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FRENCH – A level component 1

CARDS 1–12

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FRENCH – A level component 1

CARD 1

INSTRUCTIONS TO CANDIDATES

This assessment will last 21–23 minutes. As part of the assessment you will be allowed 5 minutes preparation for Task 2, once you have completed Task 1.

Task 1
Presentation of individual research project – **2 minutes**
Discussion based on research topic – **9–10 minutes**

You will be allowed, if you wish, to have a copy of your *independent research project* pro-forma in English as an aid to memory. You must show this to the examiner before you start Task 1, and hand it to the examiner before you start preparing for Task 2.

Task 2
Theme-based discussion
Stimulus text and questions – **5 minutes preparation in examination room**
Discussion based on stimulus theme and questions – **5–6 minutes**

You will be able to make notes on a separate piece of paper during the preparation period for the theme-based discussion. These must be handed to the examiner at the end of the assessment. The notes are an aid to memory and must not constitute whole sentences or a complete text.

At the start of the discussion, you must make reference to information in the stimulus text, to show the examiner that you have understood that material.

During the discussion, you can talk about France or French-speaking countries/communities depending on the context in which you have studied the theme or sub-theme. **This does not apply to the country-specific theme**.

During Task 2 you must ask the examiner at least two relevant questions.

INFORMATION FOR CANDIDATES

No dictionaries are allowed in any section of the assessment.

This paper carries 60 marks:
- Task 1 – Presentation and discussion 40 marks
- Task 2 – Theme-based discussion 20 marks.

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Card 1 – Being a young person in French-speaking society

La place des enfants



Le statut de l'enfant dans la société française a profondément changé ces dernières décennies. L'enfant est sa propre personne et occupe désormais une place privilégiée au sein de sa famille.

À DISCUTER :

La place des enfants est devenue de plus en plus importante de nos jours en France/ailleurs dans le monde francophone.

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FRENCH – A level component 1

CARD 2

INSTRUCTIONS TO CANDIDATES

This assessment will last 21–23 minutes. As part of the assessment you will be allowed 5 minutes preparation for Task 2, once you have completed Task 1.

Task 1
Presentation of individual research project – **2 minutes**
Discussion based on research topic – **9–10 minutes**

You will be allowed, if you wish, to have a copy of your *independent research project* pro-forma in English as an aid to memory. You must show this to the examiner before you start Task 1, and hand it to the examiner before you start preparing for Task 2.

Task 2
Theme-based discussion
Stimulus text and questions – **5 minutes preparation in examination room**
Discussion based on stimulus theme and questions – **5–6 minutes**

You will be able to make notes on a separate piece of paper during the preparation period for the theme-based discussion. These must be handed to the examiner at the end of the assessment. The notes are an aid to memory and must not constitute whole sentences or a complete text.

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During Task 2 you must ask the examiner at least two relevant questions.

INFORMATION FOR CANDIDATES

No dictionaries are allowed in any section of the assessment.

This paper carries 60 marks:
- Task 1 – Presentation and discussion 40 marks
- Task 2 – Theme-based discussion 20 marks.

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Card 2 – Being a young person in French-speaking society

L'influence de la pression des pairs



L'influence de la pression exercée par les pairs peut favoriser le bienêtre des jeunes Français. Quand on fréquente des gens qui vivent sainement, on se sent obligé de faire de même.

À DISCUTER :

La pression des pairs peut être une source d'aide pour les jeunes en France/ailleurs dans le monde francophone.

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FRENCH – A level component 1

CARD 3

INSTRUCTIONS TO CANDIDATES

This assessment will last 21–23 minutes. As part of the assessment you will be allowed 5 minutes preparation for Task 2, once you have completed Task 1.

Task 1
Presentation of individual research project – **2 minutes**
Discussion based on research topic – **9–10 minutes**

You will be allowed, if you wish, to have a copy of your *independent research project* pro-forma in English as an aid to memory. You must show this to the examiner before you start Task 1, and hand it to the examiner before you start preparing for Task 2.

Task 2
Theme-based discussion
Stimulus text and questions – **5 minutes preparation in examination room**
Discussion based on stimulus theme and questions – **5–6 minutes**

You will be able to make notes on a separate piece of paper during the preparation period for the theme-based discussion. These must be handed to the examiner at the end of the assessment. The notes are an aid to memory and must not constitute whole sentences or a complete text.

At the start of the discussion, you must make reference to information in the stimulus text, to show the examiner that you have understood that material.

During the discussion, you can talk about France or French-speaking countries/communities depending on the context in which you have studied the theme or sub-theme. **This does not apply to the country-specific theme**.

During Task 2 you must ask the examiner at least two relevant questions.

INFORMATION FOR CANDIDATES

No dictionaries are allowed in any section of the assessment.

This paper carries 60 marks:
- Task 1 – Presentation and discussion 40 marks
- Task 2 – Theme-based discussion 20 marks.

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Card 3 – Being a young person in French-speaking society

Les étudiants d'université en France



Parmi les étudiants inscrits en première année de licence en France, un peu plus d'un quart seulement réussissent à obtenir leur diplôme trois ans plus tard. C'est un chiffre inquiétant.

À DISCUTER :

Les étudiants ont du mal à obtenir un diplôme universitaire en France/ailleurs dans le monde francophone.

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FRENCH – A level component 1

CARD 4

INSTRUCTIONS TO CANDIDATES

This assessment will last 21–23 minutes. As part of the assessment you will be allowed 5 minutes preparation for Task 2, once you have completed Task 1.

Task 1
Presentation of individual research project – **2 minutes**
Discussion based on research topic – **9–10 minutes**

You will be allowed, if you wish, to have a copy of your *independent research project* pro-forma in English as an aid to memory. You must show this to the examiner before you start Task 1, and hand it to the examiner before you start preparing for Task 2.

Task 2
Theme-based discussion
Stimulus text and questions – **5 minutes preparation in examination room**
Discussion based on stimulus theme and questions – **5–6 minutes**

You will be able to make notes on a separate piece of paper during the preparation period for the theme-based discussion. These must be handed to the examiner at the end of the assessment. The notes are an aid to memory and must not constitute whole sentences or a complete text.

At the start of the discussion, you must make reference to information in the stimulus text, to show the examiner that you have understood that material.

During the discussion, you can talk about France or French-speaking countries/communities depending on the context in which you have studied the theme or sub-theme. **This does not apply to the country-specific theme**.

During Task 2 you must ask the examiner at least two relevant questions.

INFORMATION FOR CANDIDATES

No dictionaries are allowed in any section of the assessment.

This paper carries 60 marks:
- Task 1 – Presentation and discussion 40 marks
- Task 2 – Theme-based discussion 20 marks.

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Card 4 – Understanding the French-speaking world

Une fête religieuse en Bretagne



Plus de deux cent cinquante fidèles ont participé au grand pardon de Notre-Dame-de-Kergoat en Bretagne. Les participants et les touristes ont pu admirer la richesse des costumes et des bannières.

À DISCUTER :

Les fêtes traditionnelles d'origine religieuse ont toujours une grande importance en France/ailleurs dans le monde francophone.

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FRENCH – A level component 1

CARD 5

INSTRUCTIONS TO CANDIDATES

This assessment will last 21–23 minutes. As part of the assessment you will be allowed 5 minutes preparation for Task 2, once you have completed Task 1.

Task 1
Presentation of individual research project – **2 minutes**
Discussion based on research topic – **9–10 minutes**

You will be allowed, if you wish, to have a copy of your *independent research project* pro-forma in English as an aid to memory. You must show this to the examiner before you start Task 1, and hand it to the examiner before you start preparing for Task 2.

Task 2
Theme-based discussion
Stimulus text and questions – **5 minutes preparation in examination room**
Discussion based on stimulus theme and questions – **5–6 minutes**

You will be able to make notes on a separate piece of paper during the preparation period for the theme-based discussion. These must be handed to the examiner at the end of the assessment. The notes are an aid to memory and must not constitute whole sentences or a complete text.

At the start of the discussion, you must make reference to information in the stimulus text, to show the examiner that you have understood that material.

During the discussion, you can talk about France or French-speaking countries/communities depending on the context in which you have studied the theme or sub-theme. **This does not apply to the country-specific theme**.

During Task 2 you must ask the examiner at least two relevant questions.

INFORMATION FOR CANDIDATES

No dictionaries are allowed in any section of the assessment.

This paper carries 60 marks:
- Task 1 – Presentation and discussion 40 marks
- Task 2 – Theme-based discussion 20 marks.

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Card 5 – Understanding the French-speaking world

La ville de Strasbourg



Strasbourg est une ville alsacienne magnifique. Ses maisons historiques retiennent leur caractère presque intact du Moyen Âge grâce au travail de nombreux artisans, spécialisés dans la rénovation de monuments anciens.

À DISCUTER :

Les villes et villages historiques, comme Strasbourg, ont toujours une grande valeur en France/ailleurs dans le monde francophone.

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FRENCH – A level component 1

CARD 6

INSTRUCTIONS TO CANDIDATES

This assessment will last 21–23 minutes. As part of the assessment you will be allowed 5 minutes preparation for Task 2, once you have completed Task 1.

Task 1
Presentation of individual research project – **2 minutes**
Discussion based on research topic – **9–10 minutes**

You will be allowed, if you wish, to have a copy of your *independent research project* pro-forma in English as an aid to memory. You must show this to the examiner before you start Task 1, and hand it to the examiner before you start preparing for Task 2.

Task 2
Theme-based discussion
Stimulus text and questions – **5 minutes preparation in examination room**
Discussion based on stimulus theme and questions – **5–6 minutes**

You will be able to make notes on a separate piece of paper during the preparation period for the theme-based discussion. These must be handed to the examiner at the end of the assessment. The notes are an aid to memory and must not constitute whole sentences or a complete text.

At the start of the discussion, you must make reference to information in the stimulus text, to show the examiner that you have understood that material.

During the discussion, you can talk about France or French-speaking countries/communities depending on the context in which you have studied the theme or sub-theme. **This does not apply to the country-specific theme**.

During Task 2 you must ask the examiner at least two relevant questions.

INFORMATION FOR CANDIDATES

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This paper carries 60 marks:
- Task 1 – Presentation and discussion 40 marks
- Task 2 – Theme-based discussion 20 marks.

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Card 6 – Understanding the French-speaking world

La Fête de la Musique



La Fête de la Musique est née en France sous l'impulsion de Joël Cohen, animateur radio, qui souhaitait voir les groupes musicaux jouer partout en France le soir du 21 juin.

À DISCUTER :

La musique moderne occupe une place importante dans la vie culturelle en France/ailleurs dans le monde francophone.

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FRENCH – A level component 1

CARD 7

INSTRUCTIONS TO CANDIDATES

This assessment will last 21–23 minutes. As part of the assessment you will be allowed 5 minutes preparation for Task 2, once you have completed Task 1.

Task 1
Presentation of individual research project – **2 minutes**
Discussion based on research topic – **9–10 minutes**

You will be allowed, if you wish, to have a copy of your *independent research project* pro-forma in English as an aid to memory. You must show this to the examiner before you start Task 1, and hand it to the examiner before you start preparing for Task 2.

Task 2
Theme-based discussion
Stimulus text and questions – **5 minutes preparation in examination room**
Discussion based on stimulus theme and questions – **5–6 minutes**

You will be able to make notes on a separate piece of paper during the preparation period for the theme-based discussion. These must be handed to the examiner at the end of the assessment. The notes are an aid to memory and must not constitute whole sentences or a complete text.

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During Task 2 you must ask the examiner at least two relevant questions.

INFORMATION FOR CANDIDATES

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This paper carries 60 marks:
- Task 1 – Presentation and discussion 40 marks
- Task 2 – Theme-based discussion 20 marks.

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Card 7 – Diversity and difference

L'intégration des réfugiés



Malgré les améliorations annoncées par le gouvernement, la France reste mal équipée pour intégrer les réfugiés. Les difficultés sont nombreuses en matière de logement, de cours de français et de formation professionnelle.

À DISCUTER :

Trop peu est fait en France/ailleurs dans le monde francophone pour accueillir et intégrer les réfugiés.

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FRENCH – A level component 1

CARD 8

INSTRUCTIONS TO CANDIDATES

This assessment will last 21–23 minutes. As part of the assessment you will be allowed 5 minutes preparation for Task 2, once you have completed Task 1.

Task 1
Presentation of individual research project – **2 minutes**
Discussion based on research topic – **9–10 minutes**

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Task 2
Theme-based discussion
Stimulus text and questions – **5 minutes preparation in examination room**
Discussion based on stimulus theme and questions – **5–6 minutes**

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INFORMATION FOR CANDIDATES

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- Task 1 – Presentation and discussion 40 marks
- Task 2 – Theme-based discussion 20 marks.

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Card 8 – Diversity and difference

La marginalisation des personnes handicapées au Canada



Les personnes handicapées restent marginalisées par la société et ne participent pas pleinement à la société canadienne. Nous devons nous assurer que les personnes handicapées sont traitées avec dignité et respect.

À DISCUTER :

Les personnes handicapées au Canada/ailleurs dans le monde francophone sont trop souvent marginalisées.

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FRENCH – A level component 1

CARD 9

INSTRUCTIONS TO CANDIDATES

This assessment will last 21–23 minutes. As part of the assessment you will be allowed 5 minutes preparation for Task 2, once you have completed Task 1.

Task 1
Presentation of individual research project – **2 minutes**
Discussion based on research topic – **9–10 minutes**

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Task 2
Theme-based discussion
Stimulus text and questions – **5 minutes preparation in examination room**
Discussion based on stimulus theme and questions – **5–6 minutes**

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INFORMATION FOR CANDIDATES

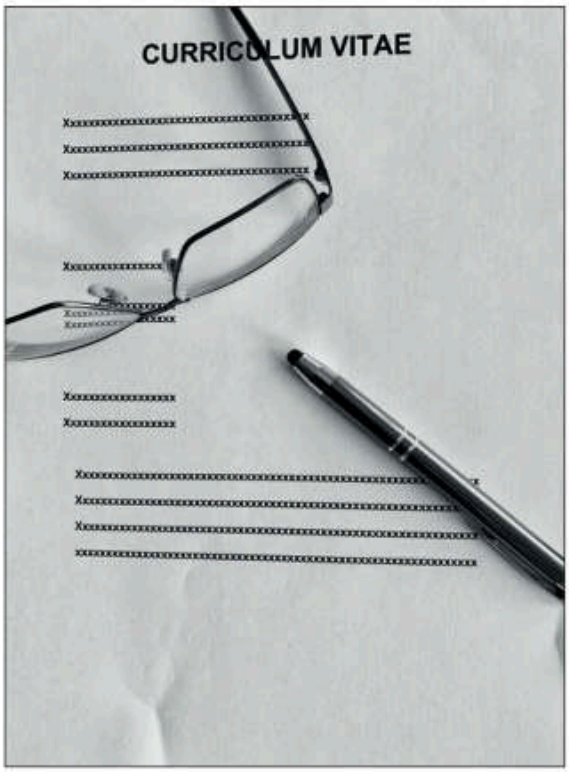
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- Task 1 – Presentation and discussion 40 marks
- Task 2 – Theme-based discussion 20 marks.

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Card 9 – Diversity and difference

Les CV anonymes



Un CV anonyme, contrairement à l'usage, ne comporte aucune information permettant d'identifier le postulant, ce qui est supposé permettre de lutter contre les discriminations à l'embauche.

À DISCUTER :

De nos jours la discrimination à l'embauche existe toujours en France/ailleurs dans le monde francophone.

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FRENCH – A level component 1

CARD 10

INSTRUCTIONS TO CANDIDATES

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Task 1
Presentation of individual research project – **2 minutes**
Discussion based on research topic – **9–10 minutes**

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Task 2
Theme-based discussion
Stimulus text and questions – **5 minutes preparation in examination room**
Discussion based on stimulus theme and questions – **5–6 minutes**

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Card 10 – France 1940–1950: The Occupation and post-war years

La Résistance pendant l'Occupation



La Résistance active et organisée n'a jamais rassemblé plus de 3% de la population française. Cependant, ce mouvement doit son succès à la solidarité de la population pendant l'Occupation.

À DISCUTER :

Très peu de Français sont devenus résistants pendant la Deuxième Guerre mondiale.

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FRENCH – A level component 1

CARD 11

INSTRUCTIONS TO CANDIDATES

This assessment will last 21–23 minutes. As part of the assessment you will be allowed 5 minutes preparation for Task 2, once you have completed Task 1.

Task 1
Presentation of individual research project – **2 minutes**
Discussion based on research topic – **9–10 minutes**

You will be allowed, if you wish, to have a copy of your *independent research project* pro-forma in English as an aid to memory. You must show this to the examiner before you start Task 1, and hand it to the examiner before you start preparing for Task 2.

Task 2
Theme-based discussion
Stimulus text and questions – **5 minutes preparation in examination room**
Discussion based on stimulus theme and questions – **5–6 minutes**

You will be able to make notes on a separate piece of paper during the preparation period for the theme-based discussion. These must be handed to the examiner at the end of the assessment. The notes are an aid to memory and must not constitute whole sentences or a complete text.

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During Task 2 you must ask the examiner at least two relevant questions.

INFORMATION FOR CANDIDATES

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This paper carries 60 marks:
- Task 1 – Presentation and discussion 40 marks
- Task 2 – Theme-based discussion 20 marks.

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Card 11 – France 1940–1950: The Occupation and post-war years

Le théâtre français pendant l'Occupation



Pendant l'Occupation, les théâtres nationaux ont pu conserver leur rôle de « promoteur » du patrimoine français. Les Allemands ont reconnu que permettre aux Français de se divertir était une bonne politique.

À DISCUTER :

Le théâtre français a eu beaucoup de succès malgré la censure sous l'Occupation.

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FRENCH – A level component 1

CARD 12

INSTRUCTIONS TO CANDIDATES

This assessment will last 21–23 minutes. As part of the assessment you will be allowed 5 minutes preparation for Task 2, once you have completed Task 1.

Task 1
Presentation of individual research project – **2 minutes**
Discussion based on research topic – **9–10 minutes**

You will be allowed, if you wish, to have a copy of your *independent research project* pro-forma in English as an aid to memory. You must show this to the examiner before you start Task 1, and hand it to the examiner before you start preparing for Task 2.

Task 2
Theme-based discussion
Stimulus text and questions – **5 minutes preparation in examination room**
Discussion based on stimulus theme and questions – **5–6 minutes**

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During Task 2 you must ask the examiner at least two relevant questions.

INFORMATION FOR CANDIDATES

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This paper carries 60 marks:
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- Task 2 – Theme-based discussion 20 marks.

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Card 12 – France 1940–1950: The Occupation and post-war years

La reconstruction après la Deuxième Guerre mondiale



Après la libération, les gouvernements français de la Quatrième République ont pris des mesures importantes pour assurer la stabilité politique ainsi que la reconstruction structurale, économique et sociale de la France.

À DISCUTER :

Les gouvernements français de la Quatrième République d'après-guerre ont beaucoup accompli.

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FRENCH – A level component 1

CARDS 1–12

EXAMINER'S BOOKLET

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01

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Card 1 – Being a young person in French-speaking society

La place des enfants

Le statut de l'enfant dans la société française a profondément changé ces dernières décennies. L'enfant est sa propre personne et occupe désormais une place privilégiée au sein de sa famille.

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

La place des enfants est devenue de plus en plus importante de nos jours en France/ailleurs dans le monde francophone. Êtes-vous d'accord ?

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

Pourquoi la famille est-elle une unité sociale fondamentale en France/ailleurs dans le monde francophone ?

AO4	In response to the discussion point on the stimulus card the candidate may: • discuss whether it is important (or not) to respect the place of children in France/francophone countries • discuss the reasons for this view In response to the unseen question the candidate may: • discuss why the family is (or is not) a fundamental social unit in French-speaking society • explain the importance for individuals, the community, the country The above points are suggestions only and reward will be given for **all relevant points** argued by the candidate.

The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner a question/questions during the assessment, the examiner must ask the candidate in French if he/she has any questions to ask.

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Card 2 – Being a young person in French-speaking society

L'influence de la pression des pairs

L'influence de la pression exercée par les pairs peut favoriser le bienêtre des jeunes Français. Quand on fréquente des gens qui vivent sainement, on se sent obligé de faire de même.

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

La pression des pairs peut être une source d'aide pour les jeunes en France/ailleurs dans le monde francophone. Êtes-vous d'accord ?

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

À quel point les jeunes en France/ailleurs dans le monde francophone accordent-ils plus d'attention aux opinions de leurs amis qu'à celles de leur famille ?

AO4	In response to the discussion point on the stimulus card the candidate may: • explain whether they agree that peer pressure can help young French-speaking people • give the reasons for this view In response to the unseen question the candidate may: • explain to what extent young French-speaking people pay more attention to their friends' opinions than their family's • give the reasons for this view The above points are suggestions only and reward will be given for **all relevant points** argued by the candidate.

The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner a question/questions during the assessment, the examiner must ask the candidate in French if he/she has any questions to ask.

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Card 3 – Being a young person in French-speaking society

Les étudiants d'université en France

Parmi les étudiants inscrits en première année de licence en France, un peu plus d'un quart seulement réussissent à obtenir leur diplôme trois ans plus tard. C'est un chiffre inquiétant.

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

Les étudiants ont du mal à obtenir un diplôme universitaire en France/ailleurs dans le monde francophone. Êtes-vous d'accord ?

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

Dans quelle mesure les programmes universitaires préparent-ils les jeunes à la vie active en France/ailleurs dans le monde francophone ?

AO4	In response to the discussion point on the stimulus card the candidate may: • discuss whether it is difficult for a student to succeed in getting a degree in a French-speaking university • give the reasons for or against this view In response to the unseen question the candidate may: • discuss to what extent what is taught at university in France/a francophone country is a good preparation for the world of work • give the reasons for or against this view The above points are suggestions only and reward will be given for **all relevant points** argued by the candidate.

The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner a question/questions during the assessment, the examiner must ask the candidate in French if he/she has any questions to ask.

Card 4 – Understanding the French-speaking world

Une fête religieuse en Bretagne

Plus de deux cent cinquante fidèles ont participé au grand pardon de Notre-Dame-de-Kergoat en Bretagne. Les participants et les touristes ont pu admirer la richesse des costumes et des bannières.

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

Les fêtes traditionnelles d'origine religieuse ont toujours une grande importance en France/ailleurs dans le monde francophone. Êtes-vous d'accord ?

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

Dans quelle mesure les traditions n'existent-elles que pour leur valeur économique en France/ailleurs dans le monde francophone ?

AO4	In response to the discussion point on the stimulus card the candidate may: • discuss whether religious traditions are still important in France or in francophone countries • give the reasons for this view In response to the unseen question the candidate may: • discuss the extent to which traditions exist just to generate profit in France or francophone countries • give the reasons for or against this view The above points are suggestions only and reward will be given for **all relevant points** argued by the candidate.

The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner a question/questions during the assessment, the examiner must ask the candidate in French if he/she has any questions to ask.

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Card 5 – Understanding the French-speaking world

La ville de Strasbourg

Strasbourg est une ville alsacienne magnifique. Ses maisons historiques retiennent leur caractère presque intact du Moyen Âge grâce au travail de nombreux artisans, spécialisés dans la rénovation de monuments anciens.

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

Les villes et villages historiques, comme Strasbourg, ont toujours une grande valeur en France/ailleurs dans le monde francophone. Êtes-vous d'accord ?

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

Qui devrait financer la conservation des villes et des villages historiques en France/ailleurs dans le monde francophone ?

AO4	In response to the discussion point on the stimulus card the candidate may: • discuss whether historical towns and villages, such as Strasbourg are still important in France/French-speaking countries • give the reasons for this view In response to the unseen question the candidate may: • discuss who should pay for looking after historical towns and villages in France or francophone countries • give the reasons for stating who should pay The above points are suggestions only and reward will be given for **all relevant points** argued by the candidate.

The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner a question/questions during the assessment, the examiner must ask the candidate in French if he/she has any questions to ask.

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Card 6 – Understanding the French-speaking world

La Fête de la Musique

La Fête de la Musique est née en France sous l'impulsion de Joël Cohen, animateur radio, qui souhaitait voir les groupes musicaux jouer partout en France le soir du 21 juin.

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

La musique moderne occupe une place importante dans la vie culturelle en France/ailleurs dans le monde francophone. Êtes-vous d'accord ?

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

Pourquoi de nombreux jeunes en France/ailleurs dans le monde francophone préfèrent-ils la musique internationale à la musique française ?

AO4	In response to the discussion point on the stimulus card the candidate may: • discuss the cultural importance of modern music for young French-speaking people • give the reasons for this view In response to the unseen question the candidate may: • discuss why many young French-speaking people prefer international or American/English music to French music • give the reasons for this view The above points are suggestions only and reward will be given for **all relevant points** argued by the candidate.

The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner a question/questions during the assessment, the examiner must ask the candidate in French if he/she has any questions to ask.

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Card 7 – Diversity and difference

L'intégration des réfugiés

Malgré les améliorations annoncées par le gouvernement, la France reste mal équipée pour intégrer les réfugiés. Les difficultés sont nombreuses en matière de logement, de cours de français et de formation professionnelle.

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

Trop peu est fait en France/ailleurs dans le monde francophone pour accueillir et intégrer les réfugiés. Êtes-vous d'accord ?

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

Dans quelle mesure l'intégration des réfugiés reste-t-elle toujours un grand problème en France/ailleurs dans le monde francophone ?

AO4	In response to the discussion point on the stimulus card the candidate may: • discuss whether France/the French-speaking world does enough to welcome and integrate its refugees or not • give the reasons for this view In response to the unseen question the candidate may: • discuss the extent to which integrating refugees is still a big problem in France/the French-speaking world • give the reasons for this view The above points are suggestions only and reward will be given for **all relevant points** argued by the candidate.

The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner a question/questions during the assessment, the examiner must ask the candidate in French if he/she has any questions to ask.

Card 8 – Diversity and difference

La marginalisation des personnes handicapées au Canada

Les personnes handicapées restent marginalisées par la société et ne participent pas pleinement à la société canadienne. Nous devons nous assurer que les personnes handicapées sont traitées avec dignité et respect.

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

Les personnes handicapées au Canada/ailleurs dans le monde francophone sont trop souvent marginalisées. Êtes-vous d'accord ?

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

Que devrait-on faire pour favoriser l'inclusion sociale des handicapés au Canada/ailleurs dans le monde francophone ?

AO4	In response to the discussion point on the stimulus card the candidate may: • discuss whether disabled people in Canada/the French-speaking world are excluded from society • give the reasons for this view In response to the unseen question the candidate may: • discuss whose responsibility it is to ensure that disabled people are integrated into Canadian/French-speaking society • give the reasons for this view The above points are suggestions only and reward will be given for **all relevant points** argued by the candidate.

The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner a question/questions during the assessment, the examiner must ask the candidate in French if he/she has any questions to ask.

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Card 9 – Diversity and difference

Les CV anonymes

Un CV anonyme, contrairement à l'usage, ne comporte aucune information permettant d'identifier le postulant, ce qui est supposé permettre de lutter contre les discriminations à l'embauche.

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

De nos jours la discrimination à l'embauche existe toujours en France/ailleurs dans le monde francophone. Êtes-vous d'accord ?

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

Quelles difficultés certains chercheurs d'emplois en France/ailleurs dans le monde francophone doivent-ils surmonter dans la vie active ?

AO4	In response to the discussion point on the stimulus card the candidate may: • discuss the extent to which discrimination when seeking employment still exists in France/French-speaking countries • give the reasons for this view In response to the unseen question the candidate may: • discuss what difficulties certain people seeking employment in France/French-speaking countries or communities must overcome • give the reasons for this The above points are suggestions only and reward will be given for **all relevant points** argued by the candidate.

The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner a question/questions during the assessment, the examiner must ask the candidate in French if he/she has any questions to ask.

Card 10 – France 1940–1950: The Occupation and post-war years

La Résistance pendant l'Occupation

La Résistance active et organisée n'a jamais rassemblé plus de 3% de la population française. Cependant, ce mouvement doit son succès à la solidarité de la population pendant l'Occupation.

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

Très peu de Français sont devenus résistants pendant la Deuxième Guerre mondiale. Êtes-vous d'accord ?

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

Qu'est-ce qui explique le succès de la Résistance ?

AO4	In response to the discussion point on the stimulus card the candidate may: • discuss whether or not few French people became resistance fighters during the war • give the reasons for this view In response to the unseen question the candidate may: • explain why the Resistance movement was successful • give examples to support this view The above points are suggestions only and reward will be given for **all relevant points** argued by the candidate.

The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner a question/questions during the assessment, the examiner must ask the candidate in French if he/she has any questions to ask.

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Card 11 – France 1940–1950: The Occupation and post-war years

Le théâtre français pendant l'Occupation

Pendant l'Occupation, les théâtres nationaux ont pu conserver leur rôle de « promoteur » du patrimoine français. Les Allemands ont reconnu que permettre aux Français de se divertir était une bonne politique.

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

Le théâtre français a eu beaucoup de succès malgré la censure sous l'Occupation. Êtes-vous d'accord ?

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

Dans quelle mesure les Français ont-ils utilisé le théâtre comme moyen d'oublier les privations de la guerre ?

AO4	In response to the discussion point on the stimulus card the candidate may: • discuss whether French theatre was successful or not during the Occupation in spite of censorship • explain why this was or was not the case In response to the unseen question the candidate may: • discuss whether French people used or did not use the theatre as a means of forgetting the war • explain the reasons for this view The above points are suggestions only and reward will be given for **all relevant points** argued by the candidate.

The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner a question/questions during the assessment, the examiner must ask the candidate in French if he/she has any questions to ask.

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Card 12 – France 1940–1950: The Occupation and post-war years

La reconstruction après la Deuxième Guerre mondiale

Après la libération, les gouvernements français de la Quatrième République ont pris des mesures importantes pour assurer la stabilité politique ainsi que la reconstruction structurale, économique et sociale de la France.

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

Les gouvernements français de la Quatrième République d'après-guerre ont beaucoup accompli. Êtes-vous d'accord ?

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

Quels changements importants ont eu lieu en France après la guerre ?

AO4	In response to the discussion point on the stimulus card the candidate may: • discuss whether or not the post-war governments of the 4th Republic achieved much • give the reasons for this view In response to the unseen question the candidate may: • discuss what important changes took place in France after the Second World War • explain the effect of these changes The above points are suggestions only and reward will be given for **all relevant points** argued by the candidate.

The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner a question/questions during the assessment, the examiner must ask the candidate in French if he/she has any questions to ask.

GCE A LEVEL FRENCH

SUMMER 2023 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 Visiting Examiners

You are asked to read and digest thoroughly all the information in the stationery pack.

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
- Task 1: Independent research project – make sure you are familiar with the assessment grids for the independent research project
- Task 2: Themed card – make sure that you are familiar with the assessment grid for marking the stimulus card and that you consider the marks and descriptors carefully when awarding a mark for each assessment objective.

Timings for each section of the assessment must be adhered to. Any speaking evidence which exceeds these timings will not be credited.

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.

As the examiner you must present the two theme-based stimulus cards using the grid on page 4. The candidate must choose which of the two cards he/she wishes to prepare for Task 2.

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.

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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 card you should consider the indicative content given for each card. However, you **must** bear in mind that the indicative content is **not exhaustive** and is for guidance only. Reward all valid responses.

The indicative content is given on each of the following stimulus cards to assist with marking.

Component 1

Speaking assessment – mark allocation

Marks	AO1	AO2	AO3	AO4	Total marks
Task 1a: Presentation of independent research project		5		5	10
Task 1b: Discussion of independent research project	5		15	10	30
Task 2: Theme-based discussion using stimulus card	5	5	5	5	20
Total marks	10	10	20	20	60

Task 1a – Speaking assessment grid for presentation of independent research project **10 marks in total**

Marks	AO2: understand and respond in speech to written language drawn from a variety of sources	Marks	AO4: show knowledge and understanding of different aspects of the culture and society of countries / communities where the language is spoken
5	• **Excellent presentation and understanding** of research findings, based on information drawn from a wide variety of sources.	5	• **Excellent knowledge and understanding** of the culture and society of France and/or French-speaking countries and communities relevant to the topic.
4	• **Very good presentation and understanding** of research findings, based on information drawn from a wide variety of sources.	4	• **Very good knowledge and understanding** of the culture and society of France and/or French-speaking countries and communities relevant to the topic.
3	• **Good presentation and understanding** of research findings, based on information drawn from a variety of sources.	3	• **Good knowledge and understanding** of the culture and society of France and/or French-speaking countries and communities relevant to the topic.
2	• **Reasonable presentation and understanding** of research findings, based on information drawn from a limited range of sources.	2	• **Reasonable knowledge and understanding** of the culture and society of France and/or French-speaking countries and communities relevant to the topic.
1	• **Basic presentation and understanding** of research findings, with some evidence of research having been undertaken.	1	• **Superficial knowledge and understanding** of the culture and society of France and/or French-speaking countries and communities relevant to the topic.
0	• Nothing of value.	0	• Nothing of value.

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Task 1b – Speaking assessment grid for discussion of independent research project **30 marks in total**

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, and respond critically and analytically to, different aspects of the culture and society of countries / communities where the language is spoken
5	• **Excellent responses** to all questions on the independent research project; always detailed and assured. • **Excellent interaction:** engages very well, with spontaneity, and sustains discussion.	**13–15**	• **Excellent level of accuracy** in manipulation of grammar; almost error-free. • **Excellent idiomatic use** of language and a wide variety of structures employed. • **Consistently accurate** pronunciation and intonation which sounds authentic.	**9–10**	• **Excellent knowledge and understanding** of the culture and society of France and/or French-speaking countries and communities relevant to the topic. • **Ideas and points of view are convincingly** argued and always supported by relevant evidence. • **Conclusions are based on excellent** analysis and evaluation of relevant issues.
4	• **Very good responses** to most questions on the independent research project; mostly detailed. • **Very good interaction:** engages well, with some spontaneity, and sustains discussion.	**10–12**	• **Very good level of accuracy** in manipulation of grammar; some errors occur when attempting more sophisticated or abstract contexts and structures. • **Very good idiomatic use** of language and a wide variety of structures employed. • **Mostly accurate** pronunciation and intonation.	**7–8**	• **Very good knowledge and understanding** of the culture and society of France and/or French-speaking countries and communities relevant to the topic. • **Ideas and points of view are convincingly** argued and usually supported by relevant evidence. • **Conclusions are based on very good** analysis and evaluation of relevant issues.

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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, and respond critically and analytically to, different aspects of the culture and society of countries / communities where the language is spoken
3	• **Good responses** to most questions on the independent research project; sometimes detailed. • **Good interaction:** engages reasonably well, with a little spontaneity, and sustains discussion for the most part.	7–9	• **Good level of accuracy** in manipulation of grammar, with some errors. • **Good idiomatic use** of language and a variety of structures employed. • **Generally accurate** pronunciation and intonation.	5–6	• **Good knowledge and understanding** of the culture and society of France and/or French-speaking countries and communities relevant to the topic. • **Ideas and points of view are generally convincingly** argued and usually supported by reasonably relevant evidence. • **Conclusions are generally based on good** analysis and evaluation of relevant issues.
2	• **Reasonable responses** to some questions on the independent research project; occasionally detailed. • **Attempts made to interact; engages to a limited** extent only, with little or no spontaneity; prompting required at times.	4–6	• **Reasonable level of accuracy** in manipulation of grammar; some errors occur which are repeated. • **Some idiomatic use** of language and variation of structures. • **Generally intelligible** pronunciation and intonation but with some inconsistency.	3–4	• **Reasonable knowledge and understanding** of the culture and society of France and/or French-speaking countries and communities sometimes relevant to the topic. • **Ideas and points of view are expressed and sometimes** supported by evidence. • **Conclusions are based on limited** analysis with some evaluation of relevant issues.

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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, and respond critically and analytically to, different aspects of the culture and society of countries / communities where the language is spoken
1	• **Limited responses** to questions on the independent research project; rarely detailed. • **Limited success** in establishing a meaningful exchange; engages to a very limited extent, with no spontaneity, and relies on prompts.	1–3	• **Limited level of accuracy** in manipulation of grammar; high instance of elementary errors. • **Limited idiomatic** use of language. Heavy reliance on anglicised structures. • **Pronunciation and intonation** make understanding difficult.	1–2	• **Superficial knowledge and understanding** of the culture and society of France and/or French-speaking countries and communities often irrelevant to the topic. • **Few ideas and points of view** are expressed and they are not supported by evidence. • **Conclusions are superficial**, with little evidence of analysis or evaluation of relevant issues.
0	• Nothing of value.	0	• Nothing of value.	0	• Nothing of value.

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Task 2 – Speaking assessment grid for theme-based stimulus card **20 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 and analytically to, different aspects of the culture and society of countries / communities where the language is spoken
5	• **Excellent responses** to all questions (seen, set unseen and possible follow-up questions); clear and detailed. • **Excellent interaction:** engages very well, asking highly relevant questions, and sustains discussion.	5	• **Full understanding** of the stimulus material demonstrated by clear and relevant responses.	5	• **Excellent level of accuracy** in manipulation of grammar; almost error-free. • **Excellent idiomatic use** of language and a wide variety of structures employed. • **Consistently accurate** pronunciation and intonation which sounds authentic.	5	• **Excellent knowledge and understanding** of aspects of the sub-theme covered in the discussion. • **Ideas and points of view are convincingly argued** and supported by appropriate evidence. • **Conclusions are based on excellent** analysis and evaluation of relevant issues.
4	• **Very good responses** to most questions seen, set unseen and possible follow-up questions); most in detail. • **Very good interaction:** engages well, asking relevant questions, and sustains discussion.	4	• **Very good understanding** of the stimulus material demonstrated by mostly clear and relevant responses.	4	• **Very good level of accuracy** in manipulation of grammar; some errors occur when attempting more sophisticated or abstract contexts and structures. • **Very good idiomatic use** of language and a wide variety of structures employed. • **Mostly accurate** pronunciation and intonation.	4	• **Very 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 very good** analysis and evaluation of relevant issues.

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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 and analytically to, different aspects of the culture and society of countries / communities where the language is spoken
3	• **Good responses** to most questions (seen, set unseen and possible follow-up questions); some in detail. • **Good interaction:** engages reasonably well, asking mostly relevant questions, and sustains discussion for the most part.	3	• **Sound understanding** of stimulus material, demonstrated by relevant responses.	3	• **Good level of accuracy** in manipulation of grammar, with some errors. • **Good idiomatic use** of language and a variety of structures employed. • **Generally accurate** pronunciation and intonation.	3	• **Good 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 good analysis** and evaluation of relevant issues.
2	• **Reasonable responses** to most questions (seen, set unseen and possible follow-up questions); generally lacking detail. • **Attempts made to interact;** engages to a limited extent only, asking partly relevant questions, prompting required at times.	2	• **Limited understanding** of stimulus material demonstrated by partial responses.	2	• **Reasonable level of accuracy** in manipulation of grammar; some errors occur which are repeated. • **Some idiomatic use** of language and variation of structures. • **Generally intelligible** pronunciation and intonation but with some inconsistency.	2	• **Reasonable 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 some analysis** and evaluation of relevant issues.

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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 and analytically to, different aspects of the culture and society of countries / communities where the language is spoken
1	• **Limited responses** to most questions (seen, set unseen and possible follow-up questions). • **Limited success** in establishing a meaningful exchange; engages to a very limited extent, asking only irrelevant questions, and relies on prompts.	1	• **Very limited** understanding of the stimulus material demonstrated by responses that are generally irrelevant.	1	• **Limited level of accuracy** in manipulation of grammar; high instance of elementary errors. • **Limited idiomatic use** of language. Heavy reliance on anglicised structures. • **Pronunciation and intonation** make understanding difficult.	1	• **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 analysis or evaluation 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 two questions during this assessment. If a candidate asks only one question, a maximum of 4 marks can be awarded for AO1. If a candidate asks no questions, a maximum of 3 marks can be awarded for AO1.

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