

GCSE



# WJEC GCSE French

Approved by Qualifications Wales

## Delivery Guide

Teaching from 2025

For award from 2027



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

Made for Wales.  
Ready for the world.



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## Aims of the Delivery Guide

The aim of the Delivery Guide is to give an overview of the qualification and to help teachers understand how we assess the GCSE. It will offer an introduction to the specification, an assessment overview, and will support teachers in better understanding how to prepare their learners for the assessment of the different units. More information on each unit can be found in the separate unit guides.

As this is an international languages qualification, it carries over many other similarities to GCSE German and GCSE Spanish. As such, ideas that could be incorporated into teaching and learning, can be found in the Guidance for Teaching documents for these qualifications, and we encourage teachers to research these documents for further guidance.

## Qualification Structure

WJEC GCSE French consists of 4 units:

	<b>Unit title</b>	<b>Type of Assessment</b>	<b>Weighting</b>
<b>Unit 1</b>	Oracy	Non-examination assessment	30%
<b>Unit 2</b>	Reading and Writing	Non-examination assessment	15%
<b>Unit 3</b>	Listening	Written examination	20%
<b>Unit 4</b>	Reading and Writing	Written examination	35%

This is a linear qualification. This qualification is not tiered.

All units are compulsory.

## Themes and the Use of Language

The following diagram shows example topics that could be used within all of the three broad themes.

It is important for teachers to ensure that all topics and associated vocabulary are transferable across all three themes and should not be used solely in one theme. The examples given are neither prescriptive, nor exhaustive and teachers can and should, deliver the vocabulary through their own engaging and motivating topics, using language in a natural and reoccurring way.



## Unit 1

### Oracy

Non-examination assessment: Conducted in centre and marked by WJEC

Speaking test: 7-10 minutes

Preparation time: 10 minutes

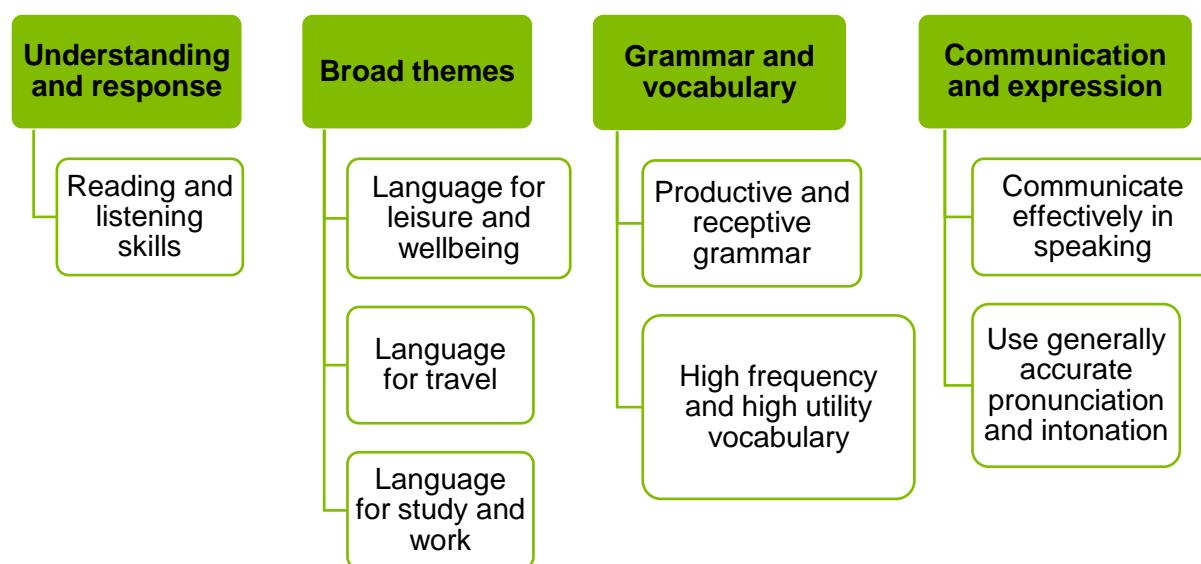
30% of qualification

60 marks

The purpose of this unit is to allow learners to:

- communicate meaningfully through speaking, describing, narrating, expressing and justifying opinions
- demonstrate their knowledge and understanding of French through their responses
- demonstrate generally accurate pronunciation and intonation
- express themselves in a range of contexts
- contribute to a conversation.

The unit is based on the following:



Non-examination assessments (NEA) must be conducted under controlled conditions as outlined below, and in accordance with regulatory requirements. The NEA must be taken in the final year of the course.

Learners are not permitted to use dictionaries in any part of the assessment, or any other reference materials excluding the learner's own notes.

Tasks will be set by WJEC. The assessment will be carried out by teachers at the centre, audio recorded and marked by external examiners.

The assessment will consist of three tasks: a read aloud and role play, a presentation and discussion, and a conversation.

There will be a teacher booklet that will provide instructions and guidance as to how to conduct the assessment, and WJEC will provide detail as to the read aloud and role-play card to be allocated to each learner in the Assessment Pack. Centres are required to ensure that each candidate uses the correct allocated card.

The speaking assessments will take place during a five-week period between April and May, specified annually by WJEC. Centres may open the packs up to three working days in advance of the first timetabled assessment. The preparation period for the presentation may begin two weeks prior to the first timetabled assessment.

## Unit 2

### Reading and Writing

Non-examination assessment (1 hour): Conducted in centre and marked by WJEC

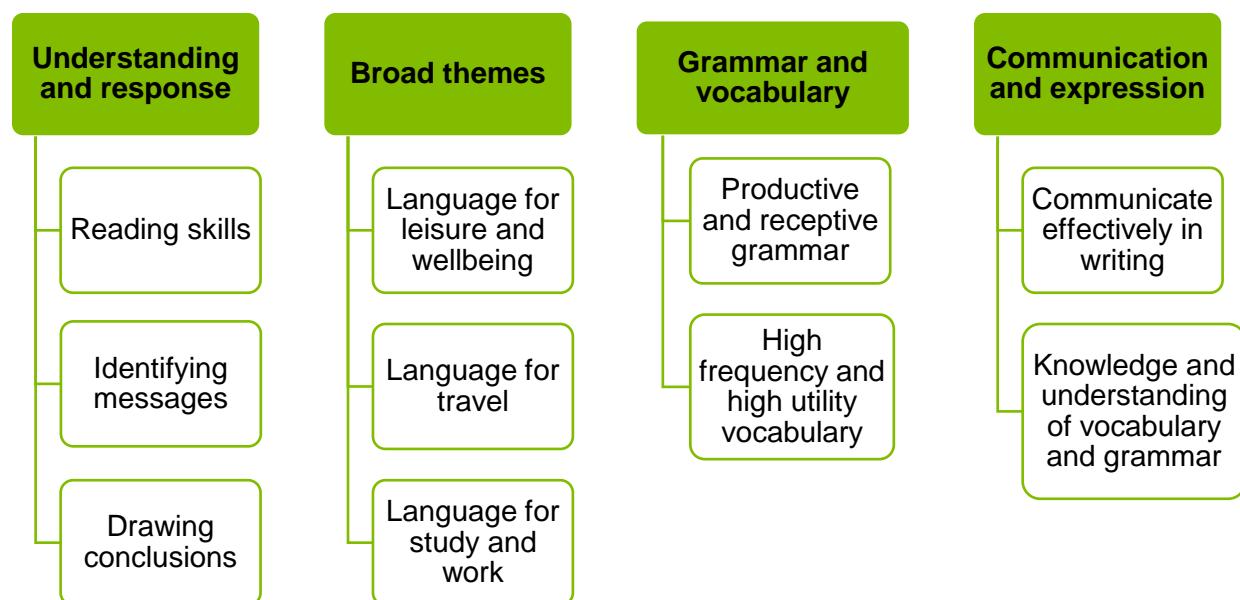
15% of qualification

45 marks

The purpose of this unit is to allow learners to:

- understand and respond to written French
- communicate effectively in writing
- express and justify opinions.

The unit will be based on the following:



Learners are not permitted to use dictionaries in any part of the assessment, or any other reference materials.

The task will be released to centres each year in March prior to the summer series in which the NEA must be submitted. The assessment will be marked by external examiners.

The assessment will take place during an eight-week period between March and May, specified annually by WJEC. Centres may download the task three working days in advance of the first assessment.

The Assessment Pack will be updated and released annually and will include an updated role play card allocation table along with the specific period in which the speaking assessments, and Unit 2 must take place.

## Unit 3

### Listening

Written examination: 45 minutes (including 5 minutes reading time)

Set and marked by WJEC

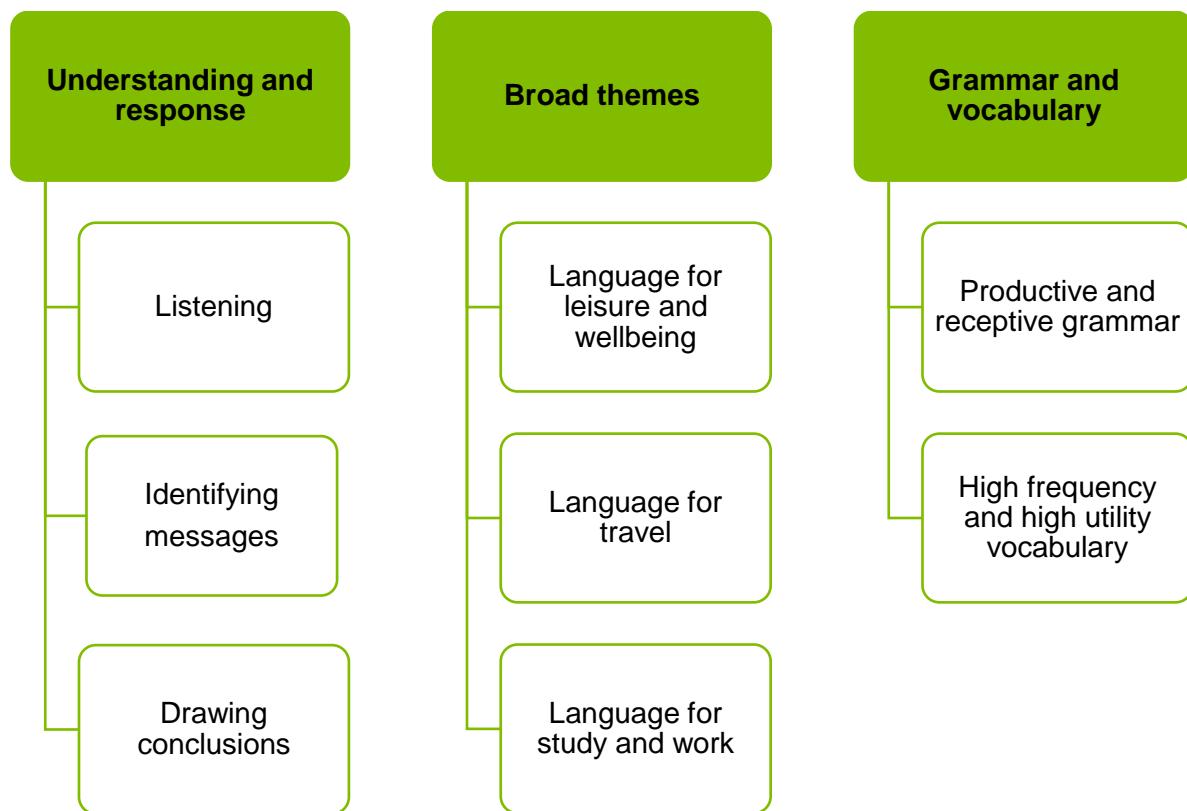
20% of qualification

45 marks

The purpose of this unit is to:

- allow learners to understand French by listening and responding to spoken French
- identify messages and draw conclusions through listening to extracts including the following formats: adverts, messages, podcasts, announcements, conversations and interviews
- demonstrate their knowledge and understanding of the vocabulary, grammar and structures of French
- demonstrate their knowledge and understanding of spoken French.

The unit will be based on the following:



## Unit 4

### Reading and Writing

Written examination: 1 hour 30 mins

Set and marked by WJEC

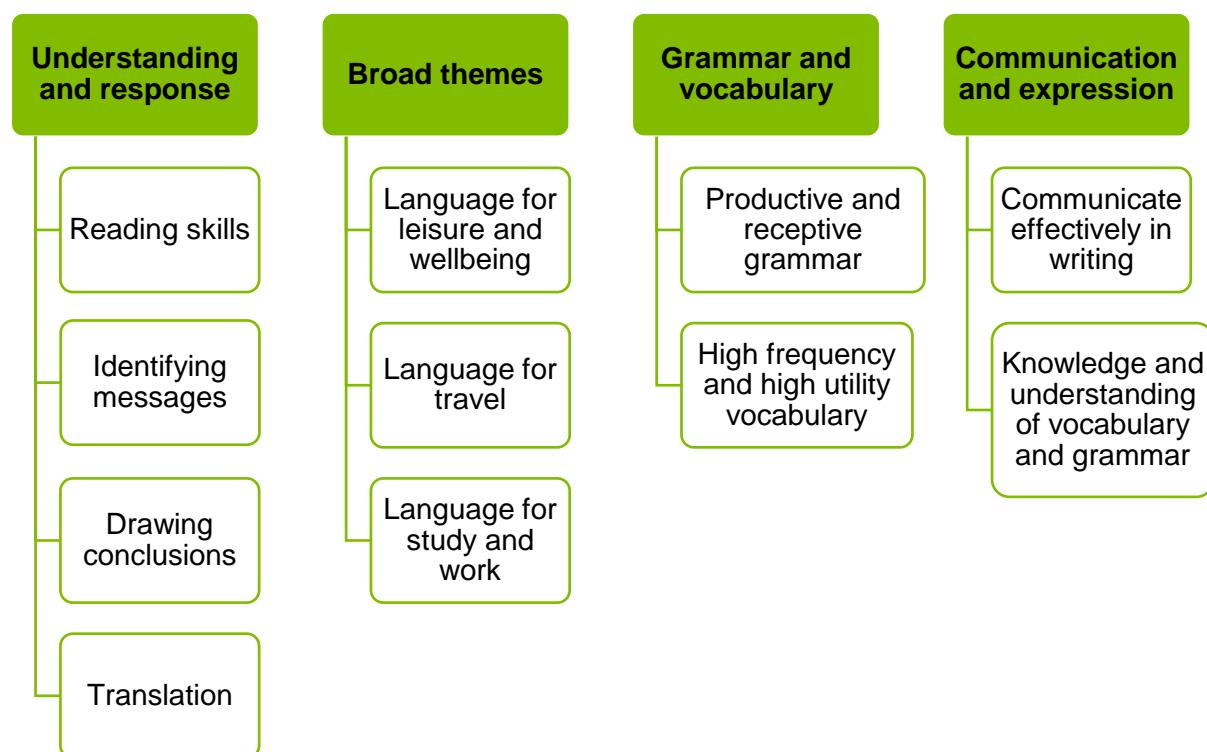
35% of qualification

70 marks

The purpose of this unit is to:

- allow learners to show understanding and respond to written French
- identify messages and draw conclusions
- communicate effectively in writing
- demonstrate their knowledge and understanding of the vocabulary, grammar and structures of French
- express themselves in a range of contexts for different audiences and purposes
- translate from French into Cymraeg/English.

The unit will be based on the following:



## Summary of assessment

<p><b>Unit 1: Oracy</b> <b>Non-examination assessment</b> <b>Speaking test: 7-10 minutes</b> <b>Preparation time: 10 minutes</b> <b>30% of qualification</b></p>	<p><b>60 marks</b></p>
<p><b>Three tasks:</b></p> <ul style="list-style-type: none"><li>• Read aloud and role play</li><li>• Presentation and discussion</li><li>• Conversation</li></ul>	
<p><b>Learners are not permitted to use a dictionary in any part of the assessment.</b></p>	
<p><b>Unit 2: Reading and Writing</b> <b>Non-examination assessment: 1 hour</b> <b>15% of qualification</b></p>	<p><b>45 marks</b></p>
<ul style="list-style-type: none"><li>• written response in French</li></ul>	
<p><b>Learners are not permitted to use a dictionary in any part of the assessment.</b></p>	
<p><b>Unit 3: Listening</b> <b>Written examination: 45 minutes</b> <b>20% of qualification</b></p>	<p><b>45 marks</b></p>
<ul style="list-style-type: none"><li>• listening comprehension tasks with fixed and written responses</li></ul>	
<p><b>Learners are not permitted to use a dictionary in any part of the assessment.</b></p>	
<p><b>Unit 4: Reading and Writing</b> <b>Written examination: 1 hour 30 minutes</b> <b>35% of qualification</b></p>	<p><b>70 marks</b></p>
<ul style="list-style-type: none"><li>• reading comprehension tasks</li><li>• translation from French into Cymraeg/English</li><li>• a writing task in response to simple and familiar stimuli</li></ul>	
<p><b>Learners are not permitted to use a dictionary in any part of the assessment.</b></p>	

## Assessment Objectives

### Unit 1

The distribution of the assessment objectives for this unit is:

AO1	AO2	AO3	Total
18%	4%	8%	30%

### Unit 2

The distribution of the assessment objectives for this unit is:

AO1	AO2	AO3	Total
-	10%	5%	15%

### Unit 3

The distribution of the assessment objectives for this unit is:

AO1	AO2	AO3	Total
20%	-	-	20%

### Unit 4

The distribution of the assessment objectives for this unit is:

AO1	AO2	AO3	Total
-	27.5%	7.5%	35%

## Specification and Assessment Pack

When we develop new qualifications, we produce the following documents:

- Specification – this covers all the information and skills that learners are expected to know by the end of their course.
- Assessment Pack – this contains the Sample Assessment Materials (SAMs) i.e: sample exam papers and sample NEA tasks, relevant controls for the NEA and mark schemes

This guide builds upon the information in the specification and assessment pack to help further your understanding of said documents.

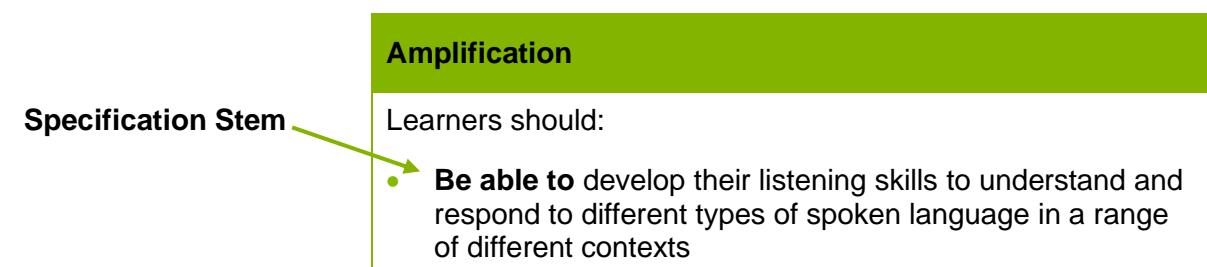
### Understanding the specification amplification

Learners should be made aware of:

- the specification stems
- what the specification stems mean.

### Specification Stem

When you look through the specification you will notice in the amplification column, we use the following wording before the list of content learners need to know; we call this a stem:



Specification Stem	When it is used
<b>Learners should be able to</b>	When learners need to apply their knowledge and understanding to a practical situation or demonstrate application of practical skills and techniques.

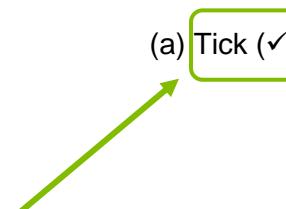
## Command words

Learners should be made aware of:

- what command words are
- what each command word means
- what each command word assesses.

Command words are the words and phrases used in assessments that tell learners how they should answer the question or complete the task. Command words direct the learner through the question or task and indicate the nature of the response required.

(a) Tick (✓) the correct box to show who says what.



Command word		Lucien	Béatrice	Both
	Higher education is necessary for a good job.			
	Employers value team workers.			
	IT skills are more important.			

The following tables are not exhaustive, but will give you a good idea of the command words we typically use:

Command Word	Requirements of response
<b>Advise</b>	Suggest a proposal or course of action based on supported reasons.
<b>Analyse</b>	Separate information into components identify their characteristics.
<b>Apply</b>	Use knowledge and understanding of a theory or concept and relate it to a specified context. Put into effect in an appropriate way.
<b>Clarify</b>	Make (an idea or situation) clear by describing it in more detail.
<b>Comment</b>	Present an informed opinion.
<b>Communicate, write and speak</b>	Share information by speaking or writing.
<b>Compare</b>	Identify <b>similarities</b> .
<b>Complete</b>	Add necessary items/information.

<b>Consider</b>	Review and respond to given info.
<b>Define</b>	Give the precise meaning of a term.
<b>Demonstrate</b>	Exemplify, describe with reference to examples.
<b>Describe</b>	Identify distinctive features and give descriptive, factual detail. <i>This is one of the most widely used command words. If an explanation is required then use two command words: 'describe and explain'.</i>
<b>Develop</b>	To extend, advance, or elaborate.
<b>Discuss</b>	Present key points.
<b>Evaluate</b>	Judge from available evidence.
<b>Examine</b>	Investigate closely.
<b>Explain</b>	Give reasons or causes. Show an understanding of how or why something has occurred.
<b>Explore</b>	Investigate without preconceptions about the outcome.
<b>Express</b>	Use given information to rewrite a number or an expression in a specified form.
<b>Give</b>	Produce an answer from recall.
<b>Identify/ Tick/ Click / Circle</b>	Point out and name from a number of possibilities.
<b>Illustrate&gt;Show</b>	Use a diagram or words to make clear how a concept or theory works in a particular context. Present clarifying examples. Refer to a case study or example.
<b>Judge</b>	To form an opinion/decide upon critically.
<b>Justify</b>	Support case with evidence.
<b>List</b>	State the factors (with no explanation or elaboration).
<b>Make/Produce/ Create</b>	To create/make/manufacture.
<b>Match/Link</b>	To choose something that has the same quality as something.
<b>Name</b>	Identify or make a list.

<b>Outline</b>	Set out the main characteristics.
<b>Participate</b>	Play a role in.
<b>Place</b>	Put in a particular position.
<b>Plan</b>	A detailed proposal for doing or achieving something.
<b>Present</b>	Communicate in a way that can be clearly followed and understood.
<b>Propose</b>	Suggest a course of action based on supported reasons.
<b>Recommend/ Improve</b>	To suggest as appropriate.
<b>Reflect</b>	To consider thoughts, experiences, situation or issue.
<b>Report</b>	To prepare a detailed account or statement about an event or a topic.
<b>Review</b>	To consider something with the intention making changes if necessary.
<b>Select/Choose</b>	Make an appropriate choice from a range of options.
<b>State</b>	Express in clear terms.
<b>Suggest</b>	Put forward an idea, reason or course of action.
<b>Summarise</b>	Give a shortened version of something, stating its main points without detail.
<b>Support</b>	To maintain or advocate.
<b>Translate</b>	Change words into a different language.
<b>Use</b>	Apply the information provided to a particular theory or concept. Employ, take or hold something for a purpose.

## Mark Schemes

Mark schemes and/or assessment criteria test the intended learning outcomes for a component. They describe the knowledge and skills (and possibly attitude) that a candidate is expected to demonstrate in their responses and they are then used in marking the work.

### Objective based mark scheme:

For very short answer questions requiring one correct response.

Question	Answer	AO1	AO2	AO3	Total Mark												
2.	<p>Listen to Lucien and Béatrice discussing the world of work. Lucien speaks first.</p> <p><b>Section 1</b></p> <p><b>Lucien</b> : Il faut continuer ses études pour avoir un bon emploi.</p> <p><b>Béatrice</b> : Oui l'université est importante pour trouver du travail.</p> <p><b>Lucien</b> : Et les compétences informatiques sont importantes. Les employeurs disent que l'expérience de travailler en équipe est utile !</p> <p><b>Béatrice</b> : C'est difficile de trouver un stage !</p> <p><b>Section 2</b></p> <p><b>Béatrice</b> : Il est rare d'avoir un seul emploi pendant toute sa vie. Quelquefois on doit commencer une nouvelle carrière.</p> <p><b>Lucien</b> : Oui, on doit prendre des risques et essayer de nouvelles choses.</p> <p><b>Section 3</b></p> <p><b>Béatrice</b> : Moi Je voudrais travailler à l'étranger !</p> <p><b>Lucien</b> : Il faut avoir une vie en dehors du travail comme des passe-temps et garder la forme pour éviter le stress.</p> <p><b>Section 1</b></p> <p>(a) Tick (✓) the correct box to show who says what. You must tick only one box for each statement.</p> <table border="1"> <tr> <td></td> <td>Lucien</td> <td>Béatrice</td> <td>Both</td> </tr> <tr> <td>Higher education is necessary for a good job.</td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>IT skills are important.</td> <td>✓</td> <td></td> <td></td> </tr> </table>		Lucien	Béatrice	Both	Higher education is necessary for a good job.			✓	IT skills are important.	✓			4			4
	Lucien	Béatrice	Both														
Higher education is necessary for a good job.			✓														
IT skills are important.	✓																

		Experience of teamwork is useful.	✓				
		It's hard to find work experience.		✓			
Award <b>one</b> mark for each correct tick:							

**Points based mark scheme**

For short answer questions with a range of possible responses.

2.	<b>Section 2</b> Answer the questions in English.						
(b)	(i)	According to Béatrice, what is it rare to have? Write one detail.					
		Award <b>one</b> mark for a correct answer, for example: • one job your whole life.		1			1
	(ii)	What does Lucien say we need to do? Write one detail.					
		Award <b>one</b> mark for a correct answer, for example: • take risks/try new things		1			1
	<b>Section 3</b> Answer the questions in English.						
(c)	(i)	Where does Béatrice want to work?					
		Award <b>one</b> mark for a correct answer, for example: • abroad/in another country		1			1
	(ii)	What does Lucien advise, to avoid stress? Write two details.					
		Award <b>one</b> mark for each correct answer up to a maximum of <b>two</b> marks, for example: • life outside work • hobby/pastime • stay fit.		2			2

**Levels based mark schemes**

For questions requiring extended responses.

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.

Write around 120 words in French

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

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

### **Guidance on application of mark scheme**

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

## Important Dates

First Teaching of WJEC GCSE French	2025
First assessment for Unit 3 (external assessment)	2027
First assessment for Unit 4 (external assessment)	2027
First release of Unit 1 NEA assignment brief	April 2027
First release of Unit 2 NEA assignment brief	March 2027
First submission of Unit 1 NEA	2027
First submission of Unit 2 NEA	2027
First Certification	Summer 2027