



GCE AS

B800UA0-1E



S25-B800UA0-1E



2025

FRENCH – AS component 1

SET A – CARDS A1–A6

SET B – CARDS B1–B6

EXAMINER'S BOOKLET

B800UA01E
01

CARD A1 – Being a young person in French-speaking society**Sub-theme: Families and citizenship****Lisez ce texte.**

Il existe, dans de nombreuses villes en Belgique, un conseil communal des jeunes. C'est un groupe d'adolescents volontaires qui se réunissent pour organiser des événements, des débats politiques et réaliser des projets. Ils participent activement à leurs communautés et ils montrent aux jeunes comment être bon citoyen.

The examiner must begin by asking the candidate the following question:

Que font ces jeunes Belges pour être de bons citoyens/bonnes citoyennes ? *

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase the supplementary question.

Quelles autres activités peut-on faire pour être un bon citoyen/une bonne citoyenne ?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • the activities these young people do to be good citizens • the reasons why being a youth councillor can benefit their community In response to the unseen question the candidate may discuss: • other actions and activities that can be done to be a good citizen • the reasons for these views The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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The examiner must allow the candidate to question them, as appropriate, about their views. If the candidate does not ask the examiner a question/questions during the assessment, the examiner must ask the candidate in French if they have any questions to ask.

*Please note that the candidate can talk about France or French-speaking countries/communities during the discussion.

CARD A2 – Being a young person in French-speaking society**Sub-theme: Families and citizenship****Lisez ce texte.**

Les jeunes estiment que le mariage signifie une perte de liberté et d'identité, sans penser aux autres avantages : les liens plus forts, les buts et les projets en commun. Lorsqu'on est jeune, on possède deux grandes vertus qui facilitent la vie en couple : la patience et la tolérance.

The examiner must begin by asking the candidate the following question:

Quels sont les avantages de se marier jeune ? *

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase the supplementary question.

Pourquoi les jeunes rejettent-ils souvent la vie de couple ?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • the advantages of getting married young • the reasons why it benefits both partners In response to the unseen question the candidate may discuss: • the disadvantages of getting married • the alternatives to a traditional marriage The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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CARD A3 – Being a young person in French-speaking society**Sub-theme: Youth trends and personal identity****Lisez ce texte.**

Comme l'amour, le genre reflète de multiples formes : non-binaire, trans, pansexuel... Dans les lycées et sur les réseaux sociaux, de plus en plus de jeunes se définissent en dehors du masculin et du féminin. Ils adoptent le pronom « iel », ce qui inspire la compréhension et le respect.

The examiner must begin by asking the candidate the following question:

Quelle est la situation de ces jeunes francophones non-binaires et autres genres ? *

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase the supplementary question.

Comment les sociétés des pays francophones acceptent-elles ces jeunes ?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • why some young people refuse to accept gender stereotypes • the reaction of others around them In response to the unseen question the candidate may discuss: • how French-speaking society accepts these young people • the reasons for this The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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CARD A4 – Being a young person in French-speaking society**Sub-theme: Youth trends and personal identity****Lisez ce texte.**

Les jeunes nous montrent les futurs tendances et développements qui vont être à la mode. Les jeunes sont ultra-connectés et communiquent davantage par l'image. Ils sont plus sensibles que l'ancienne génération à leur responsabilité sociale et environnementale et ne font plus leur carrière dans une seule entreprise.

The examiner must begin by asking the candidate the following question:

Quels tendances et développements influencent les jeunes ? *

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase the supplementary question.

Quelles sont les conséquences de ces développements pour la société ?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • the trends young people influence • the reasons for this In response to the unseen question the candidate may discuss: • the advantages and disadvantages of these developments and trends • the reasons for this The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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CARD A5 – Being a young person in French-speaking society**Sub-theme: Education and employment opportunities****Lisez ce texte.**

La vie étudiante a toujours été stressante. Cependant, la recherche montre que l'intimidation est l'un des plus graves problèmes dans le monde francophone actuel. Elle peut être physique, verbale ou psychologique et en raison de cette intimidation, de nombreux étudiants francophones souffrent de dépression et de frustration.

The examiner must begin by asking the candidate the following question:

Comment l'intimidation affecte-t-elle les étudiants francophones ? *

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase the supplementary question.

Comment peut-on aider les étudiants francophones ?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • the different types of bullying • how these impact on students' wellbeing In response to the unseen question the candidate may discuss: • what can be done to improve the issue • examples of solutions The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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CARD A6 – Being a young person in French-speaking society**Sub-theme: Education and employment opportunities****Lisez ce texte.**

Les voyages à l'étranger forment la jeunesse francophone. Ils permettent d'acquérir de nombreuses compétences qui favorisent l'employabilité comme la tolérance, l'ouverture culturelle et la capacité à s'adapter. La confiance en soi et les connaissances linguistiques évoluent également lorsqu'on se trouve dans un autre pays.

The examiner must begin by asking the candidate the following question:

Quelles compétences les jeunes francophones développent-ils pendant leur séjour à l'étranger ? *

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase the supplementary question.

Comment ces compétences peuvent-elles être utiles dans le monde du travail à l'avenir ?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: - the skills French-speaking young people can acquire - the reasons for this In response to the unseen question the candidate may discuss: - the reasons why these skills could be useful in their future work - examples of this The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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CARD B1 – Understanding the French-speaking world

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

Lisez ce texte.

Le Festival Africa Fête, organisé en décembre au Sénégal, est unique car il a lieu également en France, établissant ainsi un véritable pont entre les continents africain et européen. Sa programmation, riche et variée, mélange artistes confirmés et artistes en émergence et attire chaque année plus de 20 000 personnes.

The examiner must begin by asking the candidate the following question:

Le Festival Africa Fête, en quoi est-il différent ? *

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase the supplementary question.

Dans quelle mesure les festivals sont-ils importants dans les pays francophones ? *

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • what makes this festival different • the reasons why it should be promoted In response to the unseen question the candidate may discuss: • why different types of festivals are important • the reasons for this The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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*Please note that the candidate can talk about France or French-speaking countries/communities during the discussion.

CARD B2 – Understanding the French-speaking world

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

Lisez ce texte.

La Grand-Place de Bruxelles est mondialement renommée pour sa richesse ornementale. Elle est considérée comme l'une des plus belles places du monde. C'est un lieu historique et touristique où de nombreux événements festifs et culturels y sont organisés, comme les concerts et les festivités de Noël.

The examiner must begin by asking the candidate the following question:

Pourquoi la Grand-Place est-elle si importante pour la ville de Bruxelles ? *

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase the supplementary question.

Pourquoi devrait-on préserver les lieux historiques dans les pays francophones ? *

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • the reasons why the Grand-Place is famous • the justification for these reasons In response to the unseen question the candidate may discuss: • the reasons for preserving places of historical significance • examples of historic sites The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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CARD B3 – Understanding the French-speaking world

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

Lisez ce texte.

Le Festival de l'Oie* des Neiges a lieu au moment de l'arrivée en automne des oiseaux migrateurs. C'est un événement qui réunit tous les habitants du Québec. On y propose des spectacles, des activités culturelles, un grand marché de producteurs et d'artisans et de nombreuses animations.

*oie goose

The examiner must begin by asking the candidate the following question:

Pourquoi devrait-on promouvoir les festivals traditionnels comme le Festival de l'Oie des Neiges ? *

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase the supplementary question.

Dans quelle mesure les festivals traditionnels sont-ils importants pour la culture francophone ? *

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • why traditional festivals and fairs should be promoted • the reasons and justifications for this view In response to the unseen question the candidate may discuss: • why traditional festivals and fairs are important • the reasons for this The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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*Please note that the candidate can talk about France or French-speaking countries/communities during the discussion.

CARD B4 – Understanding the French-speaking world**Sub-theme: Media, art, film and music in the French-speaking world****Lisez ce texte.**

Après l'adaptation à Internet et la numérisation des contenus, les médias français sont en première ligne pour tester et déployer les outils basés sur l'intelligence artificielle. Cette nouvelle vague d'innovation et de transformation majeure va toucher en profondeur tous les métiers mais particulièrement les médias en France.

The examiner must begin by asking the candidate the following question:

Quels changements ont affecté les médias français ces dernières années ? *

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase the supplementary question.

Quel est l'avenir des médias en France ?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • the changes that have taken place in French media • the impact they have had In response to the unseen question the candidate may discuss: • what the future might be for French media • the reasons for this The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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CARD B5 – Understanding the French-speaking world**Sub-theme: Media, art, film and music in the French-speaking world****Lisez ce texte.**

L'influence de la musique rap est complexe. Elle affecte le comportement, les sentiments et les attitudes des jeunes francophones. Il existe certainement des effets positifs comme la créativité et la réduction du stress, mais elle entraîne également des conséquences négatives comme des sentiments agressifs et des comportements antisociaux.

The examiner must begin by asking the candidate the following question:

Quels sont les effets de la musique rap sur les jeunes francophones ? *

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase the supplementary question.

Quelle est l'importance du rap pour les jeunes francophones ?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • the positive and negative effects of rap music on young French-speakers • the reasons for this In response to the unseen question the candidate may discuss: • the importance of rap music for young French-speakers • the reasons for this The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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CARD B6 – Understanding the French-speaking world**Sub-theme: Media, art, film and music in the French-speaking world****Lisez ce texte.**

Parmi les dix films préférés des adolescents Français cette année, trois d'entre eux sont d'origine francophone, donc un de plus que l'année dernière ! Ces chiffres, révélés récemment dans un sondage, sont encourageants. Peut-on finalement célébrer le succès du cinéma francophone sur le marché international ?

The examiner must begin by asking the candidate the following question:

Que pensent les jeunes Français du cinéma francophone ? *

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase the supplementary question.

Pourquoi le cinéma francophone connaît-il un plus grand succès actuellement ?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • how French teenagers view francophone cinema • the reasons for this In response to the unseen question the candidate may discuss: • why French films are more successful nowadays • the reasons for this The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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GCE AS LEVEL FRENCH
SUMMER 2025 MARK SCHEME
COMPONENT 1: SPEAKING (60 MARKS)

Principles of Marking

Conduct of the Speaking assessment

Examiners are required to familiarise themselves with section 3.2 of the specification.

General Advice for Examiners

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. Candidates who use strategies such as adjusting the message, circumlocution, self-correction or repair strategies should not be penalised
- you must make sure that you are familiar with the assessment grid and that you consider the marks and descriptors carefully when awarding a mark for each assessment objective
- the assessment grid is divided into five one-mark bands for AO1 and AO2, and five two-mark bands for AO3 and AO4. See information below regarding advice on awarding marks using banded mark schemes
- the specified length of the entire Speaking assessment is 12–14 minutes. The candidate will spend 6–7 minutes on each card. The candidate must cover the seen and unseen questions on both stimulus cards. The candidate is also required to ask the examiner one question in each discussion.

Timings for each stimulus card must be adhered to. You **must not** 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.

Applying banded mark schemes (Speaking)

Banded mark schemes are divided so that each band has descriptors for the performance level of that band.

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. If the descriptors at the lowest band are evidenced, 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 mark awarded would be close to the top of band 2 as a result of the band 3 content. Small omissions in some parts of their response may not negatively affect the mark awarded.

Stage 2 – Deciding on the mark

Once the band has been decided, you can then assign a mark. WJEC will provide standardising material to be used as reference material throughout the assessment period.

When marking, you can use this material to decide whether a candidate's response is of a superior, inferior or comparable standard to the examples provided. 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 are 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. Reward all valid responses.

Component 1

Speaking assessment – mark allocation

Marks	AO1	AO2	AO3	AO4	Total marks
Card A	5	5	10	10	30
Card B	5	5	10	10	30
Total marks	10	10	20	20	60

Component 1 – Task 1 and 2: Speaking assessment grid for theme-based stimulus card (A and B) **30 marks per card: 60 marks in total**

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 society of countries / communities where the language is spoken
5	• Very good responses to most questions; clear and detailed. • Very good interaction: engages well, asking at least one highly relevant question, and sustains discussion.	5	• Very good understanding of the stimulus material demonstrated by responses.	9–10	• Very good level of accuracy in manipulation of grammar. • A good range of structures with some idiomatic language. • Very good pronunciation and intonation.	9–10	• Very good knowledge and understanding of aspects of the sub-theme covered in the discussion. • Ideas and points of view are often convincingly argued and supported by appropriate evidence. • Conclusions are based on very good understanding of relevant issues.
4	• Good responses to most questions; most in detail. • Good interaction: engages well, asking at least one relevant question, and sustains discussion.	4	• Good understanding of the stimulus material demonstrated by responses.	7–8	• Good level of accuracy in manipulation of grammar. • Good range of structures. • Good pronunciation and intonation.	7–8	• Good knowledge and understanding of aspects of the sub-theme covered in the discussion. • Ideas and points of view are generally convincingly argued and supported by appropriate evidence. • Conclusions are based on good understanding of relevant issues.
3	• Reasonable responses to most questions; some in detail. • Reasonable interaction: engages reasonably well, asking at least one mostly relevant question, and sustains discussion for the most part.	3	• Some understanding of the stimulus material, demonstrated by responses.	5–6	• Reasonable level of accuracy in manipulation of grammar, with some errors. • Some variety of structures. • Fairly good pronunciation and intonation.	5–6	• Reasonable knowledge and understanding of aspects of the sub-theme covered in the discussion. • Ideas and points of view are sometimes convincingly argued and supported by appropriate evidence. • Conclusions are generally based on some understanding of relevant issues.

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 society of countries / communities where the language is spoken
2	- Limited responses to questions; generally lacking detail. - Attempts made to interact; engages to a limited extent only, asking at least one partly relevant question, prompting required at times.	2	Limited understanding of the stimulus material demonstrated by responses.	3–4	- Limited level of accuracy in manipulation of grammar; some errors occur which are repeated. - A limited range of structures. - Generally intelligible pronunciation and intonation.	3–4	- Limited knowledge and understanding of aspects of the sub-theme covered in the discussion. - Ideas and points of view are occasionally argued and supported by appropriate evidence. - Conclusions are based on limited understanding of relevant issues.
1	- Very limited responses to questions. - Limited success in establishing a meaningful exchange; engages to a very limited extent, asking at least one question (though the question may be irrelevant), and relies on prompts.	1	Very limited understanding of the stimulus material demonstrated by responses.	1–2	- Limited level of accuracy in manipulation of grammar; high instance of elementary errors. - Very limited range of structures. - Pronunciation and intonation make understanding difficult.	1–2	- Very limited knowledge and understanding of aspects of the sub-theme covered in the discussion. - Few ideas and points of view are expressed and they are rarely supported by evidence. - Conclusions, when drawn, are superficial, with little evidence of understanding of relevant issues.
0	Nothing of value.	0	Nothing of value.	0	Nothing of value.	0	Nothing of value.

*Please refer to the subject-specific additional notes when assessing AO4.

Candidates are required to ask the examiner at least one question during this assessment. If a candidate does not ask a question, a maximum of 3 marks can be awarded for AO1.

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