



GCE A LEVEL – NEW

A800U10-1E



S18-A800U10-1E



FRENCH – A Level component 1

CARDS 1-12

EXAMINER'S BOOKLET

2018

A800U101E
01

INSTRUCTIONS FOR EXAMINERS

Task setting and format of the assessment

In preparation for the speaking assessment the learner will have undertaken an independent research project. The task related to the theme-based stimulus card will be set by WJEC, but the candidate will have a choice from two cards. The speaking assessment will be conducted at centres by a visiting examiner appointed by WJEC. He/she will conduct and mark the assessment which will be digitally recorded.

During preparation for the speaking assessment candidates must complete the independent research pro-forma providing the title of their research project and outlining up to 10 key points **in English**. The purpose of the pro-forma is to provide the visiting examiner with some prior information about the candidate's chosen independent research project. The pro-forma will be sent by the centre to the visiting examiner at least three weeks **before** the beginning of the assessment period in April. The candidate may bring a copy of the pro-forma to the speaking assessment which he/she can use as a prompt if necessary for the presentation and discussion. The pro-forma is an aid to memory only and will **not** provide linguistic support in French.

Learners are **not** permitted to choose for their independent research project any of the literary works or films which they have studied for their written assessment in Component 3.

The assessment will comprise the following tasks;

Task 1 – Presentation and discussion on candidate's independent research project

- (a) Each candidate will give a spoken presentation in French of an independent research project, selected by the candidate. The presentation will last **2 minutes**. If the presentation lasts longer than the allocated time the visiting examiner will interrupt the candidate with a question related to the independent research project. This will indicate the beginning of the discussion. There are no additional marks available for a presentation which extends beyond 2 minutes.
- (b) A discussion in French comprising responses by the candidate to questions relating to their independent research project. The questions will be set and asked by the visiting examiner. The discussion will last **9-10 minutes maximum**.

After **Task 1** has been completed the candidate will be given **5 minutes preparation time** in the examination room with the visiting examiner to prepare for **Task 2** – the theme-based discussion.

Task 2 – Theme-based discussion

A discussion in French based on a stimulus card containing an image with related text on one of the sub-themes, as set out in this A level specification. The visiting examiner will offer the candidate two stimulus cards. The candidate must pick one of these cards and he/she will then prepare the discussion point on that stimulus card during the allocated preparation time.

At the end of the **5 minutes preparation time** the visiting examiner will initiate a discussion with the candidate based on the stimulus card he/she has prepared. After the candidate has responded to the discussion point on the card, the visiting examiner will then ask the candidate **one** further question. This supplementary question will be **unseen**.

At the start of the discussion, candidates must make reference to information in the stimulus text, to show the examiner that they have understood that material. Candidates can talk about France or French-speaking countries/communities, depending on the context in which they have studied the themes or sub-themes. **This does not apply to the country-specific theme**. This instruction will be stated on the front of the stimulus card.

The candidate will be required to ask the visiting examiner **at least two** questions. Should the candidate omit to ask any questions during the assessment, the visiting examiner will ask the candidate in French whether he/she has any questions to ask. If there is time within the discussion, the examiner will explore other points related to the sub-theme. The examiner will also follow up points raised by the candidate during the discussion.

Task taking

On the day(s) when the assessment is conducted, each candidate will arrive at the appointed time for the speaking assessment with the visiting examiner. **There will be no formal preparation time before the assessment begins.**

Candidates are not permitted to use dictionaries in any part of the assessment.

If the candidate has chosen to use a copy of the *independent research project* pro-forma as an aid to memory, he/she will show it to the visiting examiner before the assessment begins. This is to ensure that the copy only contains notes in English. A copy of a pro-forma found to contain notes in French will be retained by the visiting examiner and the candidate will not have access to it during the assessment. The assessment will commence with the candidate's presentation of the independent research project which will last a **maximum of 2 minutes**. This will then be followed by a discussion with the visiting examiner based on the project lasting **9-10 minutes maximum**. At the end of the discussion on the presentation, if a copy of the pro-forma has been used by the candidate it will be handed to the visiting examiner.

The visiting examiner will then show the candidate two theme-based stimulus cards. **The cards will be placed face down on a table so that the candidate cannot see the theme** stated on the card. The candidate will choose which card he/she would like to prepare. The candidate will then be given **5 minutes preparation time** in the examination room with the visiting examiner. During the preparation time the candidate may, if he/she wishes, make notes in French or English on a separate piece of paper, **not** on the card. The candidate may refer to these notes during the assessment of the theme-based stimulus card. The notes are **an aid to memory** and **must not** constitute whole sentences or a complete text. Reading out whole sentences or a complete text will have a detrimental effect on a candidate's spontaneity.

The candidate will hand the notes to the visiting examiner at the end of the assessment. The visiting examiner will keep the notes and any copy of the pro-forma used by the candidate until the end of the Enquiry about Results period.

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

Conduct of the assessment

Candidates will be allowed only **one** attempt at the assessment. Once the recording begins it cannot be paused or stopped during the assessment of either Task 1 or Task 2. The visiting examiner will, however, pause the recording during the 5 minutes preparation time allocated to the candidate prior to the assessment of Task 2. The recording will start again when Task 2 commences. The only circumstances in which a candidate can be re-tested are if there is a technical malfunction during the assessment (so that, for example, the assessment has not been recorded or is inaudible) or an incident occurs beyond the visiting examiner's control which prevents the completion of the assessment. In any such circumstance the visiting examiner will inform WJEC immediately and inform the examinations' officer at the centre.

The examiner must ensure that each candidate is given the cards in the order as listed in the grid below. If, however, one of the cards in the candidate's set contains content that the candidate has covered in his/her independent research project, the examiner can choose an alternative set of cards.

French 2018			
Candidate no.	Cards	Candidate no.	Cards
1.	12 & 7	13.	10 & 3
2.	4 & 12	14.	6 & 2
3.	11 & 8	15.	2 & 5
4.	6 & 3	16.	6 & 11
5.	8 & 2	17.	7 & 12
6.	9 & 4	18.	8 & 6
7.	7 & 6	19.	4 & 7
8.	1 & 8	20.	3 & 1
9.	5 & 10	21.	4 & 10
10.	10 & 9	22.	5 & 9
11.	8 & 3	23.	1 & 11
12.	2 & 9	24.	3 & 2

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Card 1 – Diversity and difference

Les immigrants au Québec

La Ville de Montréal, qui accueille près de 76,3 % des nouveaux arrivants au Québec par année, est un acteur de premier plan dans l'intégration des personnes immigrantes sur son territoire.

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

L'intégration des immigrants dans la culture et la vie au Québec, en France/ailleurs dans le monde francophone est essentielle. 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.

Les immigrants seront-ils obligés de renoncer totalement à leur propre culture pour s'intégrer dans la culture du pays d'accueil, en France/ailleurs dans le monde francophone ?

AO4	In response to the discussion point on the stimulus card the candidate may: • discuss pros and cons of integration • comment on the current situation in Québec/France or a Francophone country or Francophone communities In response to the unseen question the candidate may: • give examples of clash of values (e.g. religion vs secularism in France) • discuss the positive effects of cultural enrichment in a Francophone country or in Francophone communities The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the visiting examiner a question/questions during the assessment, the examiner must ask the candidate in French if he/she has any questions to ask.

Card 2 – Understanding the French-speaking world

Week-end BD 2016

Durant trois jours, la Cité du Livre et la Bibliothèque Méjanès à Aix-en-Provence sont complètement investies par les Rencontres de la Bande Dessinée. Ce sont des rencontres, des dédicaces, des livres, des ateliers.

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

Les rencontres littéraires et artistiques apportent de nombreux bienfaits 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 les bandes dessinées sont-elles si populaires en France/ailleurs dans le monde francophone ?

AO4	In response to the discussion point on the stimulus card the candidate may: • indicate how French/Francophone society in general and regions gain from such events • how cartoons have international appeal In response to the unseen question candidates may discuss: • famous cartoons e.g. Tintin and Astérix are French/Belgian • cartoon books appeal to adults as well as children in Francophone countries/communities The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the visiting examiner a question/questions during the assessment, the examiner must ask the candidate in French if he/she has any questions to ask.

Card 3 – France 1940-1950: The Occupation and post-war years

Les réformes sociales après la deuxième guerre mondiale

Les gouvernements de l'après-guerre, qui comprenaient des ministres communistes, ont pu imposer d'importantes réformes, par exemple la Sécurité sociale (en 1945) et un salaire minimum pour les ouvriers et employés (en 1947).

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

Les gouvernements de l'après-guerre n'auraient pas pu imposer aux employeurs d'importantes réformes sociales sans les communistes. 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.

Le Parti Communiste Français est-il devenu trop puissant après la deuxième guerre mondiale ?

AO4	In response to the discussion point on the stimulus card the candidate may state that: • employers were discredited because of their collaboration during the war • communists held, at times, the greatest number of any party's seats In response to the unseen question the candidate may state that: • communists could only succeed with other left wing parties • the party power and influence waned in time The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the visiting 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 – Being a young person in French-speaking society

Les jeunes quittent la France pour réussir dans la vie active

C'est une idée aujourd'hui largement partagée. Les jeunes ne trouvent plus en France les conditions pour réaliser leurs projets professionnels. La France ne fait plus rêver la jeunesse.

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

Les jeunes en France/ailleurs dans le monde francophone ont de fortes raisons de choisir l'exil pour trouver un emploi. 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.

Le gouvernement français devrait-il faire plus pour retenir les jeunes au pays, surtout ceux qui sont doués ?

AO4	In response to the discussion point on the stimulus card the candidate may comment on: • youth unemployment in France/some other Francophone societies • traditional structures in French society (e.g. strong unions which do not encourage entrepreneurship) In response to the unseen question the candidate may comment that: • there is already a high standard of education and established technology • recent changes in European relationships could well give new opportunities within the "new" EU The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the visiting examiner a question/questions during the assessment, the examiner must ask the candidate in French if he/she has any questions to ask.

Card 5 – Being a young person in French-speaking society

Le bénévolat et le volontariat des jeunes en France

Plus de 44 % des jeunes qui habitent l'Île de France sont ou ont été bénévoles pour aider les autres et s'accomplir personnellement. Seulement 5 % sont opposés au bénévolat ou au volontariat.

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

Faire du bénévolat dans leur propre pays est une bonne préparation pour l'avenir 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.

Les jeunes Français ont-ils assez de temps libre pour faire du bénévolat ?

AO4	In response to the discussion point on the stimulus card the candidate may state that: • volunteering in a French-speaking country means there are no language barriers • volunteering close to home is likely to give a wide range of volunteering options or not In response to the unseen question the candidate may state that: • obviously many young people do find the time • volunteering close to home can bring benefits – friends, skills, even if there is no payment The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the visiting examiner a question/questions during the assessment, the examiner must ask the candidate in French if he/she has any questions to ask.

Card 6 – Diversity and difference

L'exclusion involontaire des personnes âgées

La marginalisation des personnes âgées en France/ailleurs dans le monde francophone devient de plus en plus évidente. Beaucoup de vieux sont malades, ne quittent guère leurs maisons et voient rarement les membres de leurs familles.

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

La société a tendance à exclure les personnes âgées en situation d'isolement en France/dans les pays francophones. 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 doit faire la société française/francophone pour assurer l'inclusion des personnes âgées ?

AO4	In response to the discussion point on the stimulus card the candidate may say that: • the isolation of old people does or can lead to exclusion • old people are excluded because of illness, loneliness In response to the unseen question candidates may say that: • neighbours and family should ensure that old people are helped in their homes • the government can give more formal support for old people The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the visiting examiner a question/questions during the assessment, the examiner must ask the candidate in French if he/she has any questions to ask.

Card 7 – France 1940-1950: The Occupation and post-war years

L'arrivée du Général de Gaulle sur les Champs-Élysées

Paris est libéré en août par la 2e division de Leclerc. Le triomphal accueil que réservent les Français au Général de Gaulle sur les Champs-Élysées le 26 août 1944 marque le renouveau de l'unité nationale.

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

L'accueil qu'ont réservé les Français au Général de Gaulle quand la France a été libérée est tout à fait justifié. 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.

La France était-elle vraiment unie immédiatement après la libération ?

AO4	In response to the discussion point on the stimulus card the candidate may comment that: • liberation needed celebrating • De Gaulle was a prominent symbol/leader during the war In response to the unseen question the candidate may say that: • collaborators were identified and punished • living in an occupied country meant people lived in fear of the enemy and were passive The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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Card 8 – Being a young person in French-speaking society

Tabac : consommation en hausse chez les adolescents

À 17 ans, un adolescent français sur trois fume tous les jours, un taux qui se place au-dessus de la moyenne nationale des fumeurs quotidiens. C'est une tendance inquiétante.

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

Les jeunes en France/ailleurs dans le monde francophone se laissent souvent entraîner à fumer par leurs pairs. 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 peut faire le gouvernement français pour décourager le tabagisme ?

AO4	In response to the discussion point on the stimulus card the candidate may state that: • young people do consider cigarettes to be an essential part of socialising • smoking is part of group identity In response to the unseen question the candidate may say: • young people continue to smoke despite plain packets and price rises • the government can raise awareness of the risks involved The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the visiting examiner a question/questions during the assessment, the examiner must ask the candidate in French if he/she has any questions to ask.

Card 9 – Diversity and difference

L'exclusion des handicapés

Malgré les dispositions législatives, avoir un handicap reste un facteur d'exclusion en termes d'éducation, d'accès aux infrastructures, d'intégration professionnelle mais aussi d'acceptation sociale en France.

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

L'inclusion des handicapés dans la société française/ailleurs dans le monde francophone est essentielle. 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.

Est-il juste de donner priorité à une minorité de personnes handicapées en France/ailleurs dans le monde francophone ?

AO4	In response to the discussion point on the stimulus card the candidate may say: • equality is important in France/a French-speaking country • France and French-speaking countries do enough to help disabled people In response to the unseen question the candidate may say whether: • the minority of people who have a disability in France/a French-speaking country should be given priority or not given priority • having a disability means (or does not mean) that these persons make a contribution to French/Francophone society The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the visiting 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 – Understanding the French-speaking world

La gastronomie française

Nos régions regorgent de spécialités gastronomiques que l'on déguste surtout pendant les fêtes de fin d'année : pain d'épices et oie farcie en Alsace, treize desserts en Provence ou jambon de Noël aux Antilles.

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

La gastronomie régionale en France/dans les pays francophones reste toujours très importante. 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 peut-on faire pour retenir la gastronomie régionale en France/dans les pays francophones ?

AO4	In response to the discussion point on the stimulus card the candidate may say: • regional food is (not) still important • regional food reflects local produce and traditions In response to the unseen question the candidate may say that: • local people should be encouraged to continue their cooking traditions • local trademarks should be protected and wider sales encouraged The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the visiting examiner a question/questions during the assessment, the examiner must ask the candidate in French if he/she has any questions to ask.

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

La Résistance

Les motivations des résistants étaient diverses : refus de la défaite et de l'occupation allemande, refus du régime de Vichy et de la collaboration, refus de la répression et des mesures antisémites.

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

Les Français ont eu raison de résister à l'occupation allemande. 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.

Peut-on comprendre les actes des Français qui ont collaboré avec les Allemands ?

AO4	In response to the discussion point on the stimulus card the candidate may say that: • resistance fighters were right (or not right) to resist • they had (or did not have) valid reasons In response to the unseen question candidates may say that: • Pétain was a hero from the First World War who promised peace • France had a semblance of self-government in the unoccupied zone The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the visiting examiner a question/questions during the assessment, the examiner must ask the candidate in French if he/she has any questions to ask.

Card 12 – Understanding the French-speaking world

Le cinéma en France

Selon les chiffres du Centre national du Cinéma (CNC), près de 13 millions des moins de 25 ans se sont rendus dans les salles de cinéma l'année dernière : un record !

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

Le cinéma joue un grand rôle dans la culture des 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.

Quelles sont les caractéristiques du cinéma français ?

AO4	In response to the discussion point on the stimulus card the candidate may state that: • there are many famous French films liked by young people (e.g. Amélie, Intouchables) • audio-visual culture is still important in France In response to the unseen question the candidate may discuss: • what makes French films different • how French films often deal with themes and emotions rather than actions and plot The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the visiting 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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