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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**

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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**

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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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 1 – Being a young person in French-speaking society

Le respect pour le drapeau



« Un bon citoyen doit bien garder son pays. Il doit respecter le drapeau de son pays. Et puis, il ne doit pas envier les autres pays », ont déclaré des jeunes Congolais.

À DISCUTER :

Il est important de respecter le drapeau de son pays pour être un bon citoyen français/ francophone.

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FRENCH – A level component 1

CARD 2

INSTRUCTIONS TO CANDIDATES

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

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Theme-based discussion
Stimulus text and questions – **5 minutes preparation in examination room**
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Card 2 – Being a young person in French-speaking society

Les jeunes Français et les portables



Les portables à l'école, c'est fini ! Le Parlement a définitivement adopté le 30 juillet 2018 l'interdiction des portables dans les écoles et collèges, voire dans certains lycées.

À DISCUTER :

Le gouvernement français a eu raison d'interdire les portables dans les établissements scolaires.

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FRENCH – A level component 1

CARD 3

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**

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

Les langues vivantes en France



Chaque élève doit être capable de communiquer dans au moins deux langues vivantes à la fin de l'enseignement secondaire. Les compétences des élèves français en langues vivantes sont essentielles.

À DISCUTER :

Une bonne connaissance des langues vivantes offre aux étudiants français/francophones de nombreuses possibilités.

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FRENCH – A level component 1

CARD 4

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**

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.

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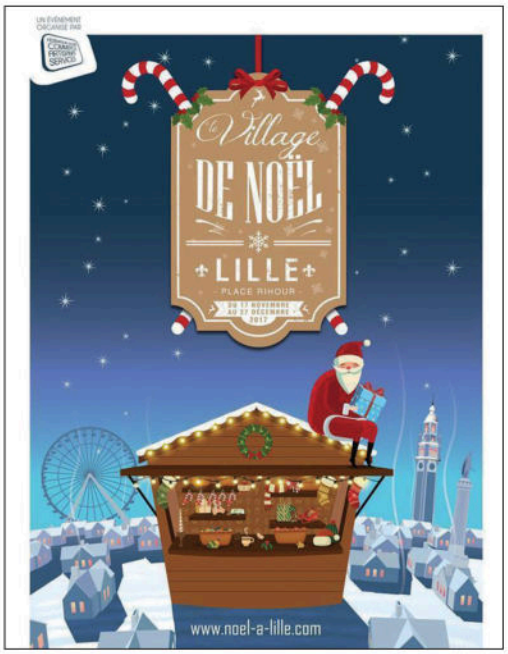
No dictionaries are allowed in any section of the assessment.

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- 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

Le Village de Noël à Lille



Cette année, 90 chalets proposent aux visiteurs de découvrir le savoir-faire d'artisans mais aussi les produits locaux, régionaux et internationaux dans le respect de la tradition de Noël.

À DISCUTER :

La tradition des marchés de Noël a 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**

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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**

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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INFORMATION FOR CANDIDATES

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- Task 2 – Theme-based discussion 20 marks.

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Card 5 – Understanding the French-speaking world

Le Mont Saint-Michel



« Merveille de l'Occident », le Mont Saint-Michel se dresse au cœur d'une baie envahie par les plus grandes marées d'Europe et reçoit plus de 2,5 millions de visiteurs par an.

À DISCUTER :

Les sites historiques, comme le Mont Saint-Michel, ont toujours une grande importance 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**

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Task 2
Theme-based discussion
Stimulus text and questions – **5 minutes preparation in examination room**
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- Task 2 – Theme-based discussion 20 marks.

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Card 6 – Understanding the French-speaking world

Le Centre Pompidou



Le Centre Pompidou, musée national d'art moderne à Paris, est le seul musée au monde à offrir une vue d'ensemble de la création artistique des XXe et XXIe siècles.

À DISCUTER :

L'art moderne et les musées d'art moderne ont une grande importance en France/ailleurs dans le monde francophone.

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FRENCH – A level component 1

CARD 7

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**
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Card 7 – Diversity and difference

L'immigration



À Nantes, la ville est dépassée par l'afflux de réfugiés. 400 d'entre eux s'entassent dans des camps. Rien n'est prévu pour eux, alors des bénévoles les aident.

À DISCUTER :

Les immigrés devraient dépendre des bénévoles plutôt que du gouvernement pour les aider en France/ailleurs dans le monde francophone.

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FRENCH – A level component 1

CARD 8

INSTRUCTIONS TO CANDIDATES

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Card 8 – Diversity and difference

La marginalisation des pauvres en France



La population des banlieues HLM est pauvre, composée principalement d'immigrés. Elle connait un taux de chômage élevé et cela accentue la marginalisation de la banlieue par rapport à la ville.

À DISCUTER :

Les habitants des banlieues en France/ailleurs dans le monde francophone sont injustement marginalisés.

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FRENCH – A level component 1

CARD 9

INSTRUCTIONS TO CANDIDATES

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Task 2
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Card 9 – Diversity and difference

La diversité en France



77 % des Français trouvent maintenant que la diversité des origines et des cultures de la population française apporte beaucoup au pays : diversité d'âge, de préférence partisane et d'origine socio-culturelle.

À DISCUTER :

De nos jours la discrimination contre les Français d'origine immigrée diminue en France/ailleurs dans le monde francophone.

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FRENCH – A level component 1

CARD 10

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

Le marché noir pendant l'Occupation



Certains Français vendent des aliments sans tickets, mais à des prix très élevés. Des produits seront vendus jusqu'à trente fois plus cher que leur valeur. La vente est pratiquée dans la rue.

À DISCUTER :

Certains Français ont exploité leurs compatriotes pendant la Deuxième Guerre mondiale.

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FRENCH – A level component 1

CARD 11

INSTRUCTIONS TO CANDIDATES

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Task 2
Theme-based discussion
Stimulus text and questions – **5 minutes preparation in examination room**
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Card 11 – France 1940-1950: The Occupation and post-war years

Le cinéma français pendant l'Occupation



C'est au moment où la France vit les pages les plus sombres de son histoire entre 1940 et 1945 que le cinéma français connait son âge d'or.

À DISCUTER :

Le cinéma français a eu beaucoup de succès en dépit de l'Occupation.

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FRENCH – A level component 1

CARD 12

INSTRUCTIONS TO CANDIDATES

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

La reconstruction après la Deuxième Guerre mondiale



Les années à la fin de la guerre étaient dures. Il manquait des maisons et des commerces. La reconstruction des villes après les bombardements a été une priorité évidente pour la France.

À DISCUTER :

La France a dû reconstruire ses villes après la guerre.

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