

GCSE

WJEC GCSE

French

Approved by Qualifications Wales

Guidance for Teaching: Unit 3

Teaching from 2025

For award from 2027



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

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Ready for the world.

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Introduction

The WJEC GCSE French has been approved by Qualifications Wales and is available to all centres in Wales. It will be awarded for the first time in Summer 2027, using grades A* to G.

Aims of the Guidance for Teaching

The principal aim of the Guidance for Teaching is to support teachers in the delivery of WJEC GCSE French and to offer guidance on the requirements of the qualification and the assessment process. The Guidance for Teaching is **not intended as a comprehensive reference**, but as support for teachers to develop stimulating and exciting courses tailored to the needs and skills of their learners. The guide offers possible classroom activities and links to useful resources (including our own, freely available digital materials and some from external sources) to provide ideas for immersive and engaging lessons.

Additional ways that WJEC can offer support:

- sample assessment materials and mark schemes
- professional learning events
- examiners' reports on each unit
- direct access to the subject officer
- free online resources
- Exam Results Analysis
- Online Examination Review

Qualification Structure

WJEC GCSE French consists of 4 units. The qualification is linear and does not contain tiering. There is no hierarchy to the order the units should be taught.

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

Assessment

Summary of Assessment

Unit 3: Listening

Written examination: 45 minutes

20% of qualification

45 marks

- listening comprehension tasks with fixed and written responses

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

Overview of Unit 3

Listening

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

Set and marked by WJEC

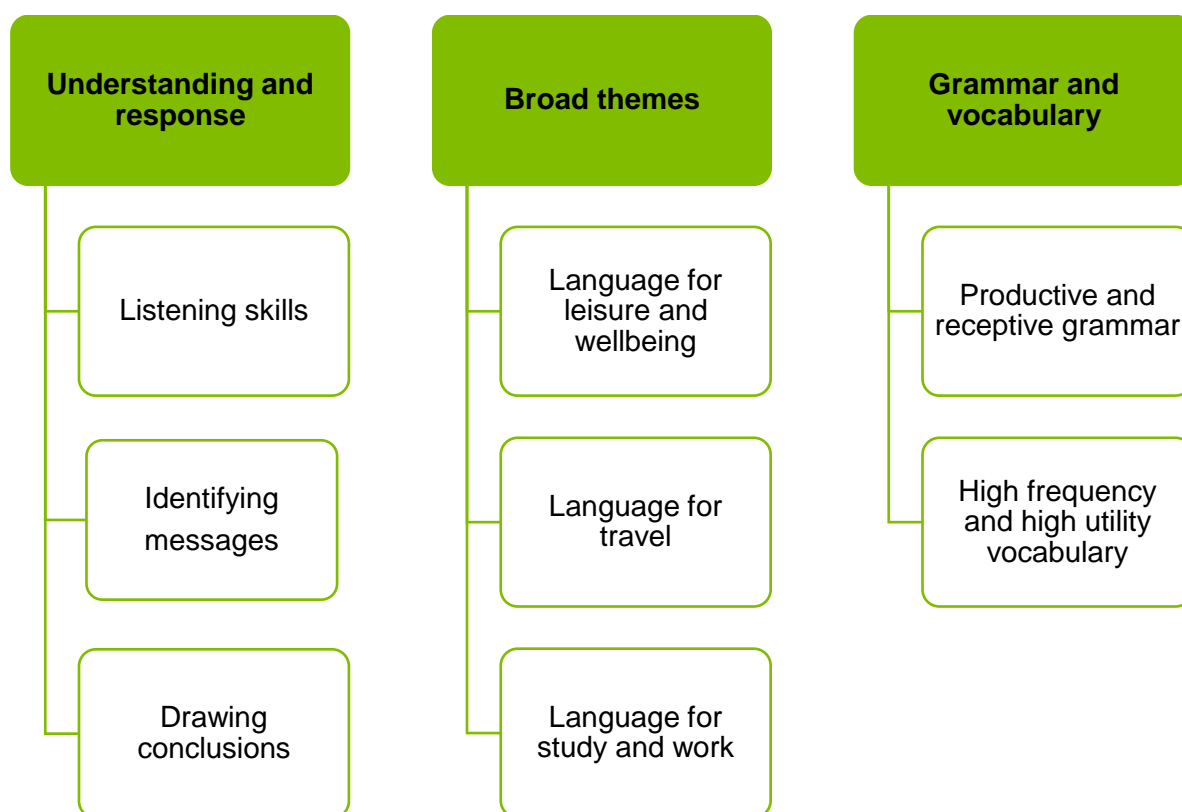
20% of the qualification

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:



Assessment details

Written examination: 45 minutes (including 5 minutes reading time)
Set and marked by WJEC
20% of qualification
45 marks

The recordings will be issued as an MP3 sound file for centres to download from WJEC Portal on the day of the assessment. The invigilator for the assessment is responsible for administering the recordings.

This unit requires learners to respond to a range of questions through fixed responses and through written responses in Cymraeg/English.

Learners will:

- listen to extracts including the following formats: adverts, messages, podcasts, announcements, conversations and interviews
- answer the following question types: multiple choice questions, short answer questions [3-4 words], identifying true statements, matching statements with their source, gap-fill, finish the sentences
- hear spoken extracts three times.

The rubrics will be in Cymraeg/English. The language of response will be either non-verbal or the assessed language.

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

Unit 3 Assessment objectives and weightings

AO1	Understand and respond to spoken language through communication and expression in speaking and writing	20%
AO2	Understand and respond to written language through communication and expression in speaking and writing.	-
AO3	Demonstrate knowledge of grammar, vocabulary and sound-spelling correspondence.	-

Unit 3 Teacher Guidance

Listening		
Content Amplification		Teacher Guidance
Listening	<p>Learners should be able to:</p> <ul style="list-style-type: none"> develop their listening skills to understand and evaluate what they hear demonstrate an understanding of spoken language when listening to one or more speakers in a range of contexts identify the overall message, key points and opinions in spoken extracts, some involving more complex language, and draw conclusions where appropriate use knowledge of grammar to support understanding, including recognising the relationship between past, present and future events. 	<ul style="list-style-type: none"> Learners should be given plenty of opportunities to become very familiar with sound-spelling patterns. For example, learners could pick out the word they hear from a list of similar words. https://www.youtube.com/watch?v=9FK4SGlnaSs – has spelling videos which could be used as a revision tool for sound-spelling patterns. https://www.youtube.com/@TheIdealTeacherLanguageSchool – has a number of videos to help learners improve pronunciation and also GCSE themed videos. Listening activities with a transcript is a way of building learners' confidence with matching spoken and written language. Learners also should be able to recognise the tenses they hear. E.g. - pick the correct version of the verb (Je mange, J'ai mangé, Je vais manger etc). This can be done easily and quickly as starter tasks (using mini-whitboards etc), learners write down the verbs they hear. Also, learners should be able to recognise time markers for the different tenses in sentences – e.g. La semaine dernière/ À l'avenir/ Hier/ Demain etc. Learners could work in pairs/small groups on listening tasks – e.g. one learner reads aloud an extract the other has to answer questions / complete a grid etc.

	<p>Learners will be required to:</p> <ul style="list-style-type: none">• listen to extracts including the following formats: adverts, messages, podcasts, announcements, conversations and interviews• respond to a range of questions in Cymraeg/English.	<ul style="list-style-type: none">• There are several websites that offer free AI tools (text to speech etc) that can be used to easily generate audio files.• Audio files from past papers can be manipulated to support listening skills.• Learners needs to be familiar with the question types in Unit 3 – multiple choice questions; short answer questions; gap fill; identify true statements; matching statements with their source; finish the sentence.• Using the transcript to help build confidence learners could put the sentences in the correct order; identifying which speaker says what, answer questions in English/Welsh.• There are also several websites that have free videos (e.g. www.1jour1actu.com) of contemporary subjects that are very relevant to this GCSE and Curriculum for Wales. Many videos can have subtitles added automatically and the speed can be adjusted to suit learners' needs• Learners could answer questions on the videos in English/Welsh in order to demonstrate understanding.
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Learning Experiences

Learners should be encouraged to consider the following learning experiences and skills to further develop their understanding, appreciation and awareness of the subject content. Information in the table below provides opportunities for teachers to integrate the learning experiences into delivery.

Learning Experience	Exemplification of Learning Experience
learn about the culture and society in the countries and communities where the international language is spoken	<p>Teachers should seek to incorporate the culture and society of French speaking countries, not only France across all the 3 themes. Any text can be adapted into a listening activity using Text to Speech websites. BBC Bitesize resources have a number of videos etc that explore cultural aspects of France and French speaking countries.</p> <ul style="list-style-type: none"> • https://www.lumni.fr/video/qui-est-omar-sy – watch the video about French actor Omar Sy, learners could answer questions in English/Welsh to demonstrate understanding of the main points. Gap-fill or multiple-choice questions could also be used with cultural videos of this type where the language may be more challenging.
explore the cross-cutting themes of human rights and diversity, including Black, Asian and minority ethnic perspectives, identity, culture and contributions	<p>As above all of the cross-cutting themes can be incorporated into the teaching and learning across all of the 3 themes.</p> <p>As mentioned above www.1jour1actu.com has a wealth of videos on these themes eg. ‘<i>C’est quoi le racisme?</i>’, as well as several podcasts eg. ‘<i>Qu’est-ce que c’est Black Lives Matter?</i>’</p> <p>Many of these resources could be used to pick out main ideas; specific vocabulary; reordering statements etc to make them accessible to all learners.</p>
have direct or indirect contact with speakers of the language	<ul style="list-style-type: none"> • Centres and learners will be able to use initiatives such as MFL Mentoring – Modern Foreign Languages and Llwybrau at Ieithoedd Cymru Routes into Languages Cymru. • Both schemes support international languages and multilingualism in the new curriculum for Wales. Centres can request visits from Mentors and Student language ambassadors and sessions can be in person or online. • Centres can also apply for funding via Taith - Hwb (gov.wales) to take part in educational international exchanges. There are several groups on social media platforms where schools can connect with schools abroad. • Learners could be encouraged to exchange videos/podcasts etc as a way of connecting directly with French speakers. • There are several films that could be exploited: <ul style="list-style-type: none"> Les Choristes Le Petit Nicolas Bienvenue Chez les Ch’tis Mystère

engage with the language from a variety of sources and in a variety of genres and media	<ul style="list-style-type: none"> Learners will have the opportunity to engage with the language from a variety of sources and in a variety of genres and media throughout the specification. See above for list of films and media sources. As mentioned above there are a wide range of online resources available to develop listening skills. There are many news and tv channels than could be exploited, the ones that are designed for young people in France are usually better suited to GCSE learners. https://lepetitquotidien.playbacpresse.fr/ - has daily videos and articles on current affairs.
demonstrate language strategies and language learning skills, including the use of dictionaries	<ul style="list-style-type: none"> Learners will have the opportunity to demonstrate language strategies and language learning skills, including the use of dictionaries throughout the specification. Learners should be encouraged to learn how to use online dictionaries to support language learning. https://www.collinsdictionary.com/dictionary/english-french <p>Dictionary skills include:</p> <ul style="list-style-type: none"> Using dictionary to look up unfamiliar words following a listening activity or whilst using a transcript to follow an audio file. Using examples provided in dictionaries to see how the word is used in context. Paying attention to gender (un/une) and plural forms when looking up nouns.
translanguaging	<ul style="list-style-type: none"> Learners will have the opportunity to use their translanguaging skills, throughout the specification. Learners could listen to extracts and note down in English /Welsh a summary of what they hear. Learners could read aloud an extract for a partner to write in English/Welsh; they could then retranslate what they heard into their own words in French.
make use of digital technology	<ul style="list-style-type: none"> Learners will have the opportunity to make use of digital technology in all units. A wide variety of software/website can be used to enhance learners' listening skills – e.g. Groups of learners could create their own audio files on different themes/topics which could be exchanged with other groups. Immersive Reader (Read Aloud) tool within MS Word is an excellent way of developing listening skills; matching sound-spelling patterns etc. As well as an easy means of creating listening content. Use a range of Apps such as Duolingo to encourage independent learning. Ask learners to create games for each other using platforms such as Blooket. Use transcript feature on YouTube video.

<p>making appropriate connections with other parts of the curriculum to develop and deepen learners' bilingual and multilingual skills</p>	<ul style="list-style-type: none">• Learners will be encouraged to make connections with other parts of the curriculum throughout their learning of French with cross-curricular connections to humanities subjects and of course with the other languages within the LLC Area of Learning Experience.• Theme 2 Language for Travel - there are ample opportunities for connections with humanities subjects as learners explore French speaking countries.• There will also be crossover with science subjects whilst exploring the themes of the environment and sustainability.
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Opportunities for embedding elements of the Curriculum for Wales

Curriculum for Wales Strands	
Cross-cutting Themes	
Local, National & International Contexts	<p>There are many opportunities to include Local, National & International Contexts in GCSE French. These opportunities are important to Learners so that they are knowledgeable about their community, society at home and abroad.</p>
	<p>Below are some examples of how Local, National & International Contexts can be embedded into teaching and learning:</p>
	<p>Example</p> <ul style="list-style-type: none"> • Listen to extracts on the way of life in a variety of French speaking countries. • https://www.bbc.co.uk/bitesize/topics/znn6g2p/articles/zt24239#zwmc239 – watch the video on the Comic Festival in Belgium – a gap fill activity could be created using the transcript that focuses on specific sound-spelling patterns (é/ que/ au etc). • Listen to adverts for events; attractions etc in a variety of French speaking countries. • Text to speech tools could be used to create audio files from content adapted from the internet. E.g. tourist information websites. • It is important that learners are given the opportunity to listen to extracts from a range of French-speaking countries. • <i>BONBON - A sweet way to learn French</i> - Channel on You Tube has a number of videos suitable for learners on cultural aspects of French Speaking countries. • https://www.youtube.com/watch?v=MIvbHbn-tQk – <i>La francophonie, qu'est-ce que c'est?</i> Listen to a description of French speaking countries.

Sustainability	<p>There are many opportunities to include Sustainability in GCSE French. These opportunities are important to Learners because it reinforces the importance of a collective responsibility to the environment.</p> <p>Below are some examples of how Sustainability can be embedded into teaching and learning:</p> <p><i>Example</i></p> <ul style="list-style-type: none"> • There are many resources online on this topic, www.1jour1actu.com has many videos relating to the environment and sustainability that could be adapted for use in the classroom. • For example : https://www.1jour1actu.com/monde/cest-quoi-la-fast-fashion - <i>C'est quoi le fast fashion?</i> • Listen to extracts on the environmental issues that face many French speaking countries and innovative ways that these issues are being dealt with. • Learners can describe to each other how they are proactive in helping the environment at home and in their local area. • https://www.bbc.co.uk/bitesize/guides/zmrjy9q/video - watch the video and complete the multiple-choice questions. • www.lumni.fr has some excellent videos on the environmental challenges children around the world.
Relationships and Sexuality Education	<p>There are many opportunities to include Relationships and Sexuality Education (RSE) in GCSE French. These opportunities are important to Learners so that they develop a greater awareness of relationships are formed, developed and maintained and to challenge harmful perceptions.</p> <p>Below are some examples of how RSE can be embedded into teaching and learning:</p> <p><i>Example</i></p> <ul style="list-style-type: none"> • This theme could be embedded across all of the 3 themes, but especially in Theme 1 Leisure and Wellbeing whilst discussing identity, friends and relationships. • Learners could be encouraged to create an anti-bullying video to promote better relationships between students at school.

	<ul style="list-style-type: none"> • www.1jour1actu.com - has a number of videos that explore RSE issues (e.g. 'Ça veut dire quoi transgenre?').
Human Rights Education and Diversity	<p>There are many opportunities to include Human Rights Education and Diversity in GCSE French. These opportunities are important to Learners so that they can develop values, attitudes and behaviours that reflect human rights and diversity values.</p> <p>Below are some examples of how Human Rights Education and Diversity can be embedded into teaching and learning:</p> <p>Example</p> <ul style="list-style-type: none"> • Learners should be given the opportunity to listen to the opinions; experiences etc of a diverse range of people from diverse backgrounds. • www.1jour1actu.com - has a number of videos that explore Human Rights and Diversity issues – Learners could use their translanguaging skills to summarise what they hear in the video. https://www.1jour1actu.com/france/les-femmes-et-les-hommes-ont-ils-les-memes-droits • BBC Bitesize has several videos exploring life in different French speaking countries – learners could be encouraged to compare the school life for example of a child in France/ Wales and a French speaking developing country. • www.lumni.fr is another website that has videos and article on contemporary issues that could be used to explore this and other cross-cutting themes.
Careers and Work-Related Experiences	<p>There are many opportunities to include Career and Work-Related Experiences (CWRE) in GCSE French. These opportunities are important to Learners so they develop an understanding of the purpose of work for individuals and society as a whole.</p> <p>Below are some examples of how CWRE can be embedded into teaching and learning:</p> <p>Example</p> <ul style="list-style-type: none"> • This theme can be easily incorporated into Theme 3 Language for Study and Work. Learners could be encouraged to explore the importance of work and opportunities for work at home and abroad. • Learners could listen to job interviews; careers advice; descriptions of different jobs. Many of the

	<p>listening past papers have questions on this theme and can be manipulated for a range of activities.</p> <ul style="list-style-type: none"> • BBC Bitesize has videos and listening materials on this theme; https://www.bbc.co.uk/bitesize/guides/zjbdscw/video - watch the video discussing work experience. There are comprehension questions, plus the transcript which could be used as a gap-fill or ask learners to highlight different types of words (verbs in present tense; adjectives etc). • Learners could devise a list of suitable job interview questions to ask a partner and note answers.
Cross-curricular Skills – Literacy	
Listening	<p>There are many opportunities to include Literacy in GCSE French. These opportunities are important to Learners because good literacy skills are essential for language learning.</p> <p>Below are some examples of how Literacy can be embedded into teaching and learning:</p> <p><i>Example</i></p> <ul style="list-style-type: none"> • Literacy skills are integral to language learning. Learners should have a good understanding of the grammar noted in the specification, they should be able to identify a variety of grammatical structures during any listening activities. • Learners could pick out specific grammatical structures in a listening extract: <ul style="list-style-type: none"> • Tenses: Present, past, and future tenses. For example, in a listening task about past holidays, learners focus on the use of past tense verbs. • Adjectives: Chose the correct form of the adjective (masc/fem/plural) whilst listening to description of family members/friends. • Gap-fill tasks: Provide transcripts with missing grammatical elements (e.g., verbs, articles, or pronouns) that learners fill in while listening. • https://www.youtube.com/watch?v=IHXarNJE3ss – Video comprehension with multiple choice questions. • Learners could pick out vocabulary for a specific theme/topic from a list. Knowledge of the core

	<p>vocabulary list is essential for success in the listening assessment.</p> <ul style="list-style-type: none"> Learners should be given ample opportunities to develop their knowledge of sound-spelling patterns – e.g. Identifying the correct sound pattern; dictation type activities word and sentence level.
Cross-curricular Skills – Numeracy	
Understanding the number system helps us to represent and compare relationships between numbers and quantities	<p>There are many opportunities to include Numeracy in GCSE French. These opportunities are important to Learners because Numeracy is encountered in all contexts of everyday life.</p> <p>Below are some examples of how Numeracy can be embedded into teaching and learning:</p>
	<p>Example</p> <ul style="list-style-type: none"> Learners could identify times; prices; statistics etc from listening extracts. Learners should be familiar with numbers/ times / dates/ years etc on the Everyday Vocabulary list, as well as terms for quantities e.g. un tiers; la moitié; une quinzaine etc. Learners could listen to adverts about events for example, identifying times and prices etc. Text to speech software could be used to create: <ul style="list-style-type: none"> announcements of public transport times/price etc. prices of items in shop that learners have to note down. opening times of cinemas/restaurants/shops Learners could listen to an extract of the results of a survey, identifying the main findings.

Cross-curricular Skills – Digital Competence

Interacting and Collaborating	<p>There are many opportunities to include Digital Competence in GCSE French. These opportunities are important to Learners because digital competence can support learners on their language learning journey.</p>
	<p>Below are some examples of how Digital Competence can be embedded into teaching and learning:</p>
	<p>Example</p> <ul style="list-style-type: none"> • There is a wide range of digital tools that can be used in the classroom to enhance learning and listening skills. For example, learners could use www.vocaroo.com to create their own listening materials in pairs (podcast on a specific topic – presenting a Francophone country, etc). • Use Language learning apps like Duolingo, Babbel, or Quizlet to provide listening exercises and quizzes that learners use to practice comprehension. • Use interactive websites like LyricsTraining. Learners practise listening skills through French songs, filling in the blanks as they hear the lyrics. • Learners prepare an oral presentation on a specific theme. They can share it digitally with their peers who will listen to the presentation respond to it digitally. • Assign a digital transcription task where learners work together to transcribe an audio/video clip using shared documents or collaborative platforms. Learners can be allocated specific parts of the audio and share their part with the rest of the group to create a complete version. Compare the result with other groups' work. BBC Bitesize has a number of videos that would be suitable for this type of activity.

Integral Skills

Creativity and Innovation

There are many opportunities to include Creativity and Innovation in GCSE French. These opportunities are important to Learners so they can use language creatively to express opinions, take risks and develop confidence.

Below are some examples of how Creativity and Innovation can be embedded into teaching and learning:

Example

- Learners should be able to work creatively across the 3 Themes. By listening to a wide variety of extracts learners can be encouraged to use the language they hear in their own work.
- Learners could listen to an extract (created by the teacher) that contain a range of phrases/structures that the learners have to identify. E.g. An extract using a variety of tenses or including more complex language or using a range of structures to express opinions (J'estime que/ J'imagine que/ Je dirais que etc).
- Learners could then create their own work including some of the structures they have heard – for example, using more adventurous adjectives.
- Interactive quizzes: Using tools like [Kahoot](#), Google Forms, [Blooket](#) or [Quizlet](#).
- Learners can create listening comprehension quizzes based on audio/video clips or their own recordings.
- Create a podcast: Learners work individually or in groups to create a podcast episode on a given theme. They must include key vocabulary and grammatical structures. Peers exchange and listen to their podcasts.

Critical Thinking and Problem Solving	<p>There are many opportunities to include Critical Thinking and Problem Solving in GCSE French. These opportunities are important to Learners so they can develop their understanding of how to communicate effectively in a variety of situations.</p> <p>Below are some examples of how Critical Thinking and Problem Solving can be embedded into teaching and learning:</p>
	<p><i>Example</i></p> <ul style="list-style-type: none"> • Learners should be able to develop their critical thinking and problem-solving skills across the 3 Themes • Learners could listen to an extract, then put the transcript in the correct order; listen for meaning and form assumptions from what they hear etc. • Learners could use their translanguaging skills to summarise what they hear in English/Welsh. • Choosing correct statements is often a challenging activity, learners should have ample opportunity to develop the problem-solving skills for these types of activities. • For example - https://www.bbc.co.uk/bitesize/topics/zsstrmn/articles/zpxkxg8#zgqgqyc – learners could watch the video of a day out in Orleans and the create tasks in pairs to swap with another pair. • Learners could also create their own audio files using Text to Speech software then devise their own tasks for a partner to complete.

Planning and Organisation	<p>There are many opportunities to include Planning and Organisation in GCSE French. These opportunities are important to Learners so they can develop their understanding of how to improve their work through planning, organisation and reflection.</p> <p>Below are some examples of how Planning and Organisation can be embedded into teaching and learning:</p>
	<p><i>Example</i></p> <ul style="list-style-type: none">• As previously mentioned, giving learners the opportunity to create their own listening tasks can help develop their planning and organisation skills.• Learners need plenty of opportunity to practise exam style questions in order to build confidence, thorough knowledge of the vocabulary lists is also essential. For example – teachers could read out topic specific vocab that learners have to write the meaning of or put into categories, learners could listen to an example of a piece of written work and identify the structures used (tenses/adjectives/connectives etc).• Learners could read and put a transcript in the correct order, prior to listening to the extract.• Learners could identify complex structures and create their own extract using some of the language they have heard.• Learners could be encouraged to watch films/series to encourage independent learning and to help gain confidence in listening skills.