



GCE AS MARKING SCHEME

SUMMER 2018

**AS (NEW)
FRENCH - UNIT1
2800U10-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2018 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 FRENCH - UNIT 1

SUMMER 2018 MARK SCHEME

UNIT 1: SPEAKING (48 total marks)

Principles of Marking

Conduct of the Speaking Assessment

As the assessor you must familiarise yourself with section 3.2 of the specification.

General Advice for Examiners

You are asked to read and digest thoroughly all the information set out in the document *Instructions for Examiners* sent as part of the stationery pack. It is essential for the smooth running of the examination that these instructions are adhered to by all. 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.
- You must make sure that you are familiar with the assessment grid for marking the stimulus cards and that you consider the marks and descriptors carefully when awarding a mark for each assessment objective.
- There are two marking grids. The marking grid for Task 1 covers AO1, AO3 and AO4. The marking grid for Task 2 covers AO1, AO2, AO3 and AO4. See information below regarding advice on awarding marks using banded mark schemes.
- The specified length of the entire speaking assessment is 15 minutes. The candidate will spend 5-6 minutes on Task 1 (argument) and 7-9 minutes on the Task 2 (discussion) with you as the examiner.

Timings for each stimulus card **must be** adhered to. You are not required to 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.

Banded mark schemes (Speaking)

Banded mark schemes are divided so that each band has relevant descriptors. The descriptors for the band provide a description of the performance level for that band. This is done as a two stage process.

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 for that section. If the descriptors at the lowest band are satisfied, 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 response would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. You should not seek to mark candidates down as a result of small omissions in minor areas of their response.

Stage 2 – Deciding on the mark

Once the band has been decided, you can then assign a mark. WJEC will provide standardising material already awarded a mark and this should be used as reference material when assessing the response. When marking, you can use these examples to decide whether a candidate's response is of a superior, inferior or comparable standard to the example. 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 is 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. All **valid** responses will be given credit.

When marking you should record a mark for each AO.

UNIT 1

Speaking assessment – mark allocation

Marks	AO1	AO2	AO3	AO4	Total marks
Task 1 Argument	4		8	12	24
Task 2 Discussion	4	8	8	4	24
Total marks	8	8	16	16	48

ORAL MARK SCHEME: TOPIC BASED CARDS (TASK 1 – ARGUMENT)

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 different aspects of the culture and society of countries / communities where the language is spoken
4	<ul style="list-style-type: none"> All questions are answered clearly and comprehensively Very good interaction and spontaneity. Easily initiates and sustains discussion A wide range of thoughts, feelings and view-points expressed 	7-8	<ul style="list-style-type: none"> Accurate use of grammar with few errors Very good knowledge of idiomatic phrases and a variety of structures employed Intonation and pronunciation are convincing 	10-12	<ul style="list-style-type: none"> Very good knowledge and understanding of the culture and society of France and French-speaking countries and communities Ideas and points of view well supported by evidence Conclusions drawn are based on an understanding and appreciation of the country's culture and society
3	<ul style="list-style-type: none"> Most questions are answered clearly and some in detail Good interaction, some spontaneity in initiating and sustaining discussion A range of thoughts, feelings and view-points expressed 	5-6	<ul style="list-style-type: none"> Good use of grammar. Some errors occur Good range of idiomatic structures to support views and opinions Mistakes in intonation and pronunciation do not impede understanding 	7-9	<ul style="list-style-type: none"> Good knowledge and understanding of the culture and society of France and French-speaking countries and communities with occasional inconsistencies Ideas and opinions are generally supported by evidence Conclusions drawn are generally based on an understanding and appreciation of the country's culture and society
2	<ul style="list-style-type: none"> Some hesitation when answering questions. Answers generally lack depth Attempts made to interact but prompting required at times Some opinions and ideas expressed 	3-4	<ul style="list-style-type: none"> Limited grammatical knowledge and frequent basic errors. Limited accuracy. Idiomatic structures used to convey pre-learned material. Influence of English/Welsh idiom evident in unprepared material Intonation and pronunciation sometimes impede understanding 	4-6	<ul style="list-style-type: none"> Superficial knowledge of the culture and society of France and French-speaking countries and communities, reliant on pre-learned material, presented out of context Ideas expressed are not based on factual evidence Limited understanding and appreciation of the country's culture and society
1	<ul style="list-style-type: none"> Limited responses when answering questions Limited success in establishing a meaningful exchange. Over reliance on prompts. Limited range of ideas and opinions expressed 	1-2	<ul style="list-style-type: none"> Very basic grasp of grammar, sentences often fragmented and incomplete Very basic structures used, showing lack of idiomatic knowledge. Heavy reliance on English/Welsh type structures Intonation and pronunciation make understanding difficult 	1-3	<ul style="list-style-type: none"> Little evidence of relevant knowledge. Frequent misunderstandings Information is fragmented with no evidence to support it No evidence of an understanding or appreciation of the country's culture and society
0	<ul style="list-style-type: none"> Nothing of value 	0	<ul style="list-style-type: none"> Nothing of value 	0	<ul style="list-style-type: none"> Nothing of value

ORAL MARK SCHEME: TOPIC BASED CARDS (TASK 2 – DISCUSSION)

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 societies of countries/ communities where the language is spoken
4	<ul style="list-style-type: none"> • All questions are answered clearly and comprehensively • Very good interaction and spontaneity. Easily initiates and sustains discussion • A wide range of thoughts, feelings and view-points expressed 	7-8	<ul style="list-style-type: none"> • Full understanding of the stimulus material demonstrated by clear and relevant responses to the stimulus and subsequent questions 	7-8	<ul style="list-style-type: none"> • Very good knowledge of grammar with few errors • Very good knowledge of idiomatic phrases and a variety of structures employed • Intonation and pronunciation are convincing 	4	<ul style="list-style-type: none"> • Very good knowledge and understanding of the culture and society of France and French-speaking countries and communities • Ideas and points of view well supported by evidence
3	<ul style="list-style-type: none"> • Most questions are answered clearly and some in detail • Good interaction, some spontaneity in initiating discussion • A range of thoughts, feelings and view-points expressed 	5-6	<ul style="list-style-type: none"> • Stimulus material mostly understood demonstrated by responses to the stimulus and most subsequent questions 	5-6	<ul style="list-style-type: none"> • Good knowledge of grammar. Some errors occur • Good range of idiomatic structures to support views and opinions • Mistakes in intonation and pronunciation do not impede understanding 	3	<ul style="list-style-type: none"> • Good knowledge and understanding of the culture and society of France and French-speaking countries and communities with occasional inconsistencies • Ideas and opinions are generally supported by evidence

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 societies of countries/ communities where the language is spoken
2	<ul style="list-style-type: none"> Some hesitation when answering questions. Answers generally lack depth Attempts made to interact but prompting required at times Some opinions and ideas expressed 	3-4	<ul style="list-style-type: none"> Stimulus material partly understood demonstrated by partial responses to stimulus and subsequent questions 	3-4	<ul style="list-style-type: none"> Limited grammatical knowledge and frequent basic errors Idiomatic structures used to convey pre-learnt material. Influence of English/Welsh idiom evident in unprepared material Intonation and pronunciation sometimes impede understanding 	2	<ul style="list-style-type: none"> Superficial knowledge of the culture and society of France and French-speaking countries and communities reliant on pre-learnt material, presented out of context Ideas expressed are not based on factual evidence
1	<ul style="list-style-type: none"> Limited responses when answering questions Limited success in establishing a meaningful exchange. Over reliance on prompts Limited range of ideas and opinions 	1-2	<ul style="list-style-type: none"> Very limited understanding of the stimulus material. Responses to the stimulus material are generally irrelevant 	1-2	<ul style="list-style-type: none"> Very basic grasp of grammar, sentences often fragmented and incomplete Very basic structures used, showing lack of idiomatic knowledge. Heavy reliance on English/Welsh type structures Intonation and pronunciation make understanding difficult 	1	<ul style="list-style-type: none"> Little evidence of knowledge of question set. Frequent misunderstandings Information is fragmented with no evidence to support it
0	<ul style="list-style-type: none"> Nothing of value. 	0	<ul style="list-style-type: none"> Nothing of value 	0	<ul style="list-style-type: none"> Nothing of value 	0	<ul style="list-style-type: none"> Nothing of value

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 *la cuisine régionale française*. Choisissez une de ces opinions à défendre. L'examineur/examinatrice prendra l'avis contraire dans la discussion.

Opinion A

- Il est important de conserver et de promouvoir la cuisine régionale en France.

Opinion B

- De nos jours, la cuisine internationale est plus importante que la cuisine régionale en France.

A04	<p>In response to the task on the stimulus card the candidate may present and discuss the following:</p> <p>Opinion A</p> <ul style="list-style-type: none">• The importance of traditional dishes in one or more regions (may just use 1 specific region) of France or any French-speaking country.• Traditional dishes encourage tourism, good for local economy, consolidate regional or national identity.• Traditional foods/cooking/produce in a French/francophone context and importance to history, heritage. <p>Opinion B</p> <ul style="list-style-type: none">• Cooking trends are now global and international rather than national/regional.• Traditional foods are old-fashioned (e.g. too unhealthy). They have no place in 21st century life in France.• Generations move on. Nowadays people shop for dishes from all over the world or go to “ethnic” restaurants. <p>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.</p> <p><u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u></p>
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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 monuments historiques* en France. Choisissez une de ces opinions à défendre. L'examineur/examinatrice prendra l'avis contraire dans la discussion.

Opinion A

- La conservation des monuments historiques régionaux doit être une priorité nationale en France.

Opinion B

- Les monuments historiques n'ont rien à voir avec la vie moderne en France.

A04	<p>In response to the task on the stimulus card the candidate may present and discuss the following:</p> <p>Opinion A</p> <ul style="list-style-type: none">• The importance of historic monuments in one or more regions (may just use 1 specific region) of France or any French-speaking country.• Examples of successful monuments (e.g. Carnac) and why – encourage tourism, good for local economy, consolidates regional or national identity.• The role of historic monuments in a particular region (or regions) in a French/francophone context and importance to history, heritage, identity. <p>Opinion B</p> <ul style="list-style-type: none">• Regional versus national (French)/global importance of certain monuments e.g. Carnac is prehistoric rather than Breton and of international importance.• Historic monuments are old and often ruins. They have no place in 21st century life in France or any French-speaking country.• Generations move on, we are getting even further removed from when the monuments were constructed. <p>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.</p> <p><u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u></p>
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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 costumes régionaux* en France. Choisissez une de ces opinions à défendre. L'examineur/examinatrice prendra l'avis contraire dans la discussion.

Opinion A

- Il faut continuer la tradition de porter des costumes traditionnels pour célébrer les fêtes et événements régionaux importants en France.

Opinion B

- Les costumes régionaux ont perdu leur signification de nos jours en France.

A04	<p>In response to the task on the stimulus card the candidate may present and discuss the following:</p> <p>Opinion A</p> <ul style="list-style-type: none">• The importance of regional costumes from one or more regions (may just use 1 specific region) of France or any French-speaking country.• Examples of well-known costumes (e.g. Breton coiffe) and why – encourage tourism, good for local economy, consolidates regional or national identity.• The role of clothes (e.g. beret in Basque country) in a particular region (or regions) in a French/francophone context and importance to history, heritage, identity, culture, regional language, also occasionally economic importance. <p>Opinion B</p> <ul style="list-style-type: none">• Regional v national (French)/global significance of certain clothes (traditional “onion seller with beret” is a caricature).• Regional costumes are old-fashioned. They have no place in 21st century life in France or any French-speaking country.• Generations move on, regional clothes are not worn as a regular feature (e.g. Breton coiffe stopped being worn daily in '80), and cost money. <p>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.</p> <p><u>The above points are suggestions only and are not exhaustive.</u> <u>Reward will be given for all relevant points argued by the candidate.</u></p>
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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 danses régionales* en France. Choisissez une de ces opinions à défendre. L'examineur/examinatrice prendra l'avis contraire dans la discussion.

Opinion A

- Les danses régionales sont jolies et font partie intégrante de la culture régionale en France.

Opinion B

- Les danses régionales en France sont ridicules et démodées.

A04	<p>In response to the task on the stimulus card the candidate may present and discuss the following:</p> <p>Opinion A</p> <ul style="list-style-type: none">• Dances link us with the past both nationally and regionally.• Dances preserve traditions that are of local or national interest.• They preserve cultural/often popular heritage for future generations. <p>Opinion B</p> <ul style="list-style-type: none">• Regional dances are monotonous and boring.• Modern dance and dances from abroad appeal more.• Stylised traditional “folk dances” do not appeal to us and are unlikely to appeal to future generations. <p>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.</p> <p><u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u></p>
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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 *la littérature française*. Choisissez une de ces opinions à défendre. L'examineur/examinatrice prendra l'avis contraire dans la discussion.

Opinion A

- La littérature enrichit énormément la langue et la culture françaises.

Opinion B

- Les Français préfèrent lire des œuvres littéraires de tous les pays du monde.

AO4	<p>In response to the task on the stimulus card the candidate may present and discuss the following:</p> <p>Opinion A</p> <ul style="list-style-type: none">• The importance of its literature to France.• French literature defends French language and culture and consolidates national identity and pride.• French literature is distinctive and unique internationally and reflects French tastes. <p>Opinion B</p> <ul style="list-style-type: none">• French literature is not relevant to real life.• It has no place in 21st century life in France.• Literature is international these days. <p>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.</p> <p><u>The above points are suggestions only and are not exhaustive.</u> <u>Reward will be given for all relevant points argued by the candidate.</u></p>
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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 peintres français*. Choisissez une de ces opinions à défendre. L'examineur/examinatrice prendra l'avis contraire dans la discussion.

Opinion A

- Les peintres français ont enrichi la culture française et internationale.

Opinion B

- Grâce aux peintres étrangers qui ont habité en France, l'art français a acquis une réputation mondiale.

AO4	<p>In response to the task on the stimulus card the candidate may present and discuss the following:</p> <p>Opinion A</p> <ul style="list-style-type: none">• The importance of painting to the arts and to French identity and pride.• French painting represents French culture (at its best Monet, Manet etc.)• French painting is distinctive and reflects French tastes. <p>Opinion B</p> <ul style="list-style-type: none">• Much of French painting is only painting undertaken in France.• Painters such as Picasso, Van Gogh were not French.• Painting is international these days - often non-European. <p>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.</p> <p><u>The above points are suggestions only and are not exhaustive.</u> <u>Reward will be given for all relevant points argued by the candidate.</u></p>
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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 *le cinéma français*. Choisissez une de ces opinions à défendre. L'examineur/examinatrice prendra l'avis contraire dans la discussion.

Opinion A

- Les films en langue française assurent le succès du cinéma français.

Opinion B

- Les cinémas en France sont obligés de faire passer des films étrangers pour remplir les salles.

AO4	<p>In response to the task on the stimulus card the candidate may present and discuss the following:</p> <p>Opinion A</p> <ul style="list-style-type: none">• The importance of French films to French speakers throughout the world.• French films defend French culture and identity.• French films are distinctive and reflect French tastes or fashions. <p>Opinion B</p> <ul style="list-style-type: none">• Not all French films appeal to French people/French speakers.• Traditional French films are “arty” and not relevant to everyday life.• Film/the cinema is international these days, often American. <p>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.</p> <p><u>The above points are suggestions only and are not exhaustive.</u> <u>Reward will be given for all relevant points argued by the candidate.</u></p>
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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 musique populaire française*. Choisissez une de ces opinions à défendre. L'examineur/examinatrice prendra l'avis contraire dans la discussion.

Opinion A

- La musique populaire française contient quelque chose de spécial qui la distingue de la musique internationale.

Opinion B

- La musique moderne française imite surtout la musique pop anglo-saxonne.

AO4	<p>In response to the task on the stimulus card the candidate may present and discuss the following:</p> <p>Opinion A</p> <ul style="list-style-type: none">• Some types of French music (e.g. “chanson”) are distinctive.• French music is well represented in the number of recordings and live music events available.• French music is more accessible these days via internet, festivals etc. <p>Opinion B</p> <ul style="list-style-type: none">• So-called French music is “stereotyped” (e.g. accordion) and false.• French radio, TV channels and streaming music provide a wide choice of non-French music.• International (American-inspired) prizes, events, programmes and channels have supplanted native French music. <p>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.</p> <p><u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u></p>
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Card B1 - Being a young person in French-speaking society

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

Au moment où l'adolescent français doit quitter le monde de l'enfance pour celui des adultes, les amis sont indispensables. La bande l'aide à découvrir les tendances de sa personnalité, à essayer différents rôles selon l'image que ses copains lui renvoient : il s'appuie sur eux pour construire sa personnalité.

Examiner questions:

1. Croyez-vous que les amis soient essentiels pour les adolescents français ?
2. Comment leurs amis peuvent-ils aider les jeunes Français ?
3. En France, les amis sont-ils plus importants que les parents et la famille ?

AO4	<p>The candidate must cover all three prompts.</p> <ol style="list-style-type: none">1. Whether friends are essential or not. Possible reasons.2. The ways friends can help. Possible examples (e.g. advice, leading by example).3. Relative importance of friends and parents/family. <p><u>The above points are suggestions only and are not exhaustive.</u> <u>Reward will be given for all relevant points argued by the candidate.</u></p>
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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.

La composition de la famille française connaît une crise. De nos jours le mariage est moins populaire que l'union libre et le Pacs. L'augmentation du nombre de divorces, l'augmentation du travail des femmes et le refus de l'autorité paternelle tendent à bouleverser la conception traditionnelle de la famille.

Examiner questions:

1. La famille française traditionnelle est-elle menacée ?
2. Pourquoi les Français d'aujourd'hui ne veulent-ils pas se marier ?
3. Le mariage est-il essentiel de nos jours en France ?

AO4	<p>The candidate must cover all three prompts.</p> <ol style="list-style-type: none">1 Whether the traditional French family is threatened or not.2. Reasons why French people do not want to get married (e.g. alternatives, lack of commitment).3. Whether marriage is important for couples or not. Possible reasons. <p><u>The above points are suggestions only and are not exhaustive.</u> <u>Reward will be given for all relevant points argued by the candidate.</u></p>
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CARD B3 - Being a young person in French-speaking society

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

De nos jours la mode joue un rôle important et c'est un élément qui touche beaucoup les jeunes français. Beaucoup de jeunes sont influencés par le look de leurs amis car la mode est un signe d'appartenance. Ils s'habillent comme leurs copains pour exprimer l'identité du groupe.

Examiner questions:

1. Les vêtements sont-ils importants pour les jeunes Français ?
2. Pourquoi les ados français portent-ils des vêtements similaires ?
3. Est-ce un problème pour les jeunes Français s'ils se sentent obligés de se conformer aux exigences d'une bande d'amis ?

AO4	<p>The candidate must cover all three prompts.</p> <ol style="list-style-type: none">1. Whether clothes are important or not.2. Reasons: e.g. company, showing membership of gang.3. Possible dangers and risks. <p><u>The above points are suggestions only and are not exhaustive.</u> <u>Reward will be given for all relevant points argued by the candidate.</u></p>
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CARD B4 - Being a young person in French-speaking society

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

La pression des pairs, c'est quand une personne essaie de persuader une autre de faire ou d'essayer quelque chose que cette dernière ne veut peut-être pas faire. En France on peut subir des pressions pour changer son attitude, son comportement, ses valeurs ou ses mœurs.

Examiner questions:

1. La pression des pairs est-elle nuisible à la société française ?
2. Comment les jeunes français persuadent-ils leurs pairs de changer leur comportement ?
3. En France, à qui peut-on demander de l'aide si la pression devient trop forte ?

A04	<p>The candidate must cover all three prompts.</p> <ol style="list-style-type: none">1. Whether peer pressure is dangerous or not. Possible reasons.2. Methods used to change others' behaviour (e.g. need to conform, threats).3. Possible sources of help (e.g. parents, teachers). <p><u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u></p>
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CARD B5 - 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.

De quelque manière qu'on aborde la question, la France est l'un des pays européens où la situation des jeunes sur le marché du travail est la moins enviable : taux de chômage des jeunes, taux d'emploi, instabilité dans l'emploi, tous ces indicateurs placent la France derrière les autres pays européens.

Examiner questions:

1. Croyez-vous que les jeunes chômeurs français soient découragés quand ils cherchent un emploi ?
2. À quels problèmes doivent-ils faire face ?
3. Qu'est-ce que la France doit faire pour aider les jeunes chômeurs ?

A04	<p>The candidate must cover all three prompts.</p> <ol style="list-style-type: none">1. Possible reasons why young job seekers are discouraged (e.g high youth unemployment).2. Possible problems they face (e.g. lack of training, lack of job security, low wages, temporary jobs).3. How young people can be helped (e.g. training, job creation, developing new job routes). <p><u>The above points are suggestions only and are not exhaustive.</u> <u>Reward will be given for all relevant points argued by the candidate.</u></p>
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CARD B6 - 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.

Le bac 2016 entre dans l'histoire. Après la deuxième série d'examens, qui correspond aux épreuves orales, 88,5 % des candidats ont été admis, un niveau record. Prochaine étape, la barre des 90 % d'admis ? Le bac a-t-il encore de la valeur ?

Examiner questions:

1. Pour réussir en France faut-il absolument avoir son bac ?
2. Quelle valeur a le bac si le pourcentage d'admis augmente chaque année ?
3. « Avoir son bac » suffit-il pour permettre aux jeunes Français d'aller à l'université ?

AO4	<p>The candidate must cover all three prompts.</p> <ol style="list-style-type: none">1. Whether the 'bac' is essential for success in France today or not. Possible reasons.2. Whether the 'bac' has any value as 90% pass or not.3. Whether the 'bac' should remain as a suitable university entrance qualification or not (possible comparison with "Grandes Écoles" selective system). <p><u>The above points are suggestions only and are not exhaustive.</u> <u>Reward will be given for all relevant points argued by the candidate.</u></p>
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