



GCSE MARKING SCHEME

FRENCH

SUMMER 2013

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2013 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.

	Page
Unit 1 - Listening (Foundation Tier) Mark Scheme	1
Unit 1 - Listening (Foundation Tier) Tape Script	9
Unit 1 - Listening (Higher Tier) Mark Scheme	12
Unit 1 - Listening (Higher Tier) Tape Script	20
Unit 3 - Reading (Foundation Tier)	23
Unit 3 - Reading (Higher Tier)	28
Unit 2 - Speaking	33
Unit 4 - Writing	34

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

Unit 1: Listening - Foundation Tier

Question 1

François has four favourite colours. What are they?

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

blue	black	brown	green
✓			✓

pink	red	white	yellow
	✓	✓	

[4]

Person one: Quelles sont tes couleurs préférées, François?

François: Il y a quatre couleurs que j'adore : le bleu, le vert, le rouge et le blanc.

Person one: Ah: le bleu..., le vert ..., le rouge... et le blanc.

Question 2

Christophe and Pauline are talking about animals. What animals do they have?

There are two sections. Each person has two animals. Tick (✓) two boxes for each person.

Section 1:

	bird	cat	dog	horse
Christophe		✓		✓

[2]

Pauline: Bonjour Christophe, tu as un animal?

Christophe: Oui, j'ai un chat et un cheval.

Section 2 :

	fish	mouse	pig	rabbit
Pauline	✓			✓

[2]

Christophe: Et toi, Pauline, tu as un animal?

Pauline: Ah oui, j'ai un poisson et un lapin. J'adore les animaux.

Question 3

Pierre and his sister Julie are discussing their plans for the weekend. **There are four sections.**

Tick (✓) one box per question.

Section 1

(a) Pierre suggests that they go to the
park.

cinema.

museum.

[1]

(b) Julie does **not** want to go there because it is
far.

boring.

expensive.

[1]

Qu'est-ce qu'on va faire ce week-end?
Et si on allait au musée?
Oh non, le musée c'est ennuyeux!

Section 2

(c) They do **not** go swimming because it is
closed.

too cold.

too busy.

[1]

Que penses-tu d'aller à la piscine, alors?
Impossible: la piscine est fermée!

Section 3

(d) They stay at home to
do their homework.

play on the computer.

watch television.

[1]

(e) Their mother will make
a chocolate cake.

a chocolate ice-cream.

a hot chocolate.

[1]

On reste à la maison et on va regarder une émission de télé réalité.
Bonne idée, maman va faire un gâteau au chocolat.

Section 4

(f) Next weekend they will go
to town.

horse riding.

to the beach.

[1]

On ira en ville le week-end prochain!

Question 4

Luc is ill and phones the doctor. **There are two sections. Tick (✓) one box per question.**

Section 1

(a) Luc has
a headache a stomach ache an earache✓ [1]

(b) Luc also
has a cold has a bad back wants to be sick✓ [1]

Man: Je voudrais un rendez-vous s'il vous plaît!

Woman: Oui, qu'est-ce qui ne va pas?

Man: Mmm, j'ai mal à l'oreille.

Woman: C'est tout?

Man: Non j'ai aussi envie de vomir.

Section 2

(c) What time is the appointment?
8 o'clock 10 o'clock 18.00✓ [1]

(d) What is Luc's surname?
Durand Delon Dupont✓ [1]

Woman: Alors je vous donne rendez-vous à 18 heures!

Man: D'accord!

Woman: C'est à quel nom?

Man: Luc Dupont : D U P O N T.

Woman: Merci, à ce soir.

Man: A ce soir!

Question 5

Marie is being asked about her work experience. **There are three sections.**

Section 1

Tick (✓) one box per question.

- (a) For her work experience Marie went to the
museum hair dresser✓ leisure centre [1]
- (b) She started at
8.45 9.15 9.45✓ [1]

Bonjour Marie, où as-tu fait ton stage?
J'ai fait mon stage chez un coiffeur.
A quelle heure as-tu commencé?
J'ai commencé à 9h45 le matin.

Section 2

Answer question c) in English.

- (c) What did she enjoy doing? Write **two** tasks.
speaking on/answering the [tele]phone/
talking/speaking to [the customers/clients]
working on the phone/using the phone /calling on phone/being on phone= 0
helping/serving clients/customers=0
clientes=0
pick up the phone=0
people=0 [2]
- Et qu'est-ce que tu as aimé faire?
J'ai aimé répondre au téléphone et parler aux clients.

Section 3

Answer questions d) and e) in English.

- (d) What did she **not** like doing?
washing/shampoo **hair**
washing her **hair** = 0 [1]
the hair =0
doing/sweeping/clean(ing)/brushing up/colouring/cutting hair =0
- (e) What did she think about her work experience?
it was useless/it was not useful/helpful/hopeless/pointless/unuseful/no good(1)
rubbish/hated it/didn,t like/**not** good/bad/not worth it/not relevant/not what she
expected=0

Et qu'est-ce que tu n'as pas aimé faire?
J'ai détesté laver les cheveux.
C'était comment ton stage?
C'était inutile.

Question 6

Listen to David talking about jobs.

Write the correct letter in each box. There are only six possible answers.

(a) a baker (b) a doctor (c) a chemist (d) a teacher

(e) a mechanic (f) a cook (g) a vet

(i)	His father is...	E
(ii)	His mother is...	B
(iii)	When he was younger, he wanted to be...	G
(iv)	For work experience he worked as...	A
(v)	His uncle is...	C
(vi)	Now he has decided to become ...	F

[6]

Man:

Mon père est mécanicien alors que ma mère est médecin. Quand j'étais petit je voulais devenir vétérinaire, mais cela n'a pas été possible parce que je ne suis pas assez bon en sciences. Pour mon stage en entreprise, j'ai travaillé avec mon grand-père qui est boulanger. Pour gagner un peu d'argent, le weekend, je travaille à la pharmacie de mon oncle. J'ai maintenant fini mes études et j'ai décidé de devenir chef cuisinier.

Question 7

Marc is talking about how he spends his spare time.

Tick (✓) the four correct boxes only.

Correct answers : (i), (iii), (vi), (vii)

(i)	He cycles a lot.	✓
(ii)	He enjoys rock climbing.	
(iii)	He always goes skiing at Christmas.	✓
(iv)	He skis three times a year.	
(v)	He has lessons when he goes skiing with his friends.	
(vi)	He likes to wear nice fashionable ski clothes.	✓
(vii)	In order to earn money, he works in a restaurant.	✓
(viii)	He also does the washing-up at home.	

[4]

Moi, je suis assez sportif. Je fais beaucoup de cyclisme à la montagne, mais ce qui me passionne par-dessus tout c'est le ski.

Je skie toujours en famille à Noël et en voyage scolaire avec mes amis à Pâques.

Ce qui est pratique, quand je pars en vacances avec mes parents, c'est qu'ils me paient des leçons donc je me perfectionne.

Toute l'année, j'économise pour m'acheter des vêtements à la mode parce que, quand on fait du ski, il faut être à la mode.

Pour gagner de l'argent, je fais la vaisselle tous les samedis dans un restaurant.

Question 8

Laure and Olivier are discussing holidays.

Answer the questions in English.

- (a) Where would Olivier like to go on holiday? [1]
Wales/Whales/Welsh
- (b) What is Laure's reaction? [1]
surprise(d)/shock(ed)/astonished(astonishment)
/amazed (amazement)
confused=0
really=0
you're joking=0
- (c) Write **two** things that Olivier likes about this place. [2]
Beach(es), mountain(s)
Horrible beaches = 0
Sea(side)=0 coast=0
Countryside=0
- (d) What would he do on holiday? Write **two** details. [2]
go to/visit/eat at/in [small/little/local] restaurant[s] or eat out/visit castle[s]
Past tense not accepted=0
restaurant/cafe=0
stay in a castle=0
chateau=0

Woman: Où aimerais-tu partir en vacances, Olivier?

Man: Et bien, moi, je pense que j'irais au pays de Galles.

Woman: Vraiment, c'est étonnant!

Man: Non, non, pas du tout. Les plages sont belles et j'adore les montagnes.

Woman: Que ferais-tu?

Man: Je mangerais dans des petits restaurants locaux et je visiterais les châteaux.

GCSE FRENCH

Unit 1: Listening - Foundation Tier Tape Script –

Question 1

Person one: Quelles sont tes couleurs préférées, François?
François: Il y a quatre couleurs que j'adore : le bleu, le vert, le rouge et le blanc.
Person one: Ah: le bleu..., le vert ..., le rouge... et le blanc.

Question 2

Section 1:

Pauline: Bonjour Christophe, tu as un animal?
Christophe: Oui, j'ai un chat et un cheval.

Section 2 :

Christophe: Et toi, Pauline, tu as un animal?
Pauline: Ah oui, j'ai un poisson et un lapin. J'adore les animaux.

Question 3

Section 1

Qu'est-ce qu'on va faire ce week-end?
Et si on allait au musée?
Oh non, le musée c'est ennuyeux!

Section 2

Que penses-tu d'aller à la piscine, alors?
Impossible: la piscine est fermée!

Section 3

On reste à la maison et on va regarder une émission de télé réalité.
Bonne idée, maman va faire un gâteau au chocolat.

Section 4

On ira en ville le week-end prochain!

Question 4

Section 1

Man: Je voudrais un rendez-vous s'il vous plaît!
Woman: Oui, qu'est-ce qui ne va pas?
Man: Mmm, j'ai mal à l'oreille.
Woman: C'est tout?
Man: Non j'ai aussi envie de vomir.

Section 2

Woman: Alors je vous donne rendez-vous à 18 heures!
Man: D'accord!
Woman: C'est à quel nom?
Man: Luc Dupont: D U P O N T.
Woman: Merci, à ce soir.
Man: A ce soir!

Question 5

Section 1

Bonjour Marie, où as-tu fait ton stage?
J'ai fait mon stage chez un coiffeur.
A quelle heure as-tu commencé?
J'ai commencé à 9h45 le matin.

Section 2

Et qu'est-ce que tu as aimé faire?
J'ai aimé répondre au téléphone et parler aux clients.

Section 3

Et qu'est-ce que tu n'as pas aimé faire?
J'ai détesté laver les cheveux.
C'était comment ton stage?
C'était inutile.

Question 6

Man:

Mon père est mécanicien alors que ma mère est médecin. Quand j'étais petit je voulais devenir vétérinaire, mais cela n'a pas été possible parce que je ne suis pas assez bon en sciences. Pour mon stage en entreprise, j'ai travaillé avec mon grand-père qui est boulanger. Pour gagner un peu d'argent, le weekend, je travaille à la pharmacie de mon oncle. J'ai maintenant fini mes études et j'ai décidé de devenir chef cuisinier.

Question 7

Moi, je suis assez sportif. Je fais beaucoup de cyclisme à la montagne, mais ce qui me passionne par-dessus tout c'est le ski.

Je skie toujours en famille à Noël et en voyage scolaire avec mes amis à Pâques.

Ce qui est pratique, quand je pars en vacances avec mes parents, c'est qu'ils me paient des leçons donc je me perfectionne.

Toute l'année, j'économise pour m'acheter des vêtements à la mode parce que, quand on fait du ski, il faut être à la mode.

Pour gagner de l'argent, je fais la vaisselle tous les samedis dans un restaurant.

Question 8

Woman: Où aimerais-tu partir en vacances, Olivier?

Man: Et bien, moi, je pense que j'irais au pays de Galles.

Woman: Vraiment, c'est étonnant!

Man: Non, non, pas du tout. Les plages sont belles et j'adore les montagnes.

Woman: Que ferais-tu?

Man: Je mangerais dans des petits restaurants locaux et je visiterais les châteaux.

GCSE FRENCH

Unit 1: Listening - Higher Tier - Mark Scheme

Question 1

Listen to David talking about jobs.

Write the correct letter in each box. There are only six possible answers.

- (a) a baker (b) a doctor (c) a chemist (d) a teacher
 (e) a mechanic (f) a cook (g) a vet

(i)	His father is...	E
(ii)	His mother is...	B
(iii)	When he was younger, he wanted to be...	G
(iv)	For work experience he worked as...	A
(v)	His uncle is...	C
(vi)	Now he has decided to become ...	F

[6]

Man:

Mon père est mécanicien alors que ma mère est médecin. Quand j'étais petit je voulais devenir vétérinaire, mais cela n'a pas été possible parce que je ne suis pas assez bon en sciences. Pour mon stage en entreprise, j'ai travaillé avec mon grand-père qui est boulanger. Pour gagner un peu d'argent, le weekend, je travaille à la pharmacie de mon oncle. J'ai maintenant fini mes études et j'ai décidé de devenir chef cuisinier.

Question 2

Marc is talking about how he spends his spare time. **Tick (✓) the four correct boxes only.**

Correct answers: (i), (iii), (vi), (vii)

(i)	He cycles a lot.	✓
(ii)	He enjoys rockclimbing.	
(iii)	He always goes skiing at Christmas.	✓
(iv)	He skis three times a year.	
(v)	He has lessons when he goes skiing with his friends.	
(vi)	He likes to wear nice fashionable ski clothes.	✓
(vii)	In order to earn money, he works in a restaurant.	✓
(viii)	He also does the washing-up at home.	

[4]

Moi, je suis assez sportif. Je fais beaucoup de cyclisme à la montagne, mais ce qui me passionne par-dessus tout c'est le ski.

Je skie toujours en famille à Noël et en voyage scolaire avec mes amis à Pâques.

Ce qui est pratique, quand je pars en vacances avec mes parents, c'est qu'ils me paient des leçons donc je me perfectionne.

Toute l'année j'économise pour m'acheter des vêtements à la mode parce que, quand on fait du ski, il faut être à la mode.

Pour gagner de l'argent, je fais la vaisselle tous les samedis dans un restaurant.

Question 3

Laure and Olivier are discussing holidays.

Answer the questions in English.

- (a) Where would Olivier like to go on holiday?

Wales/Whales/Welsh

[1]

- (b) What is Laure's reaction?

surprise(d) / shock(ed) / astonished(astonishment)

/amazed (amazement)

confused=0

really=0

you're joking=0

[1]

- (c) Write **two** things that Olivier likes about this place.

beach(es), mountain(s)

horrible beaches = 0

Sea(side)=0 coast=0

Countryside=0

[2]

- (d) What would he do on holiday? Write **two** details.

go to/visit/eat at/in [small/little/local] restaurant[s] **or** eat out/visit castle[s]

Past tense not accepted=0

restaurant/cafe=0

stay in castle=0

chateau=0

[2]

Woman: Où aimerais-tu partir en vacances, Olivier?

Man: Et bien, moi, je pense que j'irais au pays de Galles.

Woman: Vraiment, c'est étonnant!

Man: Non, non, pas du tout. Les plages sont belles et j'adore les montagnes.

Woman: Que ferais-tu?

Man: Je mangerais dans des petits restaurants locaux et je visiterais les châteaux.

Question 4

Listen to this advertisement for a new type of car called "Autolib".

Answer the following questions in English.

- (a) Where can you hire this car?
In[all]station[s]=1
[bus / train] station = 1
petrol/service station/garage=0 [1]
- (b) What **two** advantages does this car have for the environment?
no [noise]pollution/doesn'tpollute/no[less] noise/not noisy/not loud
silent/quiet[er] [2]
it is electric =0
good for the environment =0 burns less fuel=0 no emissions=0
- (c) How long does it take to charge the car?
six/6 **hours**/6h/6hrs
six=0 [1]
- (d) How many kilometres can the car travel when it is fully charged?
250[km] [1]
250 miles/metres=0

L'autolib est une petite voiture électrique en libre-service dans les gares. Elle fonctionne à l'électricité, donc elle a deux grands avantages pour l'environnement: elle ne pollue pas et elle ne fait pas de bruit. On peut charger la voiture autolib dans son garage, dans son jardin, en ville ou à la station service. Une batterie met 6 heures à se charger mais on peut faire 250 kilomètres. Une bonne invention, non?

Question 5

Listen to Pierre talking about his education.

Answer the following questions in English.

There are two sections.

Section 1

- (a) Why did Pierre like school as a young boy?
he was able to **play**/he liked **playing** with (his) **friends** [1]
his friends=0
- (b) Write **two** activities that he did **not** like doing at school.
reading and writing [2]
- (c) Why did he prefer maths?
Useful/helpful/handy(in life)
Important =0
Needed=0 [1]
- Pierre, parle-moi de ton parcours scolaire.
 - Quand j'étais un petit garçon, j'adorais aller à l'école pour jouer avec mes copains. Mais je n'aimais ni lire ni écrire.
J'ai toujours préféré les maths parce que c'est utile dans la vie.

Section 2

- (d) What happened to him when he was 12 years old?
Answer in future or conditional tense=0
he repeated/retook the year/resat[resit] the year[class]
fail the class/year/exam=0 [1]
- (e) What did he decide to do when he was 15 years old?
apprentice(ship) [1]
work-experience=0
part-time job=0
training =0
leave school=0
- (f) What did he do on Saturdays?
Answer in future or conditional tense=0
worked in a **garage**/had a (little)job in the **garage** [1]
help(ed) in a garage=0 petrol-station=0 service-station=0

- (g) According to him, what should people entering the world of work have?

[good]experience/[work]experience /experience of the world of work/have worked/should have work knowledge

university degree/qualification/diploma **and** experience

[1]

university experience =0 lots of experience from university=0

qualifications=0

- Et que penses-tu de tes années au collège?
- Et bien, cela a été catastrophique parce que j'ai redoublé ma classe quand j'avais douze ans.
- A l'âge de quinze ans j'ai décidé de faire un apprentissage.
Ce qui est bien, c'est que le patron d'un garage m'a offert un petit boulot tous les samedis.
Je pense que de nos jours la plupart des étudiants sortent de l'université avec beaucoup de diplômes mais pas d'expérience. C'est pourtant très important pour entrer dans le monde du travail!

Question 6

Listen to this interview with Marion Cotillard, a French actress. **Answer the following questions in English.**

There are three sections.

Section 1

- (a) What strange things did she like to do as a child? Write **two** things.

draw on the **walls** [at home] / eat with her hands/fingers /eat without [knife] and fork/cutlery

decorating/painting the walls/house =0
scribble/write=0

draw on her house=0

[2]

- (b) What did she **not** like about school?

couldn't do drama(tic arts)/performing arts/acting/drama class/acting (1)
theatre=0

Bonjour Marion Cotillard, merci d'avoir accepté cet entretien.

Quel souvenir gardez-vous de votre enfance?

Une chose que j'adorais faire, quand j'étais petite, c'était de dessiner sur les murs de ma maison.

C'était un peu bizarre, mais mes parents me laissaient faire! Aussi, j'aimais vraiment manger avec les mains: sans couteau ni fourchette!

Vous avez aimé votre lycée?

Non, parce qu'au lycée je ne pouvais pas faire d'art dramatique!

Section 2

- (c) Why did she refuse to be in an advert for beauty products? Write **two** reasons.

she is environmentally friendly /she is against animal testing/
the products are tested on animals/ affects/effect the environment/they
damaged the environment/ the products are bad for the environment/very
protective of nature

affect/effect the animals=0

protect the animals=0

makeup=0

rats/rabbits=0

[2]

- (d) How long did it take Marion to become famous in Hollywood?

7 years

[1]

(e) What does she think of her job? Write **two** things.

Hard/tough [work]/ it is difficult / success doesn't come quickly/success not fast
easy=easily=0 demanding=0 hardworking=0 **[2]**

Vous avez refusé de faire une publicité pour des produits de beauté. Pourquoi?

Premièrement, parce que je suis très engagée dans la protection de l'environnement et puis, je suis tout à fait contre les tests en laboratoires sur les animaux.

En sept ans vous êtes devenue une actrice française très célèbre à Hollywood. En êtes-vous fière?

Bien sûr, car le métier d'actrice est très dur et le succès ne vient pas vite.

Section 3

(f) What was she compared to by Leonardo DiCaprio?

a **national treasure**
treasure=0

[1]

(g) Why is she so famous?

she has been in(a) popular/famous film(s) / she was in popular films / she
appeared in film .../ lots of people saw her films .../
her film won an award=0
films=0 she makes films popular=0
starred in movies=0

[1]

(h) Apart from fame, what else is important to her?

Little (small(er)) things in life/ simple things in life / simple life style/
little(small) pleasures in life
simple life=0 enjoy life=0 pleasures in life=0 family=0

[1]

Leonardo DiCaprio dit que vous êtes un « trésor national » : qu'en pensez-vous?

Je ne suis pas d'accord, il exagère, mais je suis très flattée. Je pense que je suis
devenue célèbre parce que j'ai tourné dans des films très populaires comme:
« Taxi », « La vie en rose » et le tout dernier « Batman ».

Est-ce que vous aimez être célèbre?

Oui, bien sûr, mais j'apprécie plus les petits plaisirs de la vie.

Merci pour votre temps!

GCSE FRENCH

Unit 1: Listening - Higher Tier - Tapescript

Question 1

Man:

Mon père est mécanicien alors que ma mère est médecin. Quand j'étais petit je voulais devenir vétérinaire, mais cela n'a pas été possible parce que je ne suis pas assez bon en sciences. Pour mon stage en entreprise, j'ai travaillé avec mon grand-père qui est boulanger. Pour gagner un peu d'argent, le weekend, je travaille à la pharmacie de mon oncle. J'ai maintenant fini mes études et j'ai décidé de devenir chef cuisinier.

Question 2

Moi, je suis assez sportif. Je fais beaucoup de cyclisme à la montagne, mais ce qui me passionne par-dessus tout c'est le ski.

Je skie toujours en famille à Noël et en voyage scolaire avec mes amis à Pâques.

Ce qui est pratique, quand je pars en vacances avec mes parents, c'est qu'ils me paient des leçons donc je me perfectionne.

Toute l'année j'économise pour m'acheter des vêtements à la mode parce que, quand on fait du ski, il faut être à la mode.

Pour gagner de l'argent, je fais la vaisselle tous les samedis dans un restaurant.

Question 3

Woman: Où aimerais-tu partir en vacances, Olivier?

Man: Et bien, moi, je pense que j'irais au pays de Galles.

Woman: Vraiment, c'est étonnant!

Man: Non, non, pas du tout. Les plages sont belles et j'adore les montagnes.

Woman: Que ferais-tu?

Man: Je mangerais dans des petits restaurants locaux et je visiterais les châteaux.

Question 4

L'autolib est une petite voiture électrique en libre-service dans les gares.

Elle fonctionne à l'électricité, donc elle a deux grands avantages pour l'environnement: elle ne pollue pas et elle ne fait pas de bruit. On peut charger la voiture autolib dans son garage, dans son jardin, en ville ou à la station service. Une batterie met 6 heures à se charger mais on peut faire 250 kilomètres. Une bonne invention, non?

Question 5

Section 1

Pierre, parle-moi de ton parcours scolaire.
Quand j'étais un petit garçon, j'adorais aller à l'école pour jouer avec mes copains.
Mais je n'aimais ni lire ni écrire.
J'ai toujours préféré les maths parce que c'est utile dans la vie.

Section 2

Et que penses-tu de tes années au collège?
Et bien, cela a été catastrophique parce que j'ai redoublé ma classe quand j'avais douze ans.
A l'âge de quinze ans j'ai décidé de faire un apprentissage.
Ce qui est bien, c'est que le patron d'un garage m'a offert un petit boulot tous les samedis.
Je pense que de nos jours la plupart des étudiants sortent de l'université avec beaucoup de diplômes mais pas d'expérience. C'est pourtant très important pour entrer dans le monde du travail!

Question 6

Section 1

- Bonjour Marion Cotillard, merci d'avoir accepté cet entretien.
Quel souvenir gardez-vous de votre enfance?
- Une chose que j'adorais faire, quand j'étais petite, c'était de dessiner sur les murs de ma maison.
C'était un peu bizarre, mais mes parents me laissaient faire! Aussi, j'aimais vraiment manger avec les mains: sans couteau ni fourchette!
- Vous avez aimé votre lycée?
- Non, parce qu'au lycée je ne pouvais pas faire d'art dramatique!

Section 2

- Vous avez refusé de faire une publicité pour des produits de beauté. Pourquoi?
- Premièrement, parce que je suis très engagée dans la protection de l'environnement et puis, je suis tout à fait contre les tests en laboratoires sur les animaux.
- En sept ans vous êtes devenue une actrice française très célèbre à Hollywood. En êtes-vous fière?
- Bien sûr, car le métier d'actrice est très dur et le succès ne vient pas vite.

Section 3

- Leonardo DiCaprio dit que vous êtes un « trésor national » : qu'en pensez-vous?
- Je ne suis pas d'accord, il exagère, mais je suis très flattée. Je pense que je suis devenue célèbre parce que j'ai tourné dans des films très populaires comme: « Taxi », « La vie en rose » et le tout dernier « Batman ».
- Est-ce que vous aimez être célèbre?
- Oui, bien sûr, mais j'apprécie plus les petits plaisirs de la vie.
- Merci pour votre temps!

MARK SCHEME

READING 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 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.

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!

GCSE FRENCH

Unit 3: Reading - Foundation Tier

	1 Mark	Alternatives	Not Acceptable
Q.1	(i) D (ii) B (iii) A (iv) E (v) F (vi) C	(1 mark for each)	
Q.2	(i) C (ii) A (iii) D (iv) C (v) A (vi) B	(1 mark for each)	
Q.3	(i) F (ii) E (iii) B (iv) D (v) A (vi) C	(1 mark for each)	
Q.4	(i) Step-dad		[1]
	(ii) Limoges		[1]
	(iii) funny	strict but[and]funny	[1]
	(iv) horse-riding		[1]
	(v) lazy		[1]
	(vi) boring		[1]

	1 Mark	Alternatives	Not Acceptable	
Q.5	(i) 12.30 [p.m.] / 12h30	half [past] twelve	12.30 a.m.	[1]
	(ii) head [teacher / master]	principal/director of the school / centre	directeur headmistress	[1]
	(iii) thirsty/ buy[get] [fizzy]drinks[such as ...] drinks + refreshments chilled drinks and fizzy drinks		to buy drinks and food to buy fresh drinks	[1]
	(iv) puncture/flat [tyre] tire burst /deflated tyre		broke[n] down wheel	[1]
	(v) cold noise[noisy]		loud	[2]
	(vi) traffic jam[s] /congestion/tailbacks		traffic queue	[1]
	(vii) storm/lightning/lightening/[thunder]and lightning		[bad] weather thunder	[1]

	1 Mark	Alternatives	Not Acceptable	
Q.6	(i)	Wednesday[s]		[1]
	(ii)	on [by] foot/walks		[1]
	(iii)	repetitive/monotonous there is not much variety it's the same all the time/every day/ every week	répétitive	[1]
	(iv)	carrying loads/stuff/packets/parcels/stock/ bags/things		[1]
	(v)	[she] broke[n] /brock/smashed bottles / broke [vintage]/other	destroyed/dropped/damaged	[1]
	(vi)	sale[s]/ price reductions/reduce/decrease prices price cuts/cutting prices	clearance/promotion	[1]
	(vii)	make-up		[1]
	(viii)	toy[s]	game[s]	[1]

GCSE FRENCH

Unit 3: Reading - Higher Tier

	1 Mark	Alternatives	Not Acceptable	
Q.1	(i) 12.30 [p.m.] / 12h30	half [past] twelve	12.30 a.m.	[1]
	(ii) head [teacher / master] principal/director of the school / centre		directeur headmistress	[1]
	(iii) thirsty/ buy[get] [fizzy]drinks[such as ...] drinks + refreshments chilled drinks and fizzy drinks		to buy drinks and food to buy fresh drinks	[1]
	(iv) puncture/flat [tyre] tire burst /deflated tyre		broke[n] down wheel	[1]
	(v) cold noise[noisy]		loud	[2]
	(vi) traffic jam[s] /congestion/tailbacks		traffic queue	[1]
	(vii) storm/lightning/lightening/[thunder]and lightning		[bad] weather thunder	[1]

	1 Mark	Alternatives	Not Acceptable	
Q.2	(i)	Wednesday[s]		[1]
	(ii)	on [by] foot/walks		[1]
	(iii)	repetitive/monotonous there is not much variety it's the same all the time /every day/every week	répétitive	[1]
	(iv)	carrying loads/stuff/packets/parcels/stock/ bags/things		[1]
	(v)	[she] broke[n] /brock/smashed bottles / broke [vintage]/other	destroyed/dropped/ damaged	[1]
	(vi)	sale[s]/ price reductions/reduce/decrease prices price cuts/cutting prices	clearance/promotion	[1]
	(vii)	make-up		[1]
	(viii)	toy[s]	game[s]	[1]
Q.3	(i)	Emilie		[1]
	(ii)	Asif any order accepted Marthe		[2]
	(iii)	Bernard		[1]
	(iv)	Nathalie		[1]
	(v)	Thomas		[1]

	1 Mark	Alternatives	Not Acceptable	
Q.4	B C H I K L	[<i>any order accepted</i>] (1 mark per answer)		[1]
	NOT A D E F G J			
Q.5	Pierre Martine Barika Thierry Henri Alice	B L G J K H	(1 mark per answer)	
	Accept the correct word.			
Q.6	(i)	[early]/[mid]morning/mourning/a.m.	morning and afternoon early in the day	[1]
	(ii)	stay indoors/inside/at home/in the houses/ not to go out	stay where they were	[1]
	(iii)	cancelled/didn't happen/didn't go ahead/called off	annulled postponed closed on its own ruined	[1]
	(iv)	fallen/blown down tree[s] tree[s] on line/on track/fall[ing] over/blowing down	lines leaves trees branches	
	(v)	electricity/power/the electric	currant/current/electric	[1]
	(vi)	none/0/no one/nobody/zero/nil	non	[1]

UNIT 2 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

UNIT 4 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.



WJEC
245 Western Avenue
Cardiff CF5 2YX
Tel No 029 2026 5000
Fax 029 2057 5994
E-mail: exams@wjec.co.uk
website: www.wjec.co.uk