



GCE AS MARKING SCHEME

SUMMER 2025

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

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

GCE FRENCH - UNIT 1

SUMMER 2025 MARK SCHEME

UNIT 1: SPEAKING (48 total marks)

Principles of Marking

This principles of marking text and the mark scheme may well have to be altered/updated/corrected in line with that for S 2022 and any consequential changes made by SOs across the languages for S 22/S23, especially as they now include a separate booklet of instructions to centres on how to conduct the tests. (Separate booklet with consent forms, additional requirements, instructions on uploading orals. Cf 2022 when centres conducted their own Unit 1 tests themselves. The instructions to centres do not include the mark schemes.

Conduct of the Speaking Assessment

As the assessor you must familiarise yourself with section 3.2 of the specification.

General Advice for Examiners

You are asked to read and digest thoroughly all the information set out in the document *Instructions for Examiners* sent as part of the stationery pack. It is essential for the smooth running of the examination that these instructions are adhered to by all. Particular attention should be paid to the following instructions regarding marking.

- As an examiner, you must be positive in your approach. Look for opportunities to reward rather than penalise.
- You must make sure that you are familiar with the assessment grid for marking the stimulus cards and that you consider the marks and descriptors carefully when awarding a mark for each assessment objective.
- There are two marking grids. The marking grid for Task 1 covers AO1, AO3 and AO4. The marking grid for Task 2 is covers AO1, AO2, AO3 and AO4. See information below regarding advice on awarding marks using banded mark schemes.
- The specified length of the entire speaking assessment is 15 minutes. The candidate will spend 5-6 minutes on Task 1 (argument) and 7-9 minutes on the Task 2 (discussion) with you as the examiner.

Timings for each stimulus card **must be** adhered to. You are not required to mark any speaking evidence which exceeds these timings.

If a candidate's speaking assessment falls short of the stipulated timings, the candidate may self-penalise as it is likely that there will not be enough speaking evidence to access the full mark range.

Banded mark schemes (Speaking)

Banded mark schemes are divided so that each band has relevant descriptors. The descriptors for the band provide a description of the performance level for that band. This is done as a two-stage process.

Stage 1 – Deciding on the band

When deciding on a band for each assessment objective, the assessment should be viewed holistically. Beginning at the lowest band, you should look at the descriptors for that band and see if they match the qualities shown in the candidate's response for that section. If the descriptors at the lowest band are satisfied, you should move up to the next band and repeat this process for each band until the descriptors match the response.

If a candidate's assessment covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band. For instance, if the response is mainly in band 2 but with a limited amount of band 3 content, the response would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. You should not seek to mark candidates down as a result of small omissions in minor areas of their response.

Stage 2 – Deciding on the mark

Once the band has been decided, you can then assign a mark. WJEC will provide standardising material already awarded a mark and this should be used as reference material when assessing the response. When marking, you can use these examples to decide whether a candidate's response is of a superior, inferior or comparable standard to the example. You are reminded of the need to revisit the standardising material as you apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response given.

When you are marking the candidate's responses to the stimulus cards you should consider the **additional notes** given for each card. However, you **must** bear in mind that the additional notes are **not** exhaustive and are for **guidance** only. All **valid** responses will be given credit.

When marking you should record a mark for each AO.

UNIT 1

Speaking assessment – mark allocation

Marks	AO1	AO2	AO3	AO4	Total marks
Task 1 Argument	4		8	12	24
Task 2 Discussion	4	8	8	4	24
Total marks	8	8	16	16	48

ORAL MARK SCHEME: TOPIC BASED CARDS (TASK 1 – ARGUMENT)

Marks	AO1: understand and respond in speech to spoken language including face-to-face interaction	Marks	AO3: manipulate the language accurately, in spoken forms, using a range of lexis and structure	Marks	AO4: show knowledge and understanding of different aspects of the culture and society of countries / communities where the language is spoken
4	• All questions are answered clearly and comprehensively • Very good interaction and spontaneity. Easily initiates and sustains discussion • A wide range of thoughts, feelings and viewpoints expressed	7-8	• Accurate use of grammar with few errors • Very good knowledge of idiomatic phrases and a variety of structures employed • Intonation and pronunciation are convincing	10-12	• Very good knowledge and understanding of the culture and society of France and French-speaking countries and communities • Ideas and points of view well supported by evidence • Conclusions drawn are based on an understanding and appreciation of the country's culture and society
3	• Most questions are answered clearly and some in detail • Good interaction, some spontaneity in initiating and sustaining discussion • A range of thoughts, feelings and viewpoints expressed	5-6	• Good use of grammar. Some errors occur • Good range of idiomatic structures to support views and opinions • Mistakes in intonation and pronunciation do not impede understanding	7-9	• Good knowledge and understanding of the culture and society of France and French-speaking countries and communities with occasional inconsistencies • Ideas and opinions are generally supported by evidence • Conclusions drawn are generally based on an understanding and appreciation of the country's culture and society

Marks	AO1: understand and respond in speech to spoken language including face-to-face interaction	Marks	AO3: manipulate the language accurately, in spoken forms, using a range of lexis and structure	Marks	AO4: show knowledge and understanding of different aspects of the culture and society of countries / communities where the language is spoken
2	- Some hesitation when answering questions. Answers generally lack depth - Attempts made to interact but prompting required at times - Some opinions and ideas expressed	3-4	- Limited grammatical knowledge and frequent basic errors. Limited accuracy. - Idiomatic structures used to convey pre-learnt material. Influence of English/Welsh idiom evident in unprepared material - Intonation and pronunciation sometimes impede understanding	4-6	- Superficial knowledge of the culture and society of France and French-speaking countries and communities, reliant on pre-learnt material, presented out of context - Ideas expressed are not based on factual evidence - Limited understanding and appreciation of the country's culture and society
1	- Limited responses when answering questions - Limited success in establishing a meaningful exchange. Over reliance on prompts. - Limited range of ideas and opinions expressed	1-2	- Very basic grasp of grammar, sentences often fragmented and incomplete - Very basic structures used, showing lack of idiomatic knowledge. Heavy reliance on English/Welsh type structures - Intonation and pronunciation make understanding difficult	1-3	- Little evidence of relevant knowledge. Frequent misunderstandings - Information is fragmented with no evidence to support it - No evidence of an understanding or appreciation of the country's culture and society
0	Nothing of value	0	Nothing of value	0	Nothing of value

ORAL MARK SCHEME: TOPIC BASED CARDS (TASK 2 – DISCUSSION)

Marks	AO1: understand and respond in speech to spoken language including face-to-face interaction	Marks	AO2: understand and respond in speech to written language drawn from a variety of sources	Marks	AO3: manipulate the language accurately, in spoken forms, using a range of lexis and structure	Marks	AO4: show knowledge and understanding of, and respond critically to, different aspects of the culture and societies of countries/communities where the language is spoken
4	- All questions are answered clearly and comprehensively - Very good interaction and spontaneity. Easily initiates and sustains discussion - A wide range of thoughts, feelings and viewpoints expressed	7-8	Full understanding of the stimulus material demonstrated by clear and relevant responses to the stimulus and subsequent questions	7-8	- Very good knowledge of grammar with few errors - Very good knowledge of idiomatic phrases and a variety of structures employed - Intonation and pronunciation are convincing	4	- Very good knowledge and understanding of the culture and society of France and French-speaking countries and communities - Ideas and points of view well supported by evidence
3	- Most questions are answered clearly and some in detail - Good interaction, some spontaneity in initiating discussion - A range of thoughts, feelings and view-points expressed	5-6	Stimulus material mostly understood demonstrated by responses to the stimulus and most subsequent questions	5-6	- Good knowledge of grammar. Some errors occur - Good range of idiomatic structures to support views and opinions - Mistakes in intonation and pronunciation do not impede understanding	3	- Good knowledge and understanding of the culture and society of France and French-speaking countries and communities with occasional inconsistencies - Ideas and opinions are generally supported by evidence

Marks	AO1: understand and respond in speech to spoken language including face-to-face interaction	Marks	AO2: understand and respond in speech to written language drawn from a variety of sources	Marks	AO3: manipulate the language accurately, in spoken forms, using a range of lexis and structure	Marks	AO4: show knowledge and understanding of, and respond critically to, different aspects of the culture and societies of countries/communities where the language is spoken
2	- Some hesitation when answering questions. Answers generally lack depth - Attempts made to interact but prompting required at times - Some opinions and ideas expressed	3-4	Stimulus material partly understood demonstrated by partial responses to stimulus and subsequent questions	3-4	- Limited grammatical knowledge and frequent basic errors - Idiomatic structures used to convey pre-learnt material. Influence of English/Welsh idiom evident in unprepared material - Intonation and pronunciation sometimes impede understanding	2	- Superficial knowledge of the culture and society of France and French-speaking countries and communities reliant on pre-learnt material, presented out of context - Ideas expressed are not based on factual evidence
1	- Limited responses when answering questions - Limited success in establishing a meaningful exchange. Over reliance on prompts - Limited range of ideas and opinions	1-2	Very limited understanding of the stimulus material. Responses to the stimulus material are generally irrelevant	1-2	- Very basic grasp of grammar, sentences often fragmented and incomplete - Very basic structures used, showing lack of idiomatic knowledge. Heavy reliance on English/Welsh type structures - Intonation and pronunciation make understanding difficult	1	- Little evidence of knowledge of question set. Frequent misunderstandings - Information is fragmented with no evidence to support it
0	Nothing of value.	0	Nothing of value	0	Nothing of value	0	Nothing of value

CARD A1 – Understanding the French-speaking world

Sub-theme: Regional culture and heritage in France, French-speaking countries and communities

Ci-dessous il y a deux points de vue différents sur *les produits régionaux*. Choisissez une de ces opinions à défendre. L'examineur/examinatrice prendra l'avis contraire dans la discussion.

Opinion A

- Les produits régionaux, tels que les fromages et les vins, sont un élément important de la culture française.

Opinion B

- Les produits régionaux français sont souvent chers et ne sont pas accessibles à tous.

AO4	In response to the task on the stimulus card the candidate may present and discuss the following: Opinion A • Regional products embody heritage and traditions. • Local products support regional economies and sustain traditional practices. • Regional cheeses and wines are integral to French gastronomy, reflecting the country's rich culinary heritage. Opinion B • The high prices can make it difficult for people to buy regional products. • Ready meals are cheaper and more convenient than regional meals. • National dishes are what the whole country loves to eat, but regional dishes are usually favourites in just one part of the country. The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation in order to cover the opinions above. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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CARD A2 – Understanding the French-speaking world

Sub-theme: Regional culture and heritage in France, French-speaking countries and communities

Ci-dessous il y a deux points de vue différents sur les traditions des régions françaises. Choisissez une de ces opinions à défendre. L'examineur/examinatrice prendra l'avis contraire dans la discussion.

Opinion A

- L'enseignement des langues régionales renforce l'identité culturelle des régions en France.

Opinion B

- En France, les langues régionales perdent de leur utilité pratique.

AO4	In response to the task on the stimulus card the candidate may present and discuss the following: Opinion A • Teaching regional languages helps preserve the unique cultural identity of each French region. • The number of regional language schools in France has increased. • Understanding regional languages allows for greater enjoyment and participation in local festivals and celebrations. Opinion B • Most French people use standard French to communicate. • Standard French is the language of instruction in most French educational institutions, making regional languages less relevant. • The French job market typically requires fluency in standard French, not regional languages. The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation in order to cover the opinions above. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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CARD A3 – Understanding the French-speaking world

Sub-theme: Regional culture and heritage in France, French-speaking countries and communities

Ci-dessous il y a deux points de vue différents sur les monuments historiques. Choisissez une de ces opinions à défendre. L'examineur/examinatrice prendra l'avis contraire dans la discussion.

Opinion A

- Les monuments historiques en France favorisent le tourisme et le développement économique.

Opinion B

- Les monuments historiques ont peu d'importance dans la société actuelle.

AO4	In response to the task on the stimulus card the candidate may present and discuss the following: Opinion A • Tourists can learn about the country's history and heritage when visiting monuments in France. • Monuments can support tourism and generate income. • Monuments are often the centre of national holidays and celebrations, reinforcing a sense of national pride and unity. Opinion B • Young people may find historical monuments less relevant to their daily lives. • Some people might view historical monuments as a form of living in the past rather than looking to the future. • The space occupied by historical monuments could be considered for social developments like housing. The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation in order to cover the opinions above. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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CARD A4 – Understanding the French-speaking world

Sub-theme: Literature, art, film and music in the French-speaking world

Ci-dessous il y a deux points de vue différents sur l'industrie du livre en France. Choisissez une de ces opinions à défendre. L'examineur/examinatrice prendra l'avis contraire dans la discussion.

Opinion A

- Les livres imprimés en français sont essentiels pour la préservation de la langue.

Opinion B

- Il y a moins de livres imprimés en français à cause des médias numériques.

AO4	In response to the task on the stimulus card the candidate may present and discuss the following: Opinion A • The book industry in French-speaking countries and its festivals play a crucial role in preserving the French language and its cultural heritage. • French printed books are accessible to all. • Owning French books encourages a culture of reading and promotes French literature. Opinion B • Digital media are becoming the primary source of reading material, leading to a decline in traditional book sales. • The popularity of English-language books has posed challenges for French books. • The rise of e-books and online platforms has threatened the survival of traditional bookshops and libraries. The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation in order to cover the opinions above. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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CARD A5 – Understanding the French-speaking world

Sub-theme: Literature, art, film and music in the French-speaking world

Ci-dessous il y a deux points de vue différents sur les festivals de musique francophone. Choisissez une de ces opinions à défendre. L'examineur/examinatrice prendra l'avis contraire dans la discussion.

Opinion A

- Les festivals de musique francophone permettent de découvrir de nouveaux talents.

Opinion B

- Les jeunes francophones préfèrent écouter de la musique anglo-saxonne et américaine.

AO4	In response to the task on the stimulus card the candidate may present and discuss the following: Opinion A • Francophone music festivals celebrate the diversity of the musical genres. • Francophone music festivals often prioritise showcasing local and regional talents. • The discovery of new talents at Francophone music festivals creates a sense of anticipation and curiosity among music fans. Opinion B • Anglo-Saxon and American music genres like pop, hip-hop, and rock dominate global charts. • International music festivals featuring predominantly English-speaking artists attract French youth. • Some French artists produce music in English to appeal to a wider audience, influencing young people's listening choices. The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation in order to cover the opinions above. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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CARD A6 – Understanding the French-speaking world

Sub-theme: Literature, art, film and music in the French-speaking world

Ci-dessous il y a deux points de vue différents sur les films français. Choisissez une de ces opinions à défendre. L'examineur/examinatrice prendra l'avis contraire dans la discussion.

Opinion A

- Les films français permettent d'exporter la langue et la culture françaises dans le monde entier.

Opinion B

- Les films français perdent de leur impact face aux films américains à succès.

AO4	In response to the task on the stimulus card the candidate may present and discuss the following: Opinion A • French films introduce viewers worldwide to French customs and traditions. • International film festivals, like Cannes, often feature French films, drawing attention to the French language. • French films, actors and directors often gain international fame, becoming ambassadors of French culture. Opinion B • French films struggle to compete with the high production values and special effects that Hollywood blockbusters offer. • French films may be perceived as less entertaining by audiences accustomed to the action and drama of American movies. • The preference for English-language content across global streaming platforms can lead to a decline in the viewership of French films. The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation in order to cover the opinions above. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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Card B1 – Being a young person in French-speaking society

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

À l'heure actuelle, les familles monoparentales représentent 22 % des familles françaises. Cette augmentation est due aux divorces, aux séparations et au nombre de naissances hors mariage. Les défis rencontrés par ces familles incluent la précarité économique et l'équilibre entre la vie familiale et la vie professionnelle.

Examiner questions

1. Que dit le texte sur les familles monoparentales de nos jours ?
2. À quels défis les familles monoparentales doivent-elles faire face ?
3. À votre avis, comment pourrait-on aider les familles monoparentales ?

AO4

The candidate must cover all three prompts:

1. The text states that in 2022, single-parent families made up 22% of all families in France, and this number is rising due to an increase in divorces, separations, and births outside of marriage.
2. Single-parent families face challenges including economic insecurity and difficulties balancing work and family life.
3. Possible answers could include flexible work arrangements, affordable childcare options and help from family.

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

Card B2 – Being a young person in French-speaking society

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

En France, de nombreux jeunes habitent chez leurs parents plusieurs années après la fin de leurs études. Environ 40 % des jeunes âgés de 25 à 34 ans vivent au domicile parental. Le manque d'emplois stables et bien rémunérés ainsi que le coût élevé du logement empêchent certains jeunes d'être indépendants.

Examiner questions

1. Quel groupe de la population française est mentionné dans le texte ?
2. Selon le texte, quels sont les facteurs qui encouragent ces Français à loger chez leurs parents ?
3. À votre avis, comment les jeunes pourraient-ils être plus indépendants ?

AO4

The candidate must cover all three prompts:

1. Young people in France aged 25 to 34 years.
2. The factors preventing these French individuals from being independent after their studies are the lack of stable and well-paid jobs, and the high cost of housing.
3. Possible answers could include finding jobs, living in shared accommodations and contributing to the bills.

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

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

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

Le Québec a vu une augmentation des coûts de la scolarité universitaire pour les étudiants. Le prix des études a augmenté de 15 % par rapport à l'année précédente. Cette augmentation est justifiée par le besoin d'introduire un nouveau diplôme d'apprentissage technique et d'améliorer la qualité de l'enseignement.

Examiner questions

1. Selon le texte, qui est affecté par l'augmentation du coût des études au Québec ?
2. Quelles sont les raisons de cette augmentation ?
3. À votre avis, quels sont les avantages d'avoir un diplôme d'apprentissage technique universitaire ?

AO4

The candidate must cover all three prompts:

1. According to the text, students in Quebec are affected by the increase in tuition fees in Quebec.
2. The universities aim to introduce a new apprenticeship diploma and improve the quality of the teaching.
3. Possible answers could include being ready to enter the workforce immediately and to work as one learns.

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