



GCE AS MARKING SCHEME

SUMMER 2017

**AS (NEW)
FRENCH - UNIT 1
2800U10-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2017 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

GCE SUBJECT AS FRENCH - UNIT 1 (NEW)

SUMMER 2017 MARK SCHEME

CARD A1 - Understanding the French-speaking world

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

Ci-dessous il y a deux points de vue différents sur *les marchés traditionnels*. Choisissez une de ces opinions à défendre. L'examineur/examinatrice prendra l'avis contraire dans la discussion.

Opinion A

- Les marchés traditionnels protègent et conservent le patrimoine et la culture d'une région.

Opinion B

- Les marchés traditionnels sont ennuyeux et n'ont aucune importance dans la vie moderne.

AO4	In response to the task on the stimulus card the candidate may present and discuss the following: Opinion A • The importance of traditional markets (e.g. food/wine) in one or more regions (may just use 1 specific region) of France or any French-speaking country. • Traditional markets encourage tourism, good for local economy, consolidate regional or national identity. • Traditional markets (e.g. Christmas markets, "Santons" in Provence) in a French/francophone context and importance to history, heritage. Opinion B • Markets are now global, international rather than national/regional. • Traditional markets are old-fashioned. They have no place in 21st century life in France. • Generations move on. Nowadays, people shop online or in supermarkets. The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation in order to cover the opinions above. The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.
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CARD A2 - Understanding the French-speaking world

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

Ci-dessous il y a deux points de vue différents sur *les traditions régionales*. Choisissez une de ces opinions à défendre. L'examineur/examinatrice prendra l'avis contraire dans la discussion.

Opinion A

- Les traditions protègent et conservent l'identité et la culture d'une région.

Opinion B

- Les traditions sont démodées et n'ont aucune importance dans la France moderne.

AO4	In response to the task on the stimulus card the candidate may present and discuss the following: Opinion A • The importance of traditions from one or more regions (may just use 1 specific region) of France or any French-speaking country. • Examples of successful traditions and why – encourage tourism, good for local economy, consolidates regional or national identity. • The role of traditions in a particular region (or regions) in a French/francophone context and importance to history, heritage, identity. Opinion B • Regional versus national (French)/global importance of certain traditions e.g. Tour de France. • Traditions are old-fashioned. They have no place in 21st century life in France or any French-speaking country. • Generations move on. Traditions change. The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation in order to cover the opinions above. The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.
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CARD A3 - Understanding the French-speaking world

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

Ci-dessous il y a deux points de vue différents sur *les fêtes régionales*. Choisissez une de ces opinions à défendre. L'examineur/examinatrice prendra l'avis contraire dans la discussion.

Opinion A

- Les fêtes régionales conservent l'identité et la culture d'une région.

Opinion B

- Les fêtes régionales sont démodées et ne servent à rien dans la France moderne.

AO4	In response to the task on the stimulus card the candidate may present and discuss the following: Opinion A • The importance of regional festivals from one or more regions (may just use 1 specific region) of France or any French-speaking country. • Examples of successful festivals and why – encourage tourism, good for local economy, consolidates regional or national identity. • The role of festivals in a particular region (or regions) in a French/francophone context and importance to history, heritage, identity, culture, regional language. Opinion B • Regional versus national (French)/global importance of certain festivals e.g. Le Festival Interceltique in Lorient. • Festivals are old-fashioned. They have no place in 21st century life in France or any French speaking country. • Generations move on. Festivals are less popular and cost money. The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation in order to cover the opinions above. The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.
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CARD A4 - Understanding the French-speaking world

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

Ci-dessous il y a deux points de vue différents sur *les musées nationaux et régionaux*. Choisissez une de ces opinions à défendre. L'examineur/examinatrice prendra l'avis contraire dans la discussion.

Opinion A

- Les musées encouragent le respect envers l'identité française et régionale.

Opinion B

- Les musées sont une perte d'argent et ne servent à rien dans la France moderne.

AO4	In response to the task on the stimulus card the candidate may present and discuss the following: Opinion A • Museums link us with the past both nationally and regionally. • They host important finds/exhibits that are of local or national interest. • They preserve heritage for future generations. Opinion B • Museums (national/regional) are expensive to maintain. • Museums house exhibits which no longer interest us. • Museums' traditional methods of presenting things do not appeal to us and are unlikely to appeal to future generations. The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation in order to cover the opinions above. The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.
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CARD A5 - Understanding the French-speaking world

Sub-theme: Literature, art, film and music in the French-speaking world

Ci-dessous il y a deux points de vue différents sur *le cinéma français*. Choisissez une de ces opinions à défendre. L'examineur/examinatrice prendra l'avis contraire dans la discussion.

Opinion A

- Le cinéma français protège la langue et la culture française.

Opinion B

- Le cinéma français n'a plus d'importance dans un monde dominé par Hollywood.

AO4	In response to the task on the stimulus card the candidate may present and discuss the following: Opinion A • The importance of its cinema to France. • French cinema defends French language and culture and consolidates national identity and pride. • French cinema is distinctive and unique internationally and reflects French tastes. Opinion B • French cinema is not relevant to real life. • It has no place in 21st century life in France. • Cinema is international these days - often English or American. The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation in order to cover the opinions above. The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.
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CARD A6 - Understanding the French-speaking world

Sub-theme: Literature, art, film and music in the French-speaking world

Ci-dessous il y a deux points de vue différents sur *les expositions d'art français*. Choisissez une de ces opinions à défendre. L'examineur/examinatrice prendra l'avis contraire dans la discussion.

Opinion A

- Les expositions d'art français représentent la culture française.

Opinion B

- Les expositions d'art français n'ont plus d'importance dans le monde moderne.

A04	In response to the task on the stimulus card the candidate may present and discuss the following: Opinion A • The importance of art to French identity and pride. • French art represents French culture (at its best). • French art is distinctive and reflects French tastes. Opinion B • French art is not relevant to real life. • It has no place in 21st century life in France. • Art is international these days - often non-European. The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation in order to cover the opinions above. The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.
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CARD A7 - Understanding the French-speaking world

Sub-theme: Literature, art, film and music in the French-speaking world

Ci-dessous il y a deux points de vue différents sur *la musique française*. Choisissez une de ces opinions à défendre. L'examineur/examinatrice prendra l'avis contraire dans la discussion.

Opinion A

- La musique française est un élément important de la culture francophone.

Opinion B

- La musique française est trop influencée par la musique anglaise et américaine.

AO4	In response to the task on the stimulus card the candidate may present and discuss the following: Opinion A • The importance of French music to French speakers throughout the world. • French music defends French culture and identity. • French music is distinctive and reflects French tastes or fashions. Opinion B • French music does not appeal to young French people/French speakers. • Traditional French music is not relevant to everyday life. • Music is international these days, often American. The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation in order to cover the opinions above. The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.
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CARD A8 - Understanding the French-speaking world

Sub-theme: Literature, art, film and music in the French-speaking world

Ci-dessous il y a deux points de vue différents sur *la lecture*. Choisissez une de ces opinions à défendre. L'examineur/examinatrice prendra l'avis contraire dans la discussion.

Opinion A

- Le livre électronique encourage la lecture en français.

Opinion B

- Le livre traditionnel a toujours un rôle important dans la culture française.

AO4	In response to the task on the stimulus card the candidate may present and discuss the following: Opinion A • Electronic books are lighter and often cheaper than traditional books. • French language and culture is well represented in the number of electronic books available. • Electronic media make French books more accessible. Opinion B • Printed books are still an important part of French life and culture. • French book shops provide a wide choice of attractive French books. • Literary prizes and competitions for printed books are important in France. The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation in order to cover the opinions above. The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.
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CARD B1 - Being a young person in French-speaking society

Lisez le texte suivant sur *le mariage*. L'examineur/examinatrice vous posera les trois questions ci-dessous pour commencer une discussion.

Ces dernières années, les formes de vie commune se sont diversifiées en France. De plus en plus de partenaires font notamment le choix de vivre ensemble sans se marier - c'est à dire en « cohabitation ».

Quant à ceux qui souhaitent se marier, ils préfèrent souvent cohabiter dans un premier temps pour apprendre à mieux se connaître avant de sauter le pas.

Examiner questions

1. Quelle est l'importance de la cohabitation dans la société moderne ?
2. Pourquoi les couples préfèrent-ils ne pas se marier ?
3. À votre avis quels sont les avantages de vivre ensemble avant de se marier ?

AO4	The candidate must cover all three prompts. 1. Importance: more important than marriage, new way of forming family unit, same benefits as marriage. 2. Reasons: no legal ties, no religious reasons, no need to, no expensive divorce. 3. Opinions: getting to know each other better, saving money. The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.
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CARD B2 - Being a young person in French-speaking society

Lisez le texte suivant sur *la famille*. L'examineur/examinatrice vous posera les trois questions ci-dessous pour commencer une discussion.

En France, avoir des valeurs familiales, c'est posséder un certain attachement envers ce qui fonde la famille : les enfants surtout, et la vie en couple. Elles concernent aussi toutes les générations : les plus jeunes, à qui elles sont transmises, et aussi les générations les plus anciennes, qui continuent de transmettre leurs valeurs à leurs descendants.

Examiner questions

1. Quelle est l'importance de la famille dans la société moderne ?
2. Pourquoi la plupart des gens préfèrent-ils vivre en famille si c'est possible ?
3. À votre avis, quelles sont les valeurs encouragées par l'appartenance à une famille ?

AO4	The candidate must cover all three prompts. 1. Importance: still very important unit, whether traditional or modern structure: one parent/two parents, one or more generations together, extended. 2. Reasons: company, support, finance, bringing up children, stability. 3. Values: love, belonging, importance of sharing/giving, intergenerational respect, same attitudes or respect for different attitudes (e.g. politics, religion, work). The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.
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CARD B3 - Being a young person in French-speaking society

Lisez le texte suivant sur *le tabagisme*. L'examineur/examinatrice vous posera les trois questions ci-dessous pour commencer une discussion.

Le tabac est la première drogue consommée par les jeunes Français. Plus d'un quart des jeunes de 15 ans sont des fumeurs réguliers. Ces chiffres sont d'autant plus dramatiques lorsque l'on sait que la moitié de ces jeunes ne parviendra pas à arrêter de fumer.

Examiner questions

1. Pourquoi tant de jeunes Français fument-ils ?
2. Quelles sont les conséquences de cette dépendance ?
3. Qu'est-ce qu'on devrait faire pour résoudre ce problème chez les ados ?

AO4	The candidate must cover all three prompts. 1. Reasons: peer pressure, personal problems, escape from everyday monotony, temptation to try something new, in order to rebel against authority. 2. Impact on health and welfare (physical and psychological), health problems caused by smoking. Effect on relationships. 3. Parental support, medical help. Government initiatives. The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.
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CARD B4 - Being a young person in French-speaking society

Lisez le texte suivant sur *les réseaux sociaux*. L'examineur/examinatrice vous posera les trois questions ci-dessous pour commencer une discussion.

La fréquentation de Facebook est devenue énorme en France. La plupart des jeunes possèdent un compte. Beaucoup parmi les jeunes Facebookers s'y connectent quotidiennement, dont la moitié plusieurs fois par jour. Facebook s'inscrit particulièrement dans les pratiques des jeunes générations.

Examiner questions

1. Quels sont les avantages d'être membre d'un réseau social en ligne dans la vie moderne ?
2. Croyez-vous qu'il soit vraiment essentiel d'être connecté à un réseau social ?
3. Les ados français sont-ils aujourd'hui trop dépendants des nouvelles technologies ?

AO4	The candidate must cover all three prompts. 1. Advantages: instant communication, information, keeping in contact, expression of ideas, shared opinions and feelings, groups. Disadvantages: access to personal information, privacy settings, cyberbullying, intrusion, over-dependence. 2. Essential: socially to keep in touch, to be accepted. Not essential: face-to-face contact is better. 3. Yes: mobiles, internet, photo applications, messaging. No: books, cinema, eating out, meeting friends. The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.
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CARD B5 - Being a young person in French-speaking society

Lisez le texte suivant sur *l'enseignement*. L'examineur/examinatrice vous posera les trois questions ci-dessous pour commencer une discussion.

Chaque élève doit communiquer dans au moins deux langues vivantes à la fin de l'enseignement secondaire. Les élèves français sont sensibilisés à une langue étrangère dès le primaire et la pratique de l'oral est prioritaire à tous les niveaux, de l'école au lycée. Ce sera un avantage pour leur vie personnelle et professionnelle à l'avenir.

Examiner questions

1. Quelle est l'importance d'une langue vivante à l'école primaire ?
2. Quels sont les avantages personnels pour les jeunes Français de savoir parler deux langues ?
3. Les langues sont-elles essentielles pour une bonne carrière ?

AO4	The candidate must cover all three prompts. 1. Importance: broadening of horizons, new values and skills, helps understanding of own language. 2. Advantages: travel, culture, international culture/cooperation, tolerance. 3. Yes: (two or more) languages - wider range of employment opportunities, both at home and abroad. No: Their own country gives enough opportunities. Also there are other francophone countries (Belgium, Switzerland, Canada etc.). The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.
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CARD B6 - Being a young person in French-speaking society

Lisez le texte suivant sur *l'emploi des jeunes*. L'examineur/examinatrice vous posera les trois questions ci-dessous pour commencer une discussion.

Pour les chômeurs français de 16 à 25 ans qui ont de la difficulté de trouver un travail, le gouvernement a introduit le projet appelé la « Garantie jeunes ». C'est une initiative qui donne à ces jeunes la chance d'une intégration sociale et professionnelle grâce à un stage intensif de formation et d'accès à l'emploi.

Examiner questions

1. Pourquoi les jeunes Français ont-ils de la difficulté à accéder à un emploi ?
2. Les Français doivent-ils avoir un diplôme universitaire pour obtenir un emploi ?
3. Le gouvernement en fait-il assez pour aider les jeunes Français à trouver un emploi ?

AO4	The candidate must cover all three prompts. 1. High level of unemployment, financial uncertainty, temporary or unpaid jobs. 2. A degree helps but does not ensure employment. Many graduates in France are out of work. 3. The French government could increase educational training, work experience and create jobs. The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.
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