

AS FRENCH

Unit 1

Speaking

Teaching and Learning Resources

Unit 1: Speaking

Unit 1: Speaking (or *Non-exam assessment*) is worth **12%** of the AS marks.

The assessment consists of two tasks -

Task 1

Arguing a point of view based on a written stimulus card
(5-6 minutes)

Task 2

Discussion based on a second written stimulus card
(7-9 minutes)

Assessment objectives and weightings

In **Unit 1** learners must demonstrate their ability to:

AO1

Understand and respond:

- in speech to spoken language including face-to-face interaction
- in writing to spoken language drawn from a variety of sources

AO2

Understand and respond:

- in speech to written language drawn from a variety of sources
- in writing to written language drawn from a variety of sources

AO3

Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure

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

The weighting of each assessment objective for **Unit 1**.

AO1	AO2	AO3	AO4	Total
2%	2%	4%	4%	12%

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	<ul style="list-style-type: none"> All questions are answered clearly and comprehensively Very good interaction and spontaneity. Easily initiates and sustains discussion A wide range of thoughts, feelings and view-points expressed 	7-8	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Most questions are answered clearly and some in detail Good interaction, some spontaneity in initiating and sustaining discussion A range of thoughts, feelings and view-points expressed 	5-6	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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
2	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Limited grammatical knowledge and frequent basic errors. Limited accuracy. Idiomatic structures used to convey pre-learned material. Influence of English/Welsh idiom evident in unprepared material Intonation and pronunciation sometimes impede understanding 	4-6	<ul style="list-style-type: none"> Superficial knowledge of the culture and society of France and French-speaking countries and communities, reliant on pre-learned 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Nothing of value 	0	<ul style="list-style-type: none"> Nothing of value 	0	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> All questions are answered clearly and comprehensively Very good interaction and spontaneity. Easily initiates and sustains discussion A wide range of thoughts, feelings and view-points expressed 	7-8	<ul style="list-style-type: none"> Full understanding of the stimulus material demonstrated by clear and relevant responses to the stimulus and subsequent questions 	7-8	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Stimulus material mostly understood demonstrated by responses to the stimulus and most subsequent questions 	5-6	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Stimulus material partly understood demonstrated by partial responses to stimulus and subsequent questions 	3-4	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Limited responses when answering questions Limited success in establishing a meaningful exchange. Over reliance on prompts Limited range of ideas and opinions 	1-2	<ul style="list-style-type: none"> Very limited understanding of the stimulus material. Responses to the stimulus material are generally irrelevant 	1-2	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Little evidence of knowledge of culture and society of question set. Frequent misunderstandings Information is fragmented with no evidence to support it
0	<ul style="list-style-type: none"> Nothing of value 	0	<ul style="list-style-type: none"> Nothing of value 	0	<ul style="list-style-type: none"> Nothing of value 	0	<ul style="list-style-type: none"> Nothing of value

Note

The recordings of all the **Task 1** and **Task 2** assessments to be used in the following exercises can be found on the **WJEC OER** website at:

<https://oer.wjec.co.uk/Pages/ProjectByArgs.aspx?subId=27&lvlId=1>

All **Unit 1** examination papers are available via the WJEC secure website at

www.wjecservices.co.uk.

Task 1

Arguing a point of view based on a written stimulus card (5-6 minutes)

Exercise 1 - Using the Oral Mark Scheme for **Task 1** identify the marks you would award **Candidate 1**, **Candidate 3** and **Candidate 5** for the **June 2017 SET A – Card A1** stimulus.

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 marchés traditionnels*. Choisissez une de ces opinions à défendre. L'examineur/examinatrice prendra l'avis contraire dans la discussion.

Opinion A

- Les marchés traditionnels protègent et conservent le patrimoine et la culture d'une région.

Opinion B

- Les marchés traditionnels sont ennuyeux et n'ont aucune importance dans la vie moderne.

Candidate 1

Marks awarded and commentary for the argument based on the stimulus card for Task 1

Assessment Objective	Maximum Mark	Mark Awarded	Commentary
AO1	4	4	<ul style="list-style-type: none"> 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
AO3	8	7	<ul style="list-style-type: none"> Accurate use of grammar with few errors Very good use of idiomatic phrases and a variety of structures employed Intonation and pronunciation are convincing
AO4	12	12	<ul style="list-style-type: none"> 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 understanding and appreciation of the country's culture and society
Total	24	23	

Candidate 3

Marks awarded and commentary for the argument based on the stimulus card for Task 1

Assessment Objective	Maximum Mark	Mark Awarded	Commentary
AO1	4	2	<ul style="list-style-type: none"> Some hesitation when answering questions; Answers generally lack depth Attempts made to interact but prompting required at times Some opinions and ideas expressed
AO3	8	4	<ul style="list-style-type: none"> 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
AO4	12	7	<ul style="list-style-type: none"> Good knowledge and understanding of the culture and society of France/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
Total	24	13	

Candidate 5

Marks awarded and commentary for the argument based on the stimulus card for Task 1

Assessment Objective	Maximum Mark	Mark Awarded	Commentary
AO1	4	2	<ul style="list-style-type: none"> • Some hesitation when answering questions. Answers generally lack depth • Attempts made to interact but prompting required at times • Some opinions and ideas expressed
AO3	8	3	<ul style="list-style-type: none"> • Limited grammatical knowledge and frequent basic errors. Limited accuracy. • Idiomatic structures used to convey pre-learnt material. Influence of English/Welsh evident in unprepared material • Intonation and pronunciation sometimes impede understanding
AO4	12	4	<ul style="list-style-type: none"> • Superficial knowledge of the culture and society of France/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
Total	24	9	

Exercise 2 - Using the Oral Mark Scheme for **Task 1** identify the marks you would award for the following candidate for the **June 2019 SET A – Card A4** stimulus.

Card A4 – 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 fêtes régionales* en France. Choisissez une de ces opinions à défendre. L'examineur/examinatrice prendra l'avis contraire dans la discussion.

Opinion A

- Les fêtes régionales en France sont importantes pour assurer une identité régionale.

Opinion B

- De nos jours, les fêtes régionales sont une perte de temps en France.

Marks awarded and commentary for the argument based on the stimulus card for Task 1

Assessment Objective	Maximum Mark	Mark Awarded	Commentary
AO1	4	2	<ul style="list-style-type: none"> • Some hesitation when answering questions. Answers generally lack depth • Attempts made to interact but prompting required at times • Some opinions and ideas expressed
AO3	8	5	<ul style="list-style-type: none"> • 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.
AO4	12	8	<ul style="list-style-type: none"> • Good knowledge and understanding of the culture and society of France/French speaking countries and communities with occasional inconsistencies • Ideas and opinions are generally supported by evidence • Conclusions drawn are generally based on understanding and appreciation of the country's culture and society.
Total	24	15	

Exercise 3 - Using the Oral Mark Scheme for **Task 1** identify the marks you would award for the following candidate for the **June 2019 SET A – Card A5** stimulus.

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 la musique régionale française. Choisissez une de ces opinions à défendre. L'examineur/examinatrice prendra l'avis contraire dans la discussion.

Opinion A

- La musique régionale est vivante et une partie essentielle de la culture des régions françaises.

Opinion B

- De nos jours, la musique régionale n'intéresse pas les jeunes habitants des régions françaises.

Marks awarded and commentary for the argument based on the stimulus card for Task 1

Assessment Objective	Maximum Mark	Mark Awarded	Commentary
AO1	4	2	<ul style="list-style-type: none"> • Some hesitation when answering questions. Answers generally lack depth • Attempts made to interact but prompting required at times • Some opinions and ideas expressed
AO3	8	3	<ul style="list-style-type: none"> • 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
AO4	12	5	<ul style="list-style-type: none"> • Superficial knowledge of the culture and society of France/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
Total	24	10	

Principal Examiner Top Tip

Task 1 - AO4 marks

AO4 is particularly important in **Task 1** as half of the marks for this task are allocated to **AO4**. To be able to access the twelve marks available for **AO4**, candidates need to be able to demonstrate knowledge and understanding of France / a francophone country or community, explain its relevance to the sub-theme under review and argue the relevance of the information to the discussion. Unfortunately, many candidates often lack detailed basic information about the sub-themes in the specification for the argument task. They might, for example, be able to name a single item relevant to the argument, but lack enough detailed information about it or information about similar relevant items to support an argument for the length of the discussion. It is the lack of specific information relating to France or a French-speaking country or community, combined with the weighting allocated to **AO4** in the Argument task, which means the overall performance for **Card A** is generally lower than that for **Card B**.

As an example, many candidates choose ***Regional culture and heritage in France, French-speaking countries and communities*** for the first stimulus card. However, those choosing this card are often unable to give relevant detailed knowledge about this chosen sub-theme. In many instances examiners have to suggest ideas and possible arguments to the candidates. Candidates who choose to speak about festivals can often name festivals but they cannot explain its importance or relevance to a region. They cannot distinguish between international festivals such as the *Cannes Festival*, national festivals such as *Le 14 juillet* and regional and local festivals.

In short, to do well in **Task 1**, in addition to good quality French, candidates must know detailed relevant information about France, French-speaking countries or communities for the sub-themes. In addition, candidates must also, of course, have the ability to present information using persuasive language and debating skills to counter arguments.

Task 2

Discussion based on a second written stimulus card (7-9 minutes)

Exercise 1 - Using the Oral Mark Scheme for **Task 2** identify the marks you would award **Candidate 2**, **Candidate 4** and **Candidate 6** for the **June 2017 SET B – Card B2** stimulus.

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

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

En France, avoir des valeurs familiales, c'est posséder un certain attachement envers ce qui fonde la famille : les enfants surtout, et la vie en couple. Elles concernent aussi toutes les générations : les plus jeunes, à qui elles sont transmises, et aussi les générations les plus anciennes, qui continuent de transmettre leurs valeurs à leurs descendants.

Examiner questions

1. Quelle est l'importance de la famille dans la société moderne ?
2. Pourquoi la plupart des gens préfèrent-ils vivre en famille si c'est possible ?
3. À votre avis, quelles sont les valeurs encouragées par l'appartenance à une famille ?

Candidate 2

Marks awarded and commentary for the discussion based on the stimulus card for Task 2

Assessment Objective	Maximum Mark	Mark Awarded	Commentary
AO1	4	4	<ul style="list-style-type: none"> 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
AO2	8	7	<ul style="list-style-type: none"> Full understanding of the stimulus material demonstrated by clear and relevant responses to the stimulus and subsequent questions
AO3	8	7	<ul style="list-style-type: none"> 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
AO4	4	4	<ul style="list-style-type: none"> 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
Total	24	22	

Principal Examiner Top Tip

Candidates should remember that the discussion in **Task 2** is focussed on being a “French person in French-speaking society”. The whole discussion must relate to France, a French-speaking country or community. Candidates must, therefore, be very careful when discussing what could be called “generic” topics about youth culture (e.g. smoking, drugs, alcohol, education or relationships with family members), to ensure that they fully relate their comments to France, a French speaking country or community where French is spoken. Comparisons with the UK or talking about their own personal experiences (unless they draw on their own experiences of living in France) are not relevant.

Candidate 4

Marks awarded and commentary for the discussion based on the stimulus card for Task 2

Assessment Objective	Maximum Mark	Mark Awarded	Commentary
AO1	4	4	<ul style="list-style-type: none"> • 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
AO2	8	7	<ul style="list-style-type: none"> • Full understanding of the stimulus material demonstrated by clear and relevant responses to the stimulus and subsequent questions
AO3	8	6	<ul style="list-style-type: none"> • 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
AO4	4	4	<ul style="list-style-type: none"> • 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
Total	24	21	

Candidate 6

Marks awarded and commentary for the discussion based on the stimulus card for Task 2

Assessment Objective	Maximum Mark	Mark Awarded	Commentary
AO1	4	1	<ul style="list-style-type: none"> Limited responses when answering questions Limited success in establishing a meaningful exchange. Over reliance on prompts Limited range of ideas and opinions
AO2	8	2	<ul style="list-style-type: none"> Very limited understanding of the stimulus material. Responses to the stimulus material are generally irrelevant
AO3	8	2	<ul style="list-style-type: none"> Very basic grasp of grammar, sentences often fragmented and incomplete Very basic structures used, showing lack of idiomatic knowledge. Heavy reliance on English/Welsh structures Intonation and pronunciation make understanding difficult.
AO4	4	1	<ul style="list-style-type: none"> Little evidence of knowledge of question set. Frequent misunderstandings Information is fragmented with no evidence to support it
Total	24	6	

Exercise 2 - Using the Oral Mark Scheme for **Task 2** identify the marks you would award the following candidate for the **June 2019 SET B – Card B4** stimulus.

Card B4 – Being a young person in French-speaking society

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

Nombreux sont les groupes sociaux à avoir leur propre style, afin de mettre en relief leurs différences avec l'ensemble de la population. Les bikers portent des blousons en cuir, les skateurs ont des pantalons troués, les membres d'une même bande respectent un code couleur.

Examiner questions

1. Quelle est l'importance pour les jeunes Français d'avoir un style vestimentaire individuel ?
2. Comment les vêtements permettent-ils aux jeunes Français de s'identifier aux valeurs de leur groupe ?
3. Dans quelle mesure les jeunes Français sont-ils obsédés par leur look ?

Marks awarded and commentary for the discussion based on the stimulus card for Task 2

Assessment Objective	Maximum Mark	Mark Awarded	Commentary
AO1	4	4	<ul style="list-style-type: none"> • 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
AO2	8	8	<ul style="list-style-type: none"> • Full understanding of the stimulus material demonstrated by clear and relevant responses to the stimulus and subsequent questions
AO3	8	7	<ul style="list-style-type: none"> • 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
AO4	4	4	<ul style="list-style-type: none"> • 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
Total	24	23	

Exercise 3 - Using the Oral Mark Scheme for **Task 2** identify the marks you would award the following candidate for the **June 2019 SET B – Card B5** stimulus.

Card B5 – Being a young person in French-speaking society

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

Les sections sportives scolaires donnent à l'élève la possibilité d'atteindre un haut niveau de pratique et permettent de concilier études et pratiques sportives. Elles sont implantées dans les collèges et les lycées. Les élèves bénéficient de quatre à huit heures d'entraînement hebdomadaires, sans négliger les programmes scolaires.

Examiner questions

1. Dans quelle mesure devrait-on encourager la spécialisation dans certains établissements scolaires en France ?
2. À quel point le programme scolaire français permet-il aux élèves de poursuivre des cours spécialisés ?
3. Quelle est l'importance des études générales dans les lycées spécialisés ?

Marks awarded and commentary for the discussion based on the stimulus card for Task 2

Assessment Objective	Maximum Mark	Mark Awarded	Commentary
AO1	4	2	<ul style="list-style-type: none"> • Some hesitation when answering questions. Answers generally lack depth. • Attempts made to interact but prompting required at times. • Some opinions and ideas expressed
AO2	8	2	<ul style="list-style-type: none"> • Very limited understanding of the stimulus material. Responses to the stimulus material are generally irrelevant
AO3	8	2	<ul style="list-style-type: none"> • Very basic grasp of grammar, sentences often fragmented and incomplete • Very basic structures used, showing lack of idiomatic knowledge. Heavy reliance on English/Welsh structures • Intonation and pronunciation make understanding difficult.
AO4	4	2	<ul style="list-style-type: none"> • 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.
Total	24	8	

Exercise 4 - Using the Oral Mark Scheme for **Task 2** identify the marks you would award the following candidate for the **June 2019 SET B – Card B6** stimulus.

Card B6 – Being a young person in French-speaking society

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

Les jeunes Français ne semblent pas être suffisamment préparés au moment de leur insertion dans le monde professionnel aux yeux de leurs chefs. Le manque d'expérience professionnelle et la dimension trop théorique de certaines formations universitaires expliquent l'incompréhension réciproque entre les étudiants et les salariés.

Examiner questions

1. Dans quelle mesure les jeunes Français sont-ils prêts à entrer dans le monde du travail ?
2. Que faut-il faire pour assurer la bonne insertion des jeunes Français dans le monde professionnel ?
3. Qui devrait préparer les jeunes Français pour la vie active ?

Marks awarded and commentary for the discussion based on the stimulus card for Task 2

Assessment Objective	Maximum Mark	Mark Awarded	Commentary
AO1	4	2	<ul style="list-style-type: none"> • Some hesitation when answering questions. Answers generally lack depth • Attempts made to interact but prompting required at times • Some opinions and ideas expressed
AO2	8	4	<ul style="list-style-type: none"> • Stimulus material partly understood demonstrated by partial responses to stimulus and subsequent questions
AO3	8	5	<ul style="list-style-type: none"> • 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
AO4	4	2	<ul style="list-style-type: none"> • 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
Total	24	13	

Principal Examiner Top Tip

Task 2 - AO2 marks

In order to be able to access the marks for **AO2** for **Task 2** candidates need to demonstrate in their answers to the examiner that they have understood the meaning of the text which forms part **Task 2**. Many candidates do not give sufficient attention to the reading passage on the card during their discussion. Indeed, in many instances, candidates make little, or insufficient, reference to the text, even when guided to do so by the examiner. Although the reading passage is quite short, it will contain several ideas which are relevant to the three questions or the ensuing discussion. In addition, candidates should be made aware that simply repeating part of the text does not demonstrate to the examiner that they have understood the text. Candidates must re-phrase the ideas in the text to be able to demonstrate their comprehension of the text.

Resources

CPD

Visit the WJEC secure website www.wjecservices.co.uk for reference exemplar material of candidate responses, Principal Examiner commentaries as well as the examination papers used as part of the CPD sessions. The files are entitled [A level French CPD 2019.zip](#) and [A level French CPD 2018.zip](#)

OER

Visit <https://oer.wjec.co.uk/> for WJEC's Online Exam Review website. Here you will find a collection of interactive units that bring together a number of elements including general data, exam questions, their marking schemes and examiner comments, which will lead you through a review of exam questions.

Digital Resources

Visit <https://resources.wjec.co.uk/> to access the full range of teaching and learning materials designed to support GCE French.
