



GCE AS MARKING SCHEME

SUMMER 2019

**AS
FRENCH - UNIT 1
2800U10-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2019 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 2019 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 *les plats régionaux* en France. 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 les plats régionaux français.

Opinion B

- De nos jours, le fastfood américain présent en France est plus important que la cuisine régionale.

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 dishes/food in one or more regions (may just use 1 specific region) of France or any French-speaking country.• Examples of well-known food and dishes (e.g. cheeses, quiche Lorraine, etc.) and why – encourage tourism, good for local economy, consolidates regional or national identity.• The role of food in a particular region (or regions) in a French/francophone context and importance to history, heritage, identity and local economy. <p>Opinion B</p> <ul style="list-style-type: none">• International (i.e. American/global importance of certain food e.g. hamburgers).• Regional foods are parochial/limited/lack general appeal.• Food tastes move on. We have less time to eat 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. 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 musées régionaux français*. Choisissez une de ces opinions à défendre. L'examineur/examinatrice prendra l'avis contraire dans la discussion.

Opinion A

- La conservation des musées régionaux français est primordiale pour soutenir le patrimoine.

Opinion B

- Les musées régionaux français sont une perte d'argent évidente.

AO4

In response to the task on the stimulus card the candidate may present and discuss the following:

Opinion A

- The importance of museums in one or more regions (may just use 1 specific region) of France or any French-speaking country.
- Examples of successful museums (e.g. Lille) and why – encourage tourism, good for local economy, consolidates regional or national identity.
- The role of museums in a particular region (or regions) in a French/francophone context and importance to history, heritage, identity.

Opinion B

- National museums more relevant than regional ones (French/global importance of certain museums e.g. the Louvre).
- Local museums are old-fashioned and often lack resources or enticing exhibits. 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 museums were built to house objects. Now everything is on the internet.

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.

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 langues minoritaires* dans les régions francophones. Choisissez une de ces opinions à défendre. L'examineur/ examinatrice prendra l'avis contraire dans la discussion.

Opinion A

- Une langue minoritaire renforce l'identité d'une région francophone.

Opinion B

- Les langues minoritaires contredisent l'idée d'une France unie et indivisible.

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 a minority language in one or more regions (may just use 1 specific region) of France or any French-speaking country.• Examples of successful languages (e.g. Creole etc.) and why – consolidates regional or national identity.• The role of minority language 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">• National language vs regional language (French/global importance of French).• As these are usually minority languages, only the old (generally) speak them and numbers are dwindling. They have no place in 21st century life in France or any French-speaking country.• Generations move on, as people move from region to region and country to country, regional languages become less and less important. <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 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 fêtes régionales en France. Choisissez une de ces opinions à défendre. L'examineur/examinatrice prendra l'avis contraire dans la discussion.

Opinion A

- Les fêtes régionales en France sont importantes pour assurer une identité régionale.

Opinion B

- De nos jours, les fêtes régionales sont une perte de temps en France.

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 regional “fêtes” in one or more regions (may just use 1 specific region) of France or any French-speaking country.• Examples of successful “fêtes” (e.g. <i>La Fête des Lumières</i> in Lyon, <i>Toulouse à table</i>) and why – encourage tourism, good for local economy, consolidates regional or national identity.• The role of “fêtes” in a particular region (or regions) in a French/francophone context and importance to history, heritage, identity, economy. <p>Opinion B</p> <ul style="list-style-type: none">• National “fêtes” e.g. <i>Le 14 juillet</i> - much more important (French/global importance of fêtes).• “Fêtes” are old-fashioned and often don’t appeal to the young. They have no place in 21st century life in France or any French-speaking country. They’re just there to take tourists’ money.• Generations move on, we are getting further removed from when “fêtes” were necessary to bring people together. The media and social media give us all the enjoyment we need. <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 musique régionale française*. Choisissez une de ces opinions à défendre. L'examineur/examinatrice prendra l'avis contraire dans la discussion.

Opinion A

- La musique régionale est vivante et une partie essentielle de la culture des régions françaises.

Opinion B

- De nos jours, la musique régionale n'intéresse pas les jeunes habitants des régions françaises.

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 regional music in one or more regions (may just use 1 specific region) of France or any French-speaking country.• Examples of successful music (e.g. Breton, etc.) and why – encourages tourism, good for local economy, consolidates regional or national identity.• The role of regional music 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">• National and international music (French/global importance of certain composers).• The music is old - doesn't move with the times. It has no place in 21st century life in France or any French-speaking country.• Generations move on, we are getting even further removed from when homespun music was necessary. We now get international quality music in the media. <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 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 *la littérature française*. Choisissez une de ces opinions à défendre. L'examineur/examinatrice prendra l'avis contraire dans la discussion.

Opinion A

- La littérature française classique est bien connue dans le monde entier.

Opinion B

- La littérature française classique n'est plus appréciée de nos jours à l'étranger.

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 classical literature in France.• Examples of successful authors (e.g. Molière, Racine, Victor Hugo) and why – encourages culture, good for the economy, consolidates national identity.• The role of French literature outside France, in translation perhaps in UK and America. In French in a French/francophone country - Canada, Switzerland, Belgium, African countries and importance to their history, heritage, identity. Importance for <i>la francophonie</i>. <p>Opinion B</p> <ul style="list-style-type: none">• French versus international, best-selling authors – (often American or British).• Young French people watch rather than read. Books have only a small role in 21st century life in France or any French-speaking country.• Generations move on, we have new media. <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 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 peinture française*. Choisissez une de ces opinions à défendre. L'examineur/examinatrice prendra l'avis contraire dans la discussion.

Opinion A

- La peinture française a un impact majeur sur l'art en Europe et dans le monde.

Opinion B

- La peinture française n'a plus d'importance dans le monde artistique.

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 in France or any French-speaking country.• French painters as leaders and innovators in the world of art.• Examples of successful painters (e.g. Monet, Manet etc.) and why – encourages culture, consolidates national identity. Gives France an international profile. <p>Opinion B</p> <ul style="list-style-type: none">• Painting is international (American/Asian/global importance of certain painters).• Many famous French paintings are old and many of the topics are no longer interesting. The camera has replaced certain types of painting.• Generations move on, young people have no time for culture, unless it's on the internet or social media. <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 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 *les films en langue française*. Choisissez une de ces opinions à défendre. L'examineur/examinatrice prendra l'avis contraire dans la discussion.

Opinion A

- Les films en langue française sont un point fort de la culture française.

Opinion B

- Le cinéma français est dominé par le cinéma international.

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 films in French for France or any French-speaking country.• Examples of successful films (e.g. <i>Amélie</i> etc.) and why they have something special about them.• Importance of the “Nouvelle Vague” to history of cinema. French cinema’s importance to heritage and national identity. <p>Opinion B</p> <ul style="list-style-type: none">• American-made films are very popular in France.• Parochial French films cannot match international blockbusters.• French films don’t have the global market necessary to justify very expensive productions. <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 valeurs familiales françaises*. L'examineur/ examinatrice vous posera les trois questions ci-dessous pour commencer une discussion.

La vie de famille française repose sur l'engagement réciproque des parents et sur leur responsabilité envers leurs enfants et leurs propres parents. Les valeurs acquises dans la famille (le respect, l'engagement, l'honnêteté et la confiance) sont un atout pour la vie professionnelle et la société.

Examiner questions:

1. Quelle est l'importance de la vie de famille pour les jeunes Français ?
2. À quel point la famille traditionnelle française existe-t-elle aujourd'hui ?
3. Quels inconvénients pourraient affecter les jeunes Français qui rejettent leur famille ?

AO4	<p>The candidate must cover all three prompts:</p> <ol style="list-style-type: none">1. Whether the family is still important or not. Possible reasons.2. The extent to which the traditional French family exists (e.g. one parent, two parents of same sex, values).3. Disadvantages (if any) if young French people reject their family (examples). <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 B2 – Being a young person in French-speaking society

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

Les jeunes Français aiment passer du temps avec leurs amis qui deviennent plus importants à l'adolescence. Les jeunes vont chercher confiance et acceptation sociale dans leur groupe parce qu'ils en ont besoin pour construire leur identité et pour affronter le monde des adultes.

Examiner questions:

1. De quelle façon les amis sont-ils importants pour les jeunes Français ?
2. Comment les amis aident-ils les jeunes Français à devenir adultes ?
3. À quel point le cercle d'amis d'un adolescent français peut-il avoir une mauvaise influence sur lui ?

AO4	<p>The candidate must cover all three prompts:</p> <ol style="list-style-type: none">1. The reasons why friends are important or not to young French people.2. The ways friends can help young people to become adults in France. Possible examples are advice, leading by example, passing on information.3. The reasons why a circle of friends can become dangerous for a young French person or not. <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 B3 – Being a young person in French-speaking society

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

D'après le rapport sur les drogues illégales de 2018, la France se situe en tête de la consommation de cannabis. Vingt-deux pour cent des jeunes adultes ont consommé du cannabis l'année passée. La consommation des plus jeunes (15-16 ans) est toujours au-dessus de la moyenne européenne.

Examiner questions:

1. À quel point les jeunes Français sont-ils accros aux drogues illégales ?
2. Pourquoi les jeunes Français fument-ils du cannabis ?
3. Que pensez-vous de l'option de légaliser l'usage des drogues en France ?

AO4	<p>The candidate must cover all three prompts:</p> <ol style="list-style-type: none">1. Whether many young French people are dependent or not. Possible reasons.2. Reasons why many smoke cannabis ("soft" drug, readily available etc.).3. Whether drugs should be legalised in France or other francophone countries, or not. (Possible reasons.) <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 B4 – Being a young person in French-speaking society

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

Nombreux sont les groupes sociaux à avoir leur propre style, afin de mettre en relief leurs différences avec l'ensemble de la population. Les bikers portent des blousons en cuir, les skateurs ont des pantalons troués, les membres d'une même bande respectent un code couleur.

Examiner questions:

1. Quelle est l'importance pour les jeunes Français d'avoir un style vestimentaire individuel ?
2. Comment les vêtements permettent-ils aux jeunes Français de s'identifier aux valeurs de leur groupe ?
3. Dans quelle mesure les jeunes Français sont-ils obsédés par leur look ?

AO4	<p>The candidate must cover all three prompts:</p> <ol style="list-style-type: none">1. Whether it is important for young French people to have their own style or not. Possible reasons.2. The ways clothes can help identify groups of young French people. Possible examples (e.g. Goths).3. Whether young French people are obsessed by their appearance or not and possible reasons. <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 *les établissements scolaires spécialisés*. L'examineur/ examinatrice vous posera les trois questions ci-dessous pour commencer une discussion.

Les sections sportives scolaires donnent à l'élève la possibilité d'atteindre un haut niveau de pratique et permettent de concilier études et pratiques sportives. Elles sont implantées dans les collèges et les lycées. Les élèves bénéficient de quatre à huit heures d'entraînement hebdomadaires, sans négliger les programmes scolaires.

Examiner questions:

1. Dans quelle mesure devrait-on encourager la spécialisation dans certains établissements scolaires en France ?
2. À quel point le programme scolaire français permet-il aux élèves de poursuivre des cours spécialisés ?
3. Quelle est l'importance des études générales dans les lycées spécialisés ?

AO4	<p>The candidate must cover all three prompts:</p> <ol style="list-style-type: none">1. The extent to which educational establishments in France should encourage specialisation.2. The extent to which the French curriculum allows anyone to specialise.3. The reasons why French students should or should not continue with the whole of their usual curriculum. <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 B6 – Being a young person in French-speaking society

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

Les jeunes Français ne semblent pas être suffisamment préparés au moment de leur insertion dans le monde professionnel aux yeux de leurs chefs. Le manque d'expérience professionnelle et la dimension trop théorique de certaines formations universitaires expliquent l'incompréhension réciproque entre les étudiants et les salariés.

Examiner questions:

1. Dans quelle mesure les jeunes Français sont-ils prêts à entrer dans le monde du travail ?
2. Que faut-il faire pour assurer la bonne insertion des jeunes Français dans le monde professionnel ?
3. Qui devrait préparer les jeunes Français pour la vie active ?

AO4	<p>The candidate must cover all three prompts:</p> <ol style="list-style-type: none">1. Possible reasons why young French people are ready for work or not.2. The ways young French people can be helped into work. Possible examples are advice, government help, industry itself.3. Say who is responsible for preparing young French people for the world of work. Possible examples are the government or the young person him/herself, educational establishments. Possible reasons for doing so are a reduction in unemployment, less time needed for induction in a workplace. <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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