

WJEC GCSE French

Approved by Qualifications Wales

Sample Assessment Materials

Unit 4: Reading and Writing

Teaching from 2025

For award from 2027



This Qualifications Wales regulated qualification
is not available to centres in England.

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Ready for the world.

Contents

| | |
|--------------------|----|
| Assessment details | 3 |
| Question paper | 4 |
| Mark scheme | 16 |
| Mapping grid | 32 |

SAMPLE

Assessment details

Written examination: 1 hour 30 mins
Set and marked by WJEC
35% of qualification
70 marks

This unit requires learners to respond to a range of questions with fixed responses and responses in Cymraeg/English, to translate short extracts from the assessed language into Cymraeg/English and to respond in the assessed language to a choice of written tasks.

The unit is divided into 2 sections – Section A and Section B. Each section will cover all broad themes.

Section A

A reading task will provide the stimulus for the translation task. Translation in this context means a sufficient and appropriate rendering of the meaning of the original language.

Texts will only use the grammar and vocabulary specified in this specification. Words outside of the specification grammar and vocabulary lists will be glossed. For written production, the expected language will be from the specified content (vocabulary and grammar), with equal credit given for language used that is beyond the defined content but that fulfils the task requirements.

The Rubrics will be in Cymraeg/English. Stimuli will be in the assessed language. All responses will be non-verbal and in Cymraeg/English, apart from the response in Section B to the extended writing task.

Learners are not permitted to use a dictionary in any part of the assessment.

Section A: four comprehension questions and translation (AO2 – 35 marks)

Learners will read a range of texts linked to each of the broad themes:

- texts based on practical transactional language such as information notices and signs
- factual texts such as an e-mail, poster, web page, letter, newspaper article, flyer, graph, advert
- prose such as continuous literary texts, extracts from short stories, magazine articles.

Learners will demonstrate understanding of the texts by responding to a range of questions in Cymraeg/English. Question types will include: multiple choice questions, true/false with justification, matching words/phrases with definitions/images, matching statements with their source, short answers in Cymraeg/English, gap-fill, finish the sentences, comprehension questions to demonstrate understanding.

Section B

Question 6 (35 marks) (AO2 – 20 marks) (AO3 – 15 marks)

Learners will write an extended piece of writing in response to written prompts. There will be a choice of three options in Cymraeg/English, one from each broad theme. Learners will respond to the question prompts writing up to a maximum of 120 words in the assessed language.

| |
|---------------|
| Surname |
| First name(s) |

| |
|---------------|
| Centre number |
| |

| |
|------------------|
| Candidate number |
| 0 |



GCSE

3830QLS-4

**French – Unit 4
Reading and Writing**

1 hour 30 minutes

**SAMPLE ASSESSMENT
MATERIALS**

Instructions to candidates

Use black ink or black ball-point pen.
Do not use gel pen or correction fluid.

Write your name, centre number and candidate number in the spaces provided at the top of this page.

You must answer:

Section A: All questions

Section B: Either Question 6a, or Question 6b or Question 6c.

| For examiner's use only | | | |
|--------------------------------|-----------------|---------------------|---------------------|
| Section | Question | Maximum mark | Mark awarded |
| A | 1. | 4 | |
| | 2. | 6 | |
| | 3. | 7 | |
| | 4. | 8 | |
| | 5. | 10 | |
| B | 6. | 35 | |
| | Total | 70 | |

Write your answers in the spaces in this booklet. If you need more space, use the additional page(s) at the back of this booklet. Number the question(s) correctly.

Information for candidates

The number of marks is given in brackets at the end of each question or part-question.

The total number of marks available is **70**.

You should think carefully about how you use your time.

Your responses must be clear, accurate and well presented.

Answer **all** questions.

Section A

1. Look at the Instagram post about a French music festival.
Answer the questions **in English**.

Examiner
only



Déconseillé* - not advisable

- (a) What month is the festival in?

[1]

•

- (b) Where does the festival take place?

[1]

•

- (c) Who can buy a €35 ticket?

[1]

•

- (d) What age children are not allowed in the festival?

[1]

•

2. Read the webpage about a holiday village in France.
Tick (✓) the correct answer.
-

Examiner
only

L'ANSE DU LAC*

Un village de vacances (VVF) situé à trente minutes du Viaduc de Millau** au sud de la France. Le VVF se trouve au bord d'un lac.

Comment nous trouver ?

Au rondpoint tournez à gauche puis après le petit pont prenez la première route à droite. L'entrée est en face du panneau.

ATTENTION !

L'accueil ferme à 18h tous les jours sauf le weekend.

Activités :

Clubs organisés pour les enfants de 7 ans à 12 ans.

Si vous aimez les sports nautiques il y a pêche, la planche à voile et la natation.

*L'Anse du lac – name of holiday village

**Viaduc de Millau – name of viaduct in the South of France

- (a) The holiday village is ...

[1]

| | Tick (✓) |
|--|-----------------|
| 13 minutes away from the Viaduc de Millau. | |
| 3 minutes away from the Viaduc de Millau. | |
| 30 minutes away from the Viaduc de Millau. | |

- (b) At the roundabout...

[1]

| | Tick (✓) |
|--------------------|-----------------|
| turn right. | |
| go straight ahead. | |
| turn left. | |

- (c) The entrance is ...

[1] Examiner only

| | Tick (✓) |
|-----------------------|----------|
| opposite the sign. | |
| next to the car park. | |
| behind the reception. | |

- (d) The reception closes...

[1]

| | Tick (✓) |
|---------------------|----------|
| at 6pm on weekdays. | |
| at 8pm on weekends. | |
| at 6pm every day. | |

- (e) What activities can you do at the holiday village? Answer the question **in English** (give **two** details).

[2]

.....
.....
.....
.....



3. Read the article about working as a volunteer.

Examiner
only

Les avantages du travail bénévole

Le travail bénévole est une occasion de donner de son temps pour une bonne cause, ce qui influencera positivement son bien-être émotionnel.

D'après une enquête du *Centre d'Action Bénévole du Québec*, voici les bénéfices les plus importants pour ces jeunes

Anne : Ça m'a aidé à créer de nouveaux amis et à développer plus de confiance en moi.

Karim : À mon avis ça nous apprend l'empathie car j'ai une meilleure compréhension des problèmes sociaux grâce à cette expérience.

Hugo : J'étais plus heureux et je me sentais plus satisfait de la vie après avoir fait du travail bénévole.

Lola : Je pense que ça nous donne un sens des responsabilités car il faut être organisé et travailleur.

- (a) Read the first sentence of the text above.
Complete the sentences in **English**.

[2]

- (i) Volunteering is an opportunity to give your , to a good cause.
- (ii) Doing volunteer work will have a positive influence on your

- (b) Tick (✓) the correct box

[3]

| Who... | Anne | Karim | Hugo | Lola |
|------------------------|------|-------|------|------|
| made friends? | | | | |
| is more understanding? | | | | |
| feels happier? | | | | |

- (c) According to the text, what are the qualities that show a sense of responsibility? Answer the questions **in English**. (Give **two** details).

[2]

Examiner
only

(i)

(ii)

| |
|--|
| |
| |

SAMPLE

4. Read the following news item.

Plus de quatre-vingt-dix pour cent des adolescents ont un portable et l'utilisent au quotidien pour télécharger les applis. Les jeunes passent plusieurs heures sur les applications, surtout pour créer des vidéos drôles. Les ados créent des séquences uniques et les mettent sur Internet. On peut aussi laisser des commentaires ce qui transforme certaines vidéos et fait le buzz* sur les réseaux sociaux.

La publicité des applis a pu se faire grâce aux jeunes célèbres, mais des jeunes non connus ont également pu devenir populaires grâce aux applis. Maintenant il existe plusieurs jeunes qui sont devenus célèbres seulement à cause de ceci !

Cependant les parents s'inquiètent car leurs enfants passent trop de temps à utiliser ces applis, ils ne s'amusent plus avec leurs copains. Et la plus grande peur des parents ? Que certaines applis vont créer des enfants accros. En France, on compte déjà 7 millions de jeunes de 15 à 24 ans qui visitent des sites qui sont de plus en plus critiqués.

*fait le buzz – go viral
critiqués – criticised.

(a) Read the article and answer the following questions **in English**.

- (i) According to the first paragraph, how many teenagers have a mobile phone? [1]

.....

- (ii) How much time do they spend on apps? [1]

.....

(b) Complete the sentences below. Tick (✓) the correct box:

(i) Young people particularly like apps where they can create...

[1]

| | |
|-----------------|--------------------------|
| funny videos. | <input type="checkbox"/> |
| dance videos. | <input type="checkbox"/> |
| fitness videos. | <input type="checkbox"/> |

(ii) According to the article, videos go viral when people...

[1]

| | |
|------------------|--------------------------|
| like them. | <input type="checkbox"/> |
| comment on them. | <input type="checkbox"/> |
| share them. | <input type="checkbox"/> |

(iii) Young celebrities...

[1]

| | |
|---|--------------------------|
| use the videos to become more well-known. | <input type="checkbox"/> |
| advertise the apps. | <input type="checkbox"/> |
| help other young people to create videos. | <input type="checkbox"/> |

(iv) The article says that children spend too much time on apps instead of...

[1]

| | |
|-----------------------------------|--------------------------|
| doing their homework. | <input type="checkbox"/> |
| spending time with their parents. | <input type="checkbox"/> |
| having fun with friends. | <input type="checkbox"/> |

(v) Parents are especially worried that their children will...

[1]

| | |
|--------------------------|--------------------------|
| not make friends easily. | <input type="checkbox"/> |
| become addicted to apps. | <input type="checkbox"/> |
| create too many videos. | <input type="checkbox"/> |

(vi) In France, video apps are visited...

[1]

| | |
|---------------------------|--------------------------|
| 7 million times a day. | <input type="checkbox"/> |
| by 15-24 year olds. | <input type="checkbox"/> |
| by more and more critics. | <input type="checkbox"/> |



5. Read the review below about Brussels. [10]
Translate the underlined sentences into English.

Examiner
only

J'adore aller en vacances avec mes amis ! Tu veux partir en vacances cet été ? Bruxelles est la destination la moins chère pour les jeunes. C'est une grande ville culturelle. Voici le meilleur choix pour les adolescents à petit budget. Tu peux voyager et passer la nuit dans un hôtel pour moins de 50€ par jour.

Il y a un bon choix d'hébergements près des sites touristiques. Essaie les moules frites. Cette ville belge offre plein de choses et attire surtout les étudiants.

(a) J'adore aller en vacances avec mes amis !

.....
.....
.....

(b) Voici le meilleur choix pour les adolescents

.....
.....
.....

(c) Tu peux voyager et passer la nuit dans un hôtel

.....
.....
.....

(d) Il y a un bon choix d'hébergements près des sites touristiques.

.....
.....
.....

- (e) Cette ville belge offre plein de choses et attire surtout les étudiants.

Examiner
only

.....
.....
.....

SAMPLE

Section B

6. Choose **one** task from the three tasks below.

[35]

Examiner
only

Write around 120 words **in French**.

You may use the bullet points to help you write your blog however you can present your own relevant ideas and opinions.

To gain maximum marks you must use a variety of relevant vocabulary and tenses.

Either Task (a):

Write a blog about healthy living.

You may include the following points:

- your opinion on exercise
- what you eat to stay healthy
- what sport or exercise you have done recently
- a different activity you will do this year to stay healthy.

Or Task (b):

Write a blog about your area.

You may include the following points:

- your opinion of your area
- what is available for young people
- where you have visited recently
- a future event in your area.

Or Task (c):

Write a blog about a part-time job.

You may include the following points:

- your opinion of your job
- what you normally do at work
- what you have done recently at work
- what job you would like to do in the future.

END OF QUESTIONS

MARK SCHEME

Guidance for examiners

Generic marking principles

- Marks awarded are always whole marks (not half marks, or other fractions).
- Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).
- Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Positive marking

It should be remembered that candidates are writing under examination conditions and credit should be given for what the candidate writes, rather than adopting the approach of penalising candidates for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

For questions that are objective or points-based, the mark scheme should be applied precisely. Marks should be awarded as indicated and no further subdivision made.

Mark schemes often list points which may be included in candidates' answers. The list is not exhaustive. The inclusion of '*Credit any other valid response.*' (or similar instruction) within mark schemes allows for the possible variation in candidates' responses. Credit should be given according to the accuracy and relevance of candidates' answers.

Banded mark schemes

For band marked questions mark schemes are in two parts; the indicative content and the assessment grid.

The indicative content suggests the range of points and issues which may be included in candidates' answers. It can be used to assess the quality of the candidate's response. As noted above, indicative content is not intended to be exhaustive, and candidates do not have to include all the indicative content to reach the highest level of the mark scheme.

However, to reach the highest level of the mark scheme a candidate must meet the requirements of the highest mark band. Where a response is not creditworthy, that is, it contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

The marking of banded mark questions should always be positive. This means that, for each candidate's response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.

Examiners should first read and annotate the candidate's answer to pick out the evidence that is being assessed in that question. The mark scheme can then be applied. This is done as a two-stage process.

Stage 1 – Deciding on the band

Beginning at the lowest band, examiners should look at the candidate's answer and check whether it matches the descriptors for that band. If the descriptors at the lowest band are satisfied, examiners should move up to the next band and repeat this process for each band until the descriptors most closely matches the work.

Stage 2 – Deciding on the mark

Having determined the appropriate band, deciding on the mark within a band will be made on the basis of a 'best fit' procedure, weaknesses in some areas being compensated for by strengths in others.

Examiners should use the full range of marks available to them. Marking should be positive, rewarding achievement rather than penalising failure or omissions. The awarding of marks must be directly related to the marking criteria, and all responses must be marked according to the banded levels provided for each question.

Standardising material that has already been awarded a mark will be provided during standardising and this should be used as a reference material when assessing work. Examiners are reminded of the need to revisit the standardising material as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the work submitted.

This mark scheme instructs examiners to look for and reward valid alternatives where indicative content is suggested for an answer. This is not a checklist for expected content in an answer, or set out as a 'model answer', as responses must be marked in the banded levels of response provided for each question. Where a candidate provides a response that contains aspects or approaches not included in the indicative content, examiners should use their professional judgement to determine the validity of the response in light of the task and reward as directed by the bands. Candidates are free to choose any approach that is relevant to the set task. Candidates can (and will most likely) incorporate ideas other than those mentioned in the mark scheme.

Section A

| Question | Answer | AO1 | AO2 | AO3 | Total Mark |
|----------|--|-----|-----|-----|------------|
| 1. | <p>Look at the Instagram post about a French music festival. Answer the questions in English.</p> <p>(a) What month is the festival in?</p> <p>Award one mark for: <ul style="list-style-type: none"> • August </p> <p>(b) Where does the festival take place?</p> <p>Award one mark for: <ul style="list-style-type: none"> • Parc Saint-Cloud / in a park </p> <p>(c) Who can buy a €35 ticket?</p> <p>Award one mark for a correct response, for example: <ul style="list-style-type: none"> • Teens (teenagers) • 12-17 year olds </p> <p>(d) What age children are not allowed in the festival?</p> <p>Award one mark for: <ul style="list-style-type: none"> • under 3 (less than 3 years old) NOT 3-year-olds </p> | | 1 | | 1 |

| Question | Answer | AO1 | AO2 | AO3 | Total Mark |
|--|---|-----|-----|-----|------------|
| 2. | Read the webpage about a holiday village in France. Tick the correct answer. | | | | |
| <h1>L'ANSE DU LAC*</h1> | | | | | |
| Un village de vacances (VVF) situé à trente minutes du Viaduc de Millau** au sud de la France. Le VVF se trouve au bord d'un lac. | | | | | |
| Comment nous trouver ? Au rondpoint tournez à gauche puis après le petit pont prenez la première route à droite. L'entrée est en face du panneau. | | | | | |
| ATTENTION ! L'accueil ferme à 18h tous les jours sauf le weekend. | | | | | |
| Activités : Clubs organisés pour les enfant de 7 ans à 12 ans. Si vous aimez les sports nautiques il y la pêche, la planche à voile et la natation. | | | | | |
| (a) | The holiday village is ... | | | | |
| | Award one mark for: • 30 minutes away | | | | |
| (b) | At the roundabout... | | 1 | | 1 |
| | Award one mark for: • Turn left | | | | |
| (c) | The entrance is ... | 1 | | | 1 |
| | Award one mark for: • Opposite the sign | | | | |
| (d) | The reception closes | 1 | | | 1 |
| | Award one mark for: • 6pm on weekdays | | | | |

| | | | | | |
|--|--|--|---|--|---|
| | (e) What activities can you do at the holiday village? Answer the question in English (give two details). | | | | |
| | Award one mark for a correct response up to a maximum of two marks, for example: <ul style="list-style-type: none">• go to a children's club• fish• swim• windsurf. | | 2 | | 2 |

SAMPLE

| Question | Answer | AO1 | AO2 | AO3 | Total Mark |
|----------|---|-----|-----|-----|------------|
| 3. | <p>Read the article about working as a volunteer.</p> <h3>Les avantages du travail bénévole</h3> <p>Le travail bénévole est une occasion de donner de son temps pour une bonne cause, ce qui influencera positivement son bien-être émotionnel.</p> <p>D'après une enquête du <i>Centre d'Action Bénévole du Québec</i>, voici les bénéfices les plus importants pour ces jeunes</p> <p>Anne : Ça m'a aidé à créer de nouveaux amis et à développer plus de confiance en moi.</p> <p>Karim : À mon avis ça nous apprend l'empathie car j'ai une meilleure compréhension des problèmes sociaux grâce à cette expérience.</p> <p>Hugo : J'étais plus heureux et je me sentais plus satisfait de la vie après avoir fait du travail bénévole.</p> <p>Lola : Je pense que ça nous donne un sens des responsabilités car il faut être organisé et travailleur.</p> | | | | |
| (a) | <p>Read the first sentence of the text above. Complete the sentences in English.</p> <p>(i) Volunteering is an opportunity to give your , to a good cause.</p> | | 1 | | 1 |
| | <p>Award one mark for:</p> <ul style="list-style-type: none"> Volunteering is an opportunity to give your time, to a good cause. | | | | |
| | <p>(ii) Doing volunteer work will have a positive influence on your</p> | | 1 | | 1 |
| | <p>Award one mark for:</p> <ul style="list-style-type: none"> Doing volunteer work can have a positive influence on your wellbeing. | | | | |

| | | | | | |
|-----|---|-------------|--------------|-------------|-------------|
| (b) | Tick (✓) the correct box | | 3 | | 3 |
| | Award one mark for each correct response up to a maximum of three marks: | | | | |
| | Who... | Anne | Karim | Hugo | Lola |
| | made friends? | ✓ | | | |
| | is more understanding? | | ✓ | | |
| | feels happier? | | | ✓ | |
| (c) | According to the text, what are the qualities that show a sense of responsibility? Answer the questions in English. (Give two details). | | 2 | | 2 |
| | Award one mark for each correct response up to a maximum of two marks: | | | | |
| | <ul style="list-style-type: none"> • organised • hard working | | | | |

SAMPLE

| Question | Answer | AO1 | AO2 | AO3 | Total Mark | | | | | | |
|-----------------|---|--|---------------|-----|---------------|--|-----------------|--|--|--|--|
| 4. | <p>Read the following news item.</p> <p>Plus de quatre-vingt-dix pour cent des adolescents ont un portable et l'utilisent au quotidien pour télécharger les applis. Les jeunes passent plusieurs heures sur les applications, surtout pour créer des vidéos drôles. Les ados créent des séquences uniques et les mettent sur Internet. On peut aussi laisser des commentaires ce qui transforme certaines vidéos et fait le buzz* sur les réseaux sociaux.</p> <p>La publicité des applis a pu se faire grâce aux jeunes célèbres, mais des jeunes non connus ont également pu devenir populaires grâce aux applis. Maintenant il existe plusieurs jeunes qui sont devenus célèbres seulement à cause de ceci !</p> <p>Cependant les parents s'inquiètent car leurs enfants passent trop de temps à utiliser ces applis, ils ne s'amusent plus avec leurs copains. Et la plus grande peur des parents ? Que certaines applis vont créer des enfants accros. En France, on compte déjà 7 millions de jeunes de 15 à 24 ans qui visitent des sites qui sont de plus en plus critiqués.</p> <p>*<i>fait le buzz – go viral</i> critiqués – criticised.</p> | | | | | | | | | | |
| (a) | Read the article and answer the following questions in English. | | | | | | | | | | |
| | (i) | According to the first paragraph, how many teenagers have a mobile phone? | | 1 | 1 | | | | | | |
| | | Award one mark for: • (more than) 90%. | | | | | | | | | |
| | (ii) | How much time do they spend on apps? | | 1 | 1 | | | | | | |
| | | Award one mark for: • several hours / hours | | | | | | | | | |
| (b) | Complete the sentences below. Tick (✓) the correct box: | | | | | | | | | | |
| | (i) | Young people particularly like apps where they can create... | | 1 | 1 | | | | | | |
| | | Award one mark for ticking the correct box: | | | | | | | | | |
| | | <table border="1"> <tr> <td>funny videos.</td> <td>✓</td> </tr> <tr> <td>dance videos.</td> <td></td> </tr> <tr> <td>fitness videos.</td> <td></td> </tr> </table> | funny videos. | ✓ | dance videos. | | fitness videos. | | | | |
| funny videos. | ✓ | | | | | | | | | | |
| dance videos. | | | | | | | | | | | |
| fitness videos. | | | | | | | | | | | |

| | | | | | | | | | | | | |
|---|-------|--|---|---|-----------------------------------|---|---|---|--|--|--|--|
| | (ii) | According to the article, videos go viral when people... | | 1 | | 1 | | | | | | |
| | | Award one mark for ticking the correct box: | | | | | | | | | | |
| | | <table border="1"> <tr> <td>like them.</td> <td></td> </tr> <tr> <td>comment on them.</td> <td>✓</td> </tr> <tr> <td>share them.</td> <td></td> </tr> </table> | like them. | | comment on them. | ✓ | share them. | | | | | |
| like them. | | | | | | | | | | | | |
| comment on them. | ✓ | | | | | | | | | | | |
| share them. | | | | | | | | | | | | |
| | (iii) | Young celebrities... | | 1 | | 1 | | | | | | |
| | | Award one mark for ticking the correct box: | | | | | | | | | | |
| | | <table border="1"> <tr> <td>use the videos to become more well-known.</td> <td>✓</td> </tr> <tr> <td>advertise the apps.</td> <td></td> </tr> <tr> <td>help other young people to create videos.</td> <td></td> </tr> </table> | use the videos to become more well-known. | ✓ | advertise the apps. | | help other young people to create videos. | | | | | |
| use the videos to become more well-known. | ✓ | | | | | | | | | | | |
| advertise the apps. | | | | | | | | | | | | |
| help other young people to create videos. | | | | | | | | | | | | |
| | (iv) | The article says that children spend too much time on apps instead of... | | 1 | | 1 | | | | | | |
| | | Award one mark for ticking the correct box: | | | | | | | | | | |
| | | <table border="1"> <tr> <td>doing their homework.</td> <td></td> </tr> <tr> <td>spending time with their parents.</td> <td></td> </tr> <tr> <td>having fun with friends.</td> <td>✓</td> </tr> </table> | doing their homework. | | spending time with their parents. | | having fun with friends. | ✓ | | | | |
| doing their homework. | | | | | | | | | | | | |
| spending time with their parents. | | | | | | | | | | | | |
| having fun with friends. | ✓ | | | | | | | | | | | |
| | (v) | Parents are especially worried that their children will... | | 1 | | 1 | | | | | | |
| | | Award one mark for ticking the correct box: | | | | | | | | | | |
| | | <table border="1"> <tr> <td>not make friends easily.</td> <td></td> </tr> <tr> <td>become addicted to apps.</td> <td>✓</td> </tr> <tr> <td>create too many videos.</td> <td></td> </tr> </table> | not make friends easily. | | become addicted to apps. | ✓ | create too many videos. | | | | | |
| not make friends easily. | | | | | | | | | | | | |
| become addicted to apps. | ✓ | | | | | | | | | | | |
| create too many videos. | | | | | | | | | | | | |
| | (vi) | In France, video apps are visited... | | 1 | | 1 | | | | | | |
| | | Award one mark for ticking the correct box: | | | | | | | | | | |
| | | <table border="1"> <tr> <td>7 million times a day.</td> <td></td> </tr> <tr> <td>by 15-24 year olds.</td> <td>✓</td> </tr> <tr> <td>by more and more critics.</td> <td></td> </tr> </table> | 7 million times a day. | | by 15-24 year olds. | ✓ | by more and more critics. | | | | | |
| 7 million times a day. | | | | | | | | | | | | |
| by 15-24 year olds. | ✓ | | | | | | | | | | | |
| by more and more critics. | | | | | | | | | | | | |

| Question | Answer | AO2 | Total Mark | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|--|--------|--------------------|----------------------|--------------|------|---------------------------|-------------------------|--|------------------|---|----------------|-----------------|--------------|---|---|-------------------------|-------------------------|---|--|---|-----------------------|-----------------------------|--------------------------|------------|---|--------------------|--------------------|-----------------|----------------|---|------------------------------|----------------------------|---------------------------|--------------|---|------------------------------------|---|----------------------------------|----------------------|---|
| 5. | <p>Read the review below about Brussels.</p> <p>Translate the underlined sentences into English.</p> <p><u>J'adore aller en vacances avec mes amis !</u> Tu veux partir en vacances cet été ? Bruxelles est la destination la moins chère pour les jeunes. C'est une grande ville culturelle. <u>Voici le meilleur choix pour les adolescents</u> à petit budget. <u>Tu peux voyager et passer la nuit dans un hôtel</u> pour moins de 50€ par jour. <u>Il y a un bon choix d'hébergements près des sites touristiques.</u> Essaye les moules frites. <u>Cette ville belge offre plein de choses et attire surtout les étudiants.</u></p> <p>a. <u>J'adore aller en vacances avec mes amis !</u> b. <u>Voici le meilleur choix pour les adolescents</u> c. <u>Tu peux voyager et passer la nuit dans un hôtel</u> d. <u>Il y a un bon choix d'hébergements près des sites touristiques.</u> e. <u>Cette ville belge offre plein de choses et attire surtout les étudiants.</u></p> | 10 | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>This question tests the candidate's ability to understand and respond to written language, and to recall and apply a range of vocabulary and grammatical structures. Marks are awarded for appropriate and sufficient rendering of the meaning of the original language.</p> <table border="1"> <thead> <tr> <th>French</th><th>Indicative Content</th><th>Sufficient Rendering</th><th>Unacceptable</th><th>Mark</th></tr> </thead> <tbody> <tr> <td>J'adore aller en vacances</td><td>I love going on holiday</td><td>I love going on holiday / holidaying / I love to go on holiday</td><td>I love vacancies</td><td>1</td></tr> <tr> <td>avec mes amis.</td><td>with my friends</td><td>with friends</td><td>-</td><td>1</td></tr> <tr> <td>Voici le meilleur choix</td><td>This is the best choice</td><td>Here is the best choice / the better choice</td><td>The choice (no reference to best/better)</td><td>1</td></tr> <tr> <td>pour les adolescents.</td><td>for adolescents / teenagers</td><td>for young people / teens</td><td>for adults</td><td>1</td></tr> <tr> <td>Tu peux voyager et</td><td>You can travel and</td><td>You can travel,</td><td>You can voyage</td><td>1</td></tr> <tr> <td>passer la nuit dans un hôtel</td><td>spend the night in a hotel</td><td>pass the night in a hotel</td><td>pass a hotel</td><td>1</td></tr> <tr> <td>Il y a un bon choix d'hébergements</td><td>There is a good choice of accommodation</td><td>There is a good choice of hotels</td><td>He has a good choice</td><td>1</td></tr> </tbody> </table> | | | | French | Indicative Content | Sufficient Rendering | Unacceptable | Mark | J'adore aller en vacances | I love going on holiday | I love going on holiday / holidaying / I love to go on holiday | I love vacancies | 1 | avec mes amis. | with my friends | with friends | - | 1 | Voici le meilleur choix | This is the best choice | Here is the best choice / the better choice | The choice (no reference to best/better) | 1 | pour les adolescents. | for adolescents / teenagers | for young people / teens | for adults | 1 | Tu peux voyager et | You can travel and | You can travel, | You can voyage | 1 | passer la nuit dans un hôtel | spend the night in a hotel | pass the night in a hotel | pass a hotel | 1 | Il y a un bon choix d'hébergements | There is a good choice of accommodation | There is a good choice of hotels | He has a good choice | 1 |
| French | Indicative Content | Sufficient Rendering | Unacceptable | Mark | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| J'adore aller en vacances | I love going on holiday | I love going on holiday / holidaying / I love to go on holiday | I love vacancies | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| avec mes amis. | with my friends | with friends | - | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Voici le meilleur choix | This is the best choice | Here is the best choice / the better choice | The choice (no reference to best/better) | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| pour les adolescents. | for adolescents / teenagers | for young people / teens | for adults | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Tu peux voyager et | You can travel and | You can travel, | You can voyage | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| passer la nuit dans un hôtel | spend the night in a hotel | pass the night in a hotel | pass a hotel | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Il y a un bon choix d'hébergements | There is a good choice of accommodation | There is a good choice of hotels | He has a good choice | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | | | |
|--|---|--------------------------------------|---|---------------------------|---|--|
| | près des sites touristiques. | near the touristy sites | near the tourist places | be a tourist. | 1 | |
| | Cette ville belge offre plein de choses | This Belgian town has a lot to offer | This Belgium town offers a lot of things. | Offers a lot of Belgians. | 1 | |
| | et attire surtout les étudiants. | and attracts students above all. | and is especially attractive to students. | And tires all students. | 1 | |

0 marks should be awarded for nothing worthy of credit.

SAMPLE

Section B

Glossary of terms

The following glossary of terms provides guidance on terms used within the banded mark schemes.

| | |
|-----------------------|---|
| Major error | An error that impedes communication and prevents the meaning being accurately conveyed. For example: <ul style="list-style-type: none">Incorrect verb forms resulting in confusion about the subject and or the tense: Vous allons au parc Je aller au concertSignificant spelling errors which make the word unrecognisable in French and or changes the meaning: Je manager une pan J'aime la quizine françaiseExpressions of time in conflict with verb tenses making the detail about when the activity happened unclear: Hier, je vais aller La semaine prochaine il est alléMother-tongue word swaps: J'aime faire le cooking |
| Minor error | An error that does not impede communication and allows the meaning to be conveyed. For example: <ul style="list-style-type: none">Minor spelling errors which don't affect the communication: Il habite dans un apartement Voici mon addresseMissing accents which don't affect the meaning or tense: J'ecoute cafeIncorrect accents which don't affect the overall meaning: Elle adore son frére Il est tres grandIncorrect gender and errors in agreement: Elle est grand Le voiture est grand |
| Clear | The message is unambiguous. |
| Understandable | Able to be understood. |
| Addresses | Evidence of response. For example, candidates should include all bullet points, but equal coverage is not expected. |

| | |
|--------------------------------|---|
| Development / developed | Including additional detail which elaborates. It can be a clause or separate phrase. |
| Extended | A longer sequence which may include additional clause(s) giving further details, reasoning and/or opinion. |
| Complex language | More sophisticated linguistic constructions, which may include: <ul style="list-style-type: none"> • longer sentence with connectives (because, such as, when...) • infinitive constructions • use of (multiple) pronouns • use of adverbs • word order that is different to English |
| Communication | Exchanging of information. |
| Relevant | Connected or appropriate to the stimulus. |

Differentiation of descriptors in the mark scheme

The following words are used from top to lower bands in all banded mark schemes:

- consistent(ly) / always / almost always / all / almost all / highly
- main(ly) / most(ly) / often / frequent
- generally
- some / sometimes / occasionally
- basic / little
- limited / few
- minimal / rarely.

Please note that these should be viewed in conjunction with the descriptor as they may not always go from top to lower, for example: frequent errors would be in a lower mark band.

Assessment Grids for Question 6

(35 marks)

This question tests the candidate's ability to understand and respond to written language (AO2 – 20 marks). It also tests the candidate's knowledge and accurate application of a range of grammatical structures and vocabulary (AO3 – 15 marks) as specified in the assessment grid below. The number of words is approximate, and all work must be marked. The bullet points are compulsory but equal coverage is not required.

Choose one task from the three tasks below. Write around 120 words in French.

You may use the bullet points to help you write your blog however you can present your own relevant ideas and opinions.

To gain maximum marks you must use a variety of relevant vocabulary and tenses.

Either Task (a):

Write a blog about healthy living.

You may include the following points:

- your opinion on exercise
- what you eat to stay healthy
- what sport or exercise you have done recently
- a different activity you will do this year to stay healthy.

Or Task (b):

Write a blog about your area.

You may include the following points:

- your opinion of your area
- what is available for young people
- where you have visited recently
- a future event in your area.

Or Task (c):

Write a blog about a part-time job.

You may include the following points:

- your opinion of your job
- what you normally do at work
- what you have done recently at work
- what job you would like to do in the future.

| Band | Marks [20] | AO2 Strand 2: Understand and respond to written language in writing. |
|-------------|-------------------|---|
| 5 | 17-20 | <ul style="list-style-type: none"> • Consistently relevant information is conveyed. • Responses are always extended and consistently develop ideas and points of view. • Communication is consistently understandable. |
| 4 | 13-16 | <ul style="list-style-type: none"> • Conveys relevant information. • Responses are often extended and frequently develop ideas and points of view. • Communication is consistently understandable, an occasional message may be unclear. |
| 3 | 9-12 | <ul style="list-style-type: none"> • Conveys mainly relevant information. • Responses are generally extended and generally develop ideas and points of view. • Communication is mainly understandable, some messages may be unclear. |
| 2 | 5-8 | <ul style="list-style-type: none"> • Some relevant information is conveyed. • Responses are sometimes extended and sometimes develop ideas and points of view. • Communication is sometimes understandable, the message sometimes breaks down. |
| 1 | 1-4 | <ul style="list-style-type: none"> • Limited information is conveyed. • Responses are rarely developed. • Communication is rarely understandable |
| 0 | 0 | Response not worthy of credit. |

| Band | Marks [15] | AO3: Demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specification. |
|-------------|-------------------|---|
| 5 | 13-15 | <ul style="list-style-type: none"> • A wide range of appropriate vocabulary and structures are used, with some complex language. • Highly successful use of verb and tense formations. • Language used is highly accurate – any errors are minor. |
| 4 | 10-12 | <ul style="list-style-type: none"> • A range of appropriate vocabulary and structures are used, with some complex language. • Mainly successful use of verb and tense formations. • Language is accurate – there may be some minor errors and very few major errors. |
| 3 | 7-9 | <ul style="list-style-type: none"> • Some appropriate vocabulary and structures are used, little complex language. • Generally successful use of verb and tense formations. • Some accurate language – there may be some minor and major errors. |
| 2 | 4-6 | <ul style="list-style-type: none"> • Basic vocabulary and structures are used. • Occasionally successful use of verb and tense formations. • Little accurate language – there may be frequent minor errors and some major errors. |
| 1 | 1-3 | <ul style="list-style-type: none"> • Limited and possibly repetitive vocabulary and structures are used. • Limited success in verb and tense formations. • Limited accurate language – there may be frequent errors, both major and minor. |
| 0 | 0 | Response not worthy of credit. |

Guidance on application of mark scheme

A mark of zero for AO2 will result in a mark of zero for AO3.

Mapping of questions to specification content and assessment objectives: Unit 4

| Question | | Mark allocation | | | |
|----------|--------|-----------------|-----------|-----------|-----------|
| | | Total Marks | AO1 Marks | AO2 Marks | AO3 Marks |
| 1 | (a) | 1 | 0 | 1 | 0 |
| | (b) | 1 | 0 | 1 | 0 |
| | (c) | 1 | 0 | 1 | 0 |
| | (d) | 1 | 0 | 1 | 0 |
| 2 | (a) | 1 | 0 | 1 | 0 |
| | (b) | 1 | 0 | 1 | 0 |
| | (c) | 1 | 0 | 1 | 0 |
| | (d) | 1 | 0 | 1 | 0 |
| | (e) | 1 | 0 | 2 | 0 |
| 3 | (a) | 2 | 0 | 2 | 0 |
| | (b) | 3 | 0 | 3 | 0 |
| | (c) | 2 | 0 | 2 | 0 |
| 4 | (a)i | 1 | 0 | 1 | 0 |
| | (a)ii | 1 | 0 | 1 | 0 |
| | (b)i | 1 | 0 | 1 | 0 |
| | (b)ii | 1 | 0 | 1 | 0 |
| | (b)iii | 1 | 0 | 1 | 0 |

| | | | | | |
|--------------------|-------|-----------|---|-----------|-----------|
| | (b)iv | 1 | 0 | 1 | 0 |
| | (b)v | 1 | 0 | 1 | 0 |
| | (b)vi | 1 | 0 | 1 | 0 |
| 5 | | 10 | 0 | 10 | 0 |
| 6 | | 35 | 0 | 20 | 15 |
| Total marks | | 70 | | 55 | 15 |

GCSE French SAMs Unit 4

SAMPLE