R-1
cycling = 0

(c) What is David scared of? [1]
unemployment / out of work / (being) unemployed / being out of a job /
no job / jobless / can't find a job / being scared of losing his job
recession = 0
crisis = 0
work= 0
sorting rubbish = 0
spiders=0
unfit and unemployed=0

(d) What is more important to David? [1]
to have a (good) job / to find a job / to find work / to work / to find a (good)
post / to have a (good) position / career / scared of losing job / not being able
to find a job / to have a (good) career / to be employed / not to be employed.

NB don't need the word « good » in the answer.

to be successful = 0

Woman Moi, je fais beaucoup pour protéger l'environnement. C'est notre avenir! Et toi David, que fais-tu?

Man Je ne fais rien.

Woman Tu es vraiment paresseux! Tu dois recycler et aller au collège à pied. Ce n'est pas difficile!

Man L'environnement ne m'intéresse pas. J'ai peur du chômage donc je voudrais avoir un bon métier. C' est ma priorité.

Q.3 Joanna and Benoit talk about jobs.

Answer the questions in English.

If two answers are given R-1

There are **two** sections:

Section 1

- (a) **What is important to Joanna in a job?** [1]
Well paid / well payed / how much she gets paid / good money / (the) money / (the) pay / getting money / payed / payment / salary / wage / gets money / remuneration / how much she is paid.
rich = 0
- (b) **What job would she like to do? Name one.** [1]
Nurse / nursing / teacher / teach (any teacher acceptable – primary, secondary, subject + teacher)
NOT work in school / hospital = 0
doctor =0
professor = 0
teacher + doctor = 0 (R-1)
athro / athrawes acceptable in Welsh translation
- (c) **And why?** [1]
she wants to help people / kids + any kind of people
to help / helpful / help
she's good with people=0
work with people = 0
to be useful = 0

Man Qu'est-ce qui est important pour toi dans un travail?

Woman Je pense qu'il est important d'avoir un travail bien payé.

Man Et toi, quelle profession préfères-tu?

Woman Je voudrais devenir infirmière ou professeur parce que je voudrais aider les gens.

Section 2

- (d) **Where does Benoit see himself in 10 years' time?** [1]
Married / with a wife / marriage / see himself marriage / married and happy
Settled / settling down= 0
with a family=0
- (e) **What job would he like to do?** [1]
He doesn't know / he has no idea / he hasn't got a clue /
He hasn't decided / He is not sure
He doesn't care / He doesn't mind / it doesn't matter to him = 0
anything = 0
Doesn't want one = 0

- (f) **What is most important to him?** [1]
To be healthy / (good) health / to be fit / to be in good shape/ healthy lifestyle
Eat well = 0
Good lifestyle = 0

Woman Et toi Benoit, comment t'imagines-tu dans dix ans?

Man Dans dix ans, je voudrais être marié.

Woman Quel métier aimerais-tu faire?

Man Je ne sais pas. Mais ce qui est le plus important pour moi c'est d'être en bonne santé.

Q.4 Emilie is talking about her problems.

There are two sections.

Answer the questions in English.

Section 1

- (a) **Including Emilie, how many people are there in her family?** [1]
Five / 5 / list them – her (Emilie), mum, dad, 2 sisters.
(please note that the answer must state “her” and not “my” when listing members of her family). **“My”= 0**

State 5 and name 6 – contradiction = 0

The answer must also specify the number of sisters. The answer must include Emilie or her and her parents – the total must add up to five.

- (b) **Name 2 housework tasks that Emilie has to do?** [2]
do / prepare / set / lay the table / make her bed / do her bed / tidy her bed /
hoover / vacuum / put the hoover / cleaner round
put the bins out / put the rubbish out / put the trash out / put the garbage out /
empty the rubbish / do the bin(s) / bin(s) / bin and bed

Change / make the bed = 0

Clear / tidy / clear / make the table = 0

Clean / wipe / mop the floor / the stairs = 0

Pass the hoover = 0

Hover = 0

Sort the rubbish = 0

Clean the house = 0

Take the bin = 0

Beds = 0

If the candidate provides 3 answers R-1

- (c) **What happens when Emilie argues?** [1]
 Gets no pocket money / no money / pocket money stops / doesn't get money
 Must give up her allowance.
NB Idea of money must be in the answer
less money = 0
Is grounded=0

Emilie:

Chez moi, il y a: mon père, ma mère, mes deux petites sœurs et moi. Mon problème c'est que mes parents font de grandes différences entre moi et mes sœurs. Je trouve que ce n'est pas normal. Je dois faire beaucoup plus de ménage à la maison. Je dois mettre la table, faire mon lit, passer l'aspirateur et sortir les poubelles. Mes sœurs ne font rien, c'est trop injuste ! Si je me dispute avec mes sœurs, je ne reçois pas d'argent de poche.

Section 2

Tick (✓) the 4 correct boxes.

NB If candidates tick more than 4 boxes R-1

(i)	Emilie loves her sisters.	✓
(ii)	Emilie can't stand her sisters.	
(iii)	Emilie can have a break when she goes out.	
(iv)	Emilie enjoys school life.	✓
(v)	Her sisters went on a school trip.	
(vi)	Her grandparents pay for school trips.	✓
(vii)	Her grand-mother understands her better.	
(viii)	Emilie has tried to talk to her parents.	✓

[4]

Emilie:

Malgré tout ça, j'aime mes sœurs. Mais, elles sont toujours avec moi, même quand je sors avec mes copains. J'adore l'école parce que je m'y sens libre. Pour moi, la meilleure chose a été de partir en voyage scolaire. Ce sont mes grands-parents qui paient les voyages scolaires. Je m'entends bien avec eux, surtout avec mon grand-père qui me comprend lui, heureusement, parce que j'ai essayé de parler à mes parents mais sans succès.

Q.5 Interview with Vanessa Paradis

There are three sections.

Answer the questions in English.

Section 1

- (a) **How old was Vanessa when she appeared for the first time on television?** [1]
 8 / eight / (do not require "years" / "years old"
8 months = 0
- (b) **In which year was her song 'Joe le taxi' released?** [1]
 1987 / '87

- (c) **Her song 'Joe le taxi' was number one in how many countries?** [1]
15 / fifteen

Man Bonjour Vanessa et merci d'avoir accepté notre interview.

Woman Mais je vous en prie.

Man Alors dites-moi comment êtes-vous devenue célèbre?

Woman Ah tout a commencé, à l'âge de 8 ans, quand j'ai chanté dans une émission de télévision française pour les enfants. Mais, c'est ma première chanson « Joe le taxi » qui m'a rendue célèbre en 1987. J'ai été numéro un dans quinze pays pendant tout l'été. Trois millions d'exemplaires ont été vendus dans le monde entier.

Section 2

- (d) **She did a few adverts for Chanel. Name two items she promoted.**
Perfume / purfume / parfume / fragrance / scent / eau de toilette / Coco perfume / bag / handbag / school bag / lipstick / lipstick + colour (any) / Coco lipstick / red coco lipstick

Sac = 0

Sack = 0

Rucksack = 0

Purse = 0

Suitcase = 0

Make up = 0

Parfum = 0

Aftershave = 0

Coco = 0

Chocolate perfume = 0

Coco Red = 0

[2]

- (e) **Apart from adverts, what else has she done?**
Films / film / film star / acting / actress / actress in GB / actor / movies / filming / Acting and singing (this answer doesn't contradict)
Singing = 0
Songs = 0
Magazines and movies = R-1
Magazines = 0
Acting in Brittany = 0 [1]

Man Vous n'êtes pas qu'une chanteuse, que faites-vous d'autre?

Woman Je suis connue pour les publicités que j'ai tournées pour Chanel, en premier pour le parfum Coco, puis pour des sacs et tout récemment pour le rouge à lèvres Rouge Coco. Je suis aussi actrice, j'ai tourné dans plusieurs films, mais malheureusement ils ne sont pas très connus en Grande Bretagne.

Section 3

- (f) **Where does she live?**
Between France and the US / America
Mark must be given for each country named. [2]
House in France
France moved to US

2 answers are required.

- (g) **Give one detail about her family?** [1]
(Living) with J.D
(She has) 2 kids, 2 infants / children / has children with JD / lives with
American actor / lives with their 2 children
1 child = 0
Lives with son and daughter = 0
Lives with our children = 0
Lives with 2 sons / 2 daughters = R-1
Married with JD = 0
Dating J.D = 0
Going out with JD = 0
Living with her partner / boyfriend = 0

- (h) **What is her dream?** [1]
To get married to J.D / to marry JD / to marry him
Engaged = 0
Proposed = 0
To get married = 0

Man Tout semble vous réussir, Vanessa, êtes-vous une femme heureuse?

Woman Oui tout aussi bien sur le plan professionnel que familial. Je partage ma vie entre mes maisons en France et aux États-Unis. Je vis avec l'acteur américain Johnny Depp et nos deux enfants. Mon rêve serait d'épouser Johnny Depp un jour.

Q.6 Interview with Pascal Mascote who practises the unusual sport of winter windsurfing

There are three sections.

Answer the questions in English.

Section 1

- (a) **How is the board adapted for this sport?** [1]
On skates / go on ice / slide on ice or snow / glide on ice or snow / skate /
through snow / through ice.
skate board = 0
roller skates = 0

(b) Where can you practise it? Name one place.

On frozen lakes / on iced lake/ on / in snow / in cold countries / in cold places
/ in snow / lakes in Winter [1]

No specific countries accepted e.g. Alps, Russia = 0

Woman Bonjour Pascal, vous pratiquez un sport très étonnant, qui s'appelle la planche à voile d'hiver. Comment la planche est-elle modifiée?

Man La planche est adaptée. Elle est montée sur des patins à glace.

Woman Où pratiquez-vous ce sport?

Man Sur des lacs gelés par exemple, même dans la neige, mais en général dans les pays froids.

Section 2

(c) What title did he win?

World champion / world championship / world title / champion of the world [1]
Champion of 14 different countries.

Answer must include " world" see exception above

Overall champion = 0

(d) How did people react to his victory?

Surprised / surprise / Shocked / astonished / stunned / it was unexpected / [1]
didn't expect it / flabbergasted

Happy for him = 0

Proud = 0

Pleased = 0

Proud and Happy = R-1

Woman Vous revenez d'une compétition n'est-ce pas.

Man Oui, je reviens des championnats du monde. Il y avait 111 concurrents de 14 pays différents. J'ai décroché le titre de champion du monde.

Woman C'était votre première compétition?

Man Oui, c'était une surprise. Ma victoire a étonné tout le monde!

Section 3

(e) **What is Pascal planning for next summer? Give two details.**

Travel across / Travel through / Crossing the desert / traverse the desert / big adventure in the desert / windsurfing on wheels / windsurfing in the desert / windsurfing across the desert on wheels / the board has been adapted for the desert / sand.

Go to the desert= 0

Travel to the desert= 0

Visit the desert= 0

Dessert= 0

Sandsurfing = 0

The idea of “wheels”/ adapted board” must be in the answer

1 marks = the idea of across desert must be included in the answer.

1 mark – idea of wheels / board adapted

[2]

Woman Quelle grande aventure préparez-vous pour cet été?

Man Ma prochaine grande aventure est de traverser le désert sur une planche à voile sur roues.

Woman Quelle folie! Merci beaucoup Pascal et au revoir!

UNIT 1 LISTENING - SUMMER 2012

TAPESCRIPT

HIGHER TIER

Question 1

Woman:

Moi, j'adore partir en vacances. L'année dernière, c'était super. Je suis allée en Autriche et en Belgique en voyage scolaire.

L'année prochaine j'irai rendre visite à mon oncle en Angleterre et j'irai aux Pays-Bas.

Par contre, je ne suis jamais allée au pays de Galles et je n'ai jamais visité la Suisse, c'est bizarre, non?

Question 2

Woman: Moi, je fais beaucoup pour protéger l'environnement. C'est notre avenir! Et toi David, que fais-tu?

Man: Je ne fais rien.

Woman: Tu es vraiment paresseux! Tu dois recycler et aller au collège à pied. Ce n'est pas difficile!

Man: L'environnement ne m'intéresse pas. J'ai peur du chômage donc je voudrais avoir un bon métier. C'est ma priorité.

Question 3

Section 1

Man: Qu'est-ce qui est important pour toi dans un travail?

Woman: Je pense qu'il est important d'avoir un travail bien payé.

Man: Et toi, quelle profession préfères-tu?

Woman: Je voudrais devenir infirmière ou professeur parce que je voudrais aider les gens.

Section 2

Woman: Et toi Benoit, comment t'imagines-tu dans dix ans?

Man: Dans dix ans, je voudrais être marié.

Woman: Quel métier aimerais-tu faire?

Man: Je ne sais pas. Mais ce qui est le plus important pour moi c'est d'être en bonne santé.

Question 4

Emilie:

Chez moi, il y a: mon père, ma mère, mes deux petites sœurs et moi. Mon problème c'est que mes parents font de grandes différences entre moi et mes sœurs. Je trouve que ce n'est pas normal. Je dois faire beaucoup plus de ménage à la maison. Je dois mettre la table, faire mon lit, passer l'aspirateur et sortir les poubelles. Mes sœurs ne font rien, c'est trop injuste! Si je me dispute avec mes sœurs, je ne reçois pas d'argent de poche.

Section 2

Emilie:

Malgré tout ça, j'aime mes sœurs. Mais, elles sont toujours avec moi, même quand je sors avec mes copains. J'adore l'école parce que je m'y sens libre. Pour moi, la meilleure chose a été de partir en voyage scolaire. Ce sont mes grands-parents qui paient les voyages scolaires. Je m'entends bien avec eux, surtout avec mon grand-père qui me comprend lui, heureusement, parce que j'ai essayé de parler à mes parents mais sans succès.

Question 5

Section 1

Man: Bonjour Vanessa et merci d'avoir accepté notre interview.

Woman: Mais je vous en prie.

Man: Alors dites-moi comment êtes-vous devenue célèbre?

Woman: Ah tout a commencé à l'âge de 8 ans, quand j'ai chanté dans une émission de télévision française pour les enfants. Mais, c'est ma première chanson « Joe le taxi » qui m'a rendue célèbre en 1987. J'ai été numéro un dans quinze pays pendant tout l'été. Trois millions d'exemplaires ont été vendus dans le monde entier.

Section 2

Man: Vous n'êtes pas qu'une chanteuse, que faites-vous d'autre?

Woman: Je suis connue pour les publicités que j'ai tournées pour Chanel, en premier pour le parfum Coco, puis pour des sacs et tout récemment pour le rouge à lèvres Rouge Coco. Je suis aussi actrice, j'ai tourné dans plusieurs films, mais malheureusement ils ne sont pas très connus en Grande Bretagne.

Section 3

Man: Tout semble vous réussir, Vanessa, êtes-vous une femme heureuse?

Woman: Oui tout aussi bien sur le plan professionnel que familial. Je partage ma vie entre mes maisons en France et aux Etats-Unis. Je vis avec l'acteur américain Johnny Depp et nos deux enfants. Mon rêve serait d'épouser Johnny Depp un jour.

Question 6

Section 1

- Woman:** Bonjour Pascal, vous pratiquez un sport très étonnant, qui s'appelle la planche à voile d'hiver. Comment la planche est-elle modifiée?
- Man:** La planche est adaptée. Elle est montée sur des patins à glace.
- Woman:** Où pratiquez-vous ce sport?
- Man:** Sur des lacs gelés par exemple, même dans la neige, mais en général dans les pays froids.

Section 2

- Woman:** Vous revenez d'une compétition n'est-ce pas?
- Man:** Oui, je reviens des championnats du monde. Il y avait 111 concurrents de 14 pays différents. J'ai décroché le titre de champion du monde.
- Woman:** C'était votre première compétition?
- Man:** Oui, c'était une surprise. Ma victoire a étonné tout le monde!

Section 3

- Woman:** Quelle grande aventure préparez-vous pour cet été?
- Man:** Ma prochaine grande aventure est de traverser le désert sur une planche à voile sur roues.
- Woman:** Quelle folie! Merci beaucoup Pascal et au revoir!

UNIT 3 - READING

IMPORTANT GENERAL PRINCIPLES

Foundation Total 40

Higher Total 40

All candidates will have attempted **either** the higher paper **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 have English or Welsh spelling which is incorrect but understandable and which does not interfere with the message communicated will generally be accepted.

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 mark per sub-section or task.
- (b) Forgetting that each task is worth **one** mark i.e. the maximum mark 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!

UNIT 3 READING - SUMMER 2012

MARK SCHEME

FOUNDATION TIER

Note : In questions **1-3** it is not acceptable on its own to write either the French or English translations of the signs / purchases / jobs. However, should they accompany the letter given then they must match up.

Letters and words that don't match R-1

Clear writing of letters is required

Q.1	(i)	H	[1]
	(ii)	I	[1]
	(iii)	G	[1]
	(iv)	B	[1]
	(v)	F	[1]
	(vi)	A	[1]
Q.2	(i)	F	[1]
	(ii)	A	[1]
	(iii)	C	[1]
	(iv)	B	[1]
	(v)	E	[1]
	(vi)	D	[1]
Q.3	(i)	E	[1]
	(ii)	B	[1]
	(iii)	A	[1]
	(iv)	D	[1]
	(v)	F	[1]
	(vi)	C	[1]

**Q.4 N.B Words MUST be chosen from the box and spelt correctly.
See exceptions below**

- (i) fifteen / 15 [1]
- (ii) America [1]
- (iii) baker's / bakers [2]
bookshop
- (iv) (the) flu / influenza [1]
flue = 0
flew = 0
- (v) wear / ware / were / where make-up [1]
make-up = 0

Q.5 (i) 2 weeks / fortnight - 14/15 days / about 15 days [1]

- (ii) lorry / lorries / truck / trucks / HGV [1]

(delivery) van = 0
lorry + a.n.other R+1 and -1 = 0

- (iii) sunny [2]
freezing / icy / icy cold / frosty

(very) cold / bitter/bitterly cold = 0
snowing = 0
ice / chill = 0
sun is bright = 0

(Please note that the order of the answers is not important)

- (iv) day after tomorrow / day after next / Wednesday / 12 Nov[ember] / in 2 days / [1]
2 days from now /

Novembre = 0
after tomorrow = 0

- (v) **Any 2 of 3 – can't "double-up"** [2]
any positive e.g. friendly / likeable / nice / kind / amiable / lovely / warm

helpful = 0
tidy = 0
good = 0
great = 0
aimable = 0

open / welcoming / outgoing / open-hearted

random = 0
out there = 0
easy-going = 0

(almost) chatty / talkative / talk a lot / open to chat

loud = 0
noisy = 0
nearly chatty = 0

- (vi) seafood / shellfish / sea food [1]

fish = 0
fruit(s) of the sea = 0

- Q.6** (i) **lives in country(side)** [1]
 Answer must include 'live' and 'country(side)'
no inference accepted
countryside = 0
because of where he lives = 0
to get away from the countryside = 0
he is from the countryside = 0
- (ii) **Dad** unemployed / lost job / not working / has no job / [1]
 on the dole / been laid / layed off / jobless / redundant
 (any variation of Dad accepted)
can't afford it = 0
- (iii) **Youth Hostel**/ [or homophonic equivalent] [1]
Hostel = 0
- (iv) [horse]riding / ride / equestrian lessons [1]
hore / camel riding = 0
- (v) Easter [can be qualified] / after Easter [1]
(Easter must be included in the answer)
before Easter = 0
- Waking up / Getting up / Rising (too) early / be up early / too early [1]
(EARLY MUST BE INCLUDED IN THE ANSWER)
early start = 0
early morning(s) = 0
can't have a lie-in / lay-in / on = 0
not like getting up = 0
- (vi) **ANY ORDER ACCEPTED** [2]
 Mushroom[s]
fungi = 0
champain = 0
- Cauli [or homophonic equivalent] [-] flower[s] (1)
[anything] [-] flour = 0
- Cauli [or homophonic equivalent] flour (1)
collies (0)
vegetables (0)

UNIT 3 READING - SUMMER 2012

MARK SCHEME

HIGHER TIER

Q.1

- (i) 2 weeks / fortnight - 14/15 days / about 15 days [1]
- (ii) lorry / lorries / truck / trucks / HGV [1]
- (delivery) van = 0**
lorry + a.n.other R+1 and -1 = 0
- (iii) sunny [2]
freezing / icy / icy cold / frosty
- (very) cold / bitter/bitterly cold = 0**
snowing = 0
ice / chill = 0
sun is bright = 0
(Please note that the order of the answers is not important)
- (iv) day after tomorrow / day after next / Wednesday / 12 Nov[ember] / in 2 days /
2 days from now / [1]
Novembre = 0
after tomorrow = 0
- (v) **Any 2 of 3 – can't "double-up"** [2]
any positive e.g. friendly / likeable / nice / kind / amiable / lovely / warm
- helpful = 0**
tidy = 0
good = 0
great = 0
aimable = 0
- open / welcoming / outgoing / open-hearted
- random = 0**
out there = 0
easy-going = 0
- (almost) chatty / talkative / talk a lot / open to chat
loud = 0
noisy = 0
nearly chatty = 0
- (vi) seafood / shellfish / sea food [1]
- fish = 0**
fruit(s) of the sea = 0

- Q.2** (i) **lives in country(side)** [1]
 Answer must include 'live' and 'country(side)'
no inference accepted
countryside = 0
because of where he lives = 0
to get away from the countryside = 0
he is from the countryside = 0
- (ii) **Dad** unemployed / lost job / not working / has no job / [1]
 on the dole / been laid / layed off / jobless / redundant
 (any variation of Dad accepted)
can't afford it = 0
- (iii) **Youth Hostel** / [or homophonic equivalent] [1]
Hostel = 0
- (iv) [horse]riding / ride / equestrian lessons [1]
hore / camel riding = 0
- (v) Easter [can be qualified] / after Easter [1]
(Easter must be included in the answer)
before Easter = 0
 Waking up / Getting up / Rising (too) early / be up early / too early [1]
(EARLY MUST BE INCLUDED IN THE ANSWER)
early start = 0
early morning(s) = 0
can't have a lie-in / lay-in / on = 0
not like getting up = 0
- (vi) **ANY ORDER ACCEPTED** [2]
 Mushroom[s]
fungi = 0
champain = 0
 Cauli [or homophonic equivalent] [-] flower[s] (1)
[anything] [-] flour = 0
 Cauli [or homophonic equivalent] flour (1)
collies (0)
vegetables (0)

Q3	né	[1]
	blessures	[1]
	plus	[1]
	d'origine	[1]
	réussi	[1]
	jouer	[1]
	banlieue	[1]
	retraite	[1]

**NB WORDS MUST BE COPIED CORRECTLY FROM THE BOX.
ZERO TOLERANCE.**

- Q.4** A B D E H I J L (**ACCEPTED IN ANY ORDER**) (1 mark per answer) [8]
- Q.5**
- (i) **ANY 2 of 3** [2]
 day before yesterday / 2 days ago
when parents not there / in Paris = 0
 about 17h / 1700 / 5 [in the afternoon / p.m.]
 NB “**about**” **must** be included in the answer
[about] 5.a.m. = 0
Towards 1700 = 0
 when baby was 18 months/ one and a half [years old]
- (ii) block of flats / flat / ap(p)artment [1]
appartement = 0
 Its / the sister’s flat etc
The wrong part e.g balcony of the flat = 0
 Apartment block / flats
Tower of flats = 0
7-storey building = 0
Apartment building = 0
- (iii) boy / son / child of doctor [1]
NB response must be in the singular form
The boy etc with the doctor = 0
- (iv) roof [of restaurant] [2]
rat trap = 0
 (arms of) doctor / doctor caught it / doctor’s catch
doctors = 0
docteur = 0
medic = 0
medecin person = 0
doctor tried to catch it = 0
- (v) none / nothing broken / baby fine / unhurt [1]
nothing (too) serious = 0
- (vi) parents absent / baby left alone [1]
 baby left [alone] with the sister[s]
 children left alone / on own / left alone / on its own / parents not there / no
 adult supervision / home alone / nobody around / left unattended
Answer must include the idea of parents absent and baby left alone
parents not watching = 0
older sister in charge = 0
nobody looking after = 0
parents ignoring / not keeping an eye on/leaving / abandoning baby = 0
bad parenting = 0
parental neglect = 0
apartment not baby proof = 0

CONTROLLED ASSESSMENT SPEAKING MARK SCHEME

Structured Conversation

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

Presentation and Discussion

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

CONTROLLED ASSESSMENT WRITING MARKSCHEME

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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