



GCE AS

B800UA0-1E



S24-B800UA0-1E



2024

FRENCH – AS component 1

SET A – CARDS A1–A6

SET B – CARDS B1–B6

EXAMINER'S BOOKLET

B800UA01E
01

CARD A1 – Being a young person in French-speaking society**Sub-theme: Families and citizenship****Lisez ce texte.**

De plus en plus de jeunes issus des communautés immigrées participent à la vie politique. Ils peuvent exercer une influence positive sur leurs parents, qui sont souvent désengagés politiquement. Plusieurs jeunes décident de s'impliquer en politique pour pouvoir participer activement aux décisions qui concernent la société.

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

Pourquoi les jeunes des communautés immigrées s'intéressent-ils à la politique en France ? *

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

Que peut-on faire pour encourager plus de jeunes à participer à la vie politique en France ?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • why young people from immigrant families are getting more involved in politics in France • the reasons why they are more interested in politics than their parents In response to the unseen question the candidate may discuss: • what French society can do to encourage even greater participation among young people • the advantages or benefits of this for both young people and French 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 them, as appropriate, about their views. If the candidate does not ask the examiner a question/questions during the assessment, the examiner must ask the candidate in French if they have any questions to ask.

*Please note that the candidate can talk about France or French-speaking countries/communities during the discussion.

CARD A2 – Being a young person in French-speaking society**Sub-theme: Families and citizenship****Lisez ce texte.**

En France, les couples homosexuels ont le droit de se marier et d'adopter un enfant. La loi a évolué mais pas nécessairement les mentalités. Les enfants qui grandissent dans ces familles homoparentales, doivent faire face au regard des autres et au jugement social sur l'homoparentalité et l'homosexualité.

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

Quelle est la situation actuelle des familles homoparentales en France ? *

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

Que peut-on faire pour changer les mentalités sur l'homoparentalité et l'homosexualité ?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • what it is like to be a French child with same sex parents • the problems that these children face in France In response to the unseen question the candidate may discuss: • how we can change French people's mentality • how this will improve the lives of same sex families in France 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 A3 – Being a young person in French-speaking society**Sub-theme: Youth trends and personal identity****Lisez ce texte.**

45 % des jeunes Français entre 17 et 19 ans ont déclaré avoir fumé du cannabis. Presque un quart d'entre eux pensent que leur consommation est devenue problématique car elle est souvent liée à d'autres abus tels que les jeux vidéo, l'alcool, le tabac et d'autres substances psychoactives.

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

Quelle est la situation actuelle en ce qui concerne la consommation du cannabis chez les jeunes Français ? *

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

Que peut-on faire pour aider ces jeunes accros ?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • the use of cannabis among young people in France • other issues young French people have linked to cannabis use In response to the unseen question the candidate may discuss: • what French society can do to help these young people • the advantages of helping these young 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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CARD A4 – Being a young person in French-speaking society**Sub-theme: Youth trends and personal identity****Lisez ce texte.**

Les jeunes regardent toujours la télévision, mais ils ne la regardent plus du tout comme leurs parents. La télévision est allumée, l'ordinateur posé sur les genoux est connecté à Internet et le portable est tout près. Voilà comment un Français âgé de 16 à 26 ans regarde la télé.

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

Comment est-ce que les jeunes Français regardent la télévision ? *

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

Pourquoi les jeunes Français d'aujourd'hui regardent-ils la télévision différemment ?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • how both younger and older people in France watch TV • the reasons for this difference In response to the unseen question the candidate may discuss: • the different ways of watching television nowadays in France • the reasons for this trend in France 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 A5 – Being a young person in French-speaking society**Sub-theme: Education and employment opportunities****Lisez ce texte.**

L'économie se porte mieux car il y a un manque de main d'œuvre et le nombre d'apprentis a explosé. Le taux de chômage des jeunes est au plus bas. Même s'ils restent les plus touchés, à deux fois plus que la population générale, cette baisse est importante.

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

Pourquoi les jeunes chercheurs d'emploi en France devraient-ils rester optimistes ? *

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

Que pourrait-on faire d'autre pour réduire le taux de chômage chez les jeunes Français ?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • the reasons why young people in France should be more optimistic about their job prospects • why young people in France still find it hard to find work In response to the unseen question the candidate may discuss: • the measures that could be implemented to reduce youth unemployment in France • examples of schemes in France to get young people into work 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 A6 – Being a young person in French-speaking society**Sub-theme: Education and employment opportunities****Lisez ce texte.**

Avec près de 100 spécialités, le Bac pro est un mélange de matières théoriques et professionnelles avec des périodes de stage en entreprise. Comme son nom l'indique, le Bac pro est un diplôme destiné à fournir les compétences professionnelles nécessaires aux étudiants afin d'intégrer directement le monde du travail.

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

Comment fonctionne le Bac pro en France ? *

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

Pourquoi pensez-vous que le Bac pro devient de plus en plus populaire chez les jeunes Français ?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • how the Bac pro in France is structured • how it differs from the traditional Bac In response to the unseen question the candidate may discuss: • reasons for its increased popularity among French teenagers • why the traditional Bac is less popular 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 B1 – Understanding the French-speaking world

Sub-theme: Regional culture and heritage in France, French-speaking countries and communities.

Lisez ce texte.

Plus de deux millions de personnes visitent l'un des plus beaux marchés de Noël en Europe. Il abrite plus de 200 stands, un sapin de Noël, une grande roue et une patinoire. La ville de Bruxelles présente chaque année des installations d'art éclairé, une expérience audiovisuelle très impressionnante.

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

Quel est l'avantage pour la ville de Bruxelles d'organiser le marché de Noël ? *

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

Pourquoi les marchés de Noël sont-ils de plus en plus fréquentés dans les pays francophones ?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • the reasons why the city of Brussels organises a Christmas market • any further explanation or expansion of these reasons In response to the unseen question the candidate may discuss: • why Christmas markets in French-speaking countries are increasingly popular • the advantages or disadvantages of such markets 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 B2 – Understanding the French-speaking world

Sub-theme: Regional culture and heritage in France, French-speaking countries and communities.

Lisez ce texte.

Le musée de la bande dessinée d'Angoulême reste encore le temple de la BD. Il expose une collection exceptionnelle, unique en Europe. Le musée contient plus de 14 000 imprimés et dessins originaux de la bande dessinée francophone et américaine. Des reportages audiovisuels montrent des dessinateurs au travail.

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

Pourquoi les musées ont-ils une grande importance en France ? *

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

Pour quelles raisons les jeunes francophones visitent-ils de moins en moins les musées ?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • why museums in France are considered very important • what museums offer or represent to the French In response to the unseen question the candidate may discuss: • why young people in France are less interested in museums • what would encourage young French people to visit museums 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 B3 – Understanding the French-speaking world

Sub-theme: Regional culture and heritage in France, French-speaking countries and communities.

Lisez ce texte.

En 2019, la cathédrale Notre-Dame, l'un des monuments les plus emblématiques de Paris, a été ravagée par un incendie. Suite à des discussions concernant la réparation de ce bâtiment, une décision a été prise de le reconstruire à l'identique, pour un coût d'au moins 500 millions d'euros.

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

Quelle est l'importance de la cathédrale Notre-Dame pour la ville de Paris ? *

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

Faut-il payer pour préserver son patrimoine ?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • what the cathedral of Notre-Dame represents • why it is so important to the people of Paris (and France) In response to the unseen question the candidate may discuss: • who in France should pay for preserving its heritage • how public money should be spent in France 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 B4 – Understanding the French-speaking world**Sub-theme: Media, art, film and music in the French-speaking world****Lisez ce texte.**

Le Festival d'été de Québec est un évènement musical multi-genre qui accueille des artistes internationaux et des musiciens des quatre coins du monde. La fête a été fondée en 1968 par des musiciens, qui souhaitaient animer les places publiques de la ville et promouvoir les arts et la musique francophones.

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

Quel est l'impact de ce festival de musique ? *

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

Pourquoi les festivals de musique sont-ils de plus en plus populaires dans les pays francophones ?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • how this festival promotes the music and arts of French-speaking communities • the advantages or disadvantages of hosting the festival In response to the unseen question the candidate may discuss: • why festivals are increasingly popular in French-speaking communities • any further explanation or expansion of these reasons 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 B5 – Understanding the French-speaking world**Sub-theme: Media, art, film and music in the French-speaking world****Lisez ce texte.**

Si vous voulez découvrir de nouveaux films en français, ne manquez pas le festival du cinéma francophone, qui se tient en ligne. Le site attire l'attention des usagers sur la jeune génération de cinéastes francophones et permet aux internautes du monde entier de partager leur amour du cinéma français.

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

Pourquoi ce festival est-il un concept original ? *

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

Pourquoi est-ce qu'il faut promouvoir le cinéma francophone ?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • why this French festival is different • the advantages or disadvantages of this new concept In response to the unseen question the candidate may discuss: • why French-speaking cinema should be promoted • how can French cinema become more popular to a wider audience 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 B6 – Understanding the French-speaking world**Sub-theme: Media, art, film and music in the French-speaking world****Lisez ce texte.**

Un jeune Français sur deux suit l'actualité mais, contrairement à ses parents, il prête peu d'attention à la presse écrite, à la radio ou à la télévision. Pour les jeunes, ces médias traditionnels font partie du passé. Les réseaux sociaux sont exclusivement leur mode d'accès à l'information.

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

Quelle est l'attitude des jeunes Français envers les médias traditionnels ? *

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

Pourquoi les jeunes Français rejettent-ils les médias traditionnels ?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • what young French people think about traditional forms of media • how young French people access the news In response to the unseen question the candidate may discuss: • why young French people shun traditional forms of media • any further explanation or expansion of these reasons 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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GCE AS LEVEL FRENCH
SUMMER 2024 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 Examiners

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
- you must make sure that you are familiar with the assessment grid and that you consider the marks and descriptors carefully when awarding a mark for each assessment objective
- the assessment grid is divided into five one-mark bands for AO1 and AO2, and five two-mark bands for AO3 and AO4. See information below regarding advice on awarding marks using banded mark schemes
- the specified length of the entire Speaking assessment is 12–14 minutes. The candidate will spend 6–7 minutes on each card. The candidate must cover the seen and unseen questions on both stimulus cards. The candidate is also required to ask the examiner one question in each discussion.

Timings for each stimulus card must be adhered to. You **must not** mark any speaking evidence which exceeds these timings.

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.

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.

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 cards you should consider the additional notes given for each card. However, you **must** bear in mind that the additional notes are **not** exhaustive and are for guidance only. Reward all valid responses.

Component 1

Speaking assessment – mark allocation

Marks	AO1	AO2	AO3	AO4	Total marks
Card A	5	5	10	10	30
Card B	5	5	10	10	30
Total marks	10	10	20	20	60

Component 1 – Task 1 and 2: Speaking assessment grid for theme-based stimulus card (A and B) **30 marks per card: 60 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 to, different aspects of the culture and society of countries / communities where the language is spoken
5	• Very good responses to most questions; clear and detailed. • Very good interaction: engages well, asking at least one highly relevant question, and sustains discussion.	5	• Very good understanding of the stimulus material demonstrated by responses.	9–10	• Very good level of accuracy in manipulation of grammar. • A good range of structures with some idiomatic language. • Very good pronunciation and intonation.	9–10	• Very good knowledge and understanding of aspects of the sub-theme covered in the discussion. • Ideas and points of view are often convincingly argued and supported by appropriate evidence. • Conclusions are based on very good understanding of relevant issues.
4	• Good responses to most questions; most in detail. • Good interaction: engages well, asking at least one relevant question, and sustains discussion.	4	• Good understanding of the stimulus material demonstrated by responses.	7–8	• Good level of accuracy in manipulation of grammar. • Good range of structures. • Good pronunciation and intonation.	7–8	• 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 good understanding of relevant issues.
3	• Reasonable responses to most questions; some in detail. • Reasonable interaction: engages reasonably well, asking at least one mostly relevant question, and sustains discussion for the most part.	3	• Some understanding of the stimulus material, demonstrated by responses.	5–6	• Reasonable level of accuracy in manipulation of grammar, with some errors. • Some variety of structures. • Fairly good pronunciation and intonation.	5–6	• Reasonable 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 some understanding of relevant issues.

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 to, different aspects of the culture and society of countries / communities where the language is spoken
2	- Limited responses to questions; generally lacking detail. - Attempts made to interact; engages to a limited extent only, asking at least one partly relevant question, prompting required at times.	2	Limited understanding of the stimulus material demonstrated by responses.	3–4	- Limited level of accuracy in manipulation of grammar; some errors occur which are repeated. - A limited range of structures. - Generally intelligible pronunciation and intonation.	3–4	- Limited 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 limited understanding of relevant issues.
1	- Very limited responses to questions. - Limited success in establishing a meaningful exchange; engages to a very limited extent, asking at least one question (though the question may be irrelevant), and relies on prompts.	1	Very limited understanding of the stimulus material demonstrated by responses.	1–2	- Limited level of accuracy in manipulation of grammar; high instance of elementary errors. - Very limited range of structures. - Pronunciation and intonation make understanding difficult.	1–2	- Very 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 understanding 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 one question during this assessment. If a candidate does not ask a question, a maximum of 3 marks can be awarded for AO1.

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