



GCE AS/A LEVEL

2800U10-1E



2024

FRENCH – AS unit 1

SET A – CARDS A1–A6

SET B – CARDS B1–B3

TEACHER EXAMINER'S BOOKLET

2800U101E
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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 festivals régionaux* dans les pays francophones. Choisissez une de ces opinions à défendre.

L'examineur/examinatrice prendra l'avis contraire dans la discussion.

Opinion A

- Les festivals régionaux français et francophones doivent rester ouverts à tous.

Opinion B

- On ne devrait pas permettre aux étrangers de prendre part aux festivals régionaux dans les pays francophones.

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"> • Regional festivals should be open to all. • Regional festivals in francophone countries are enriched by foreign participation. • Local talent is enriched by global participation. <p>Opinion B</p> <ul style="list-style-type: none"> • Regional festivals should be restricted to French-speaking participants. • Francophone festivals need to encourage French-speaking talent. • There are too many external influences in French-speaking regional festivals. <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>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</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* dans les pays francophones. Choisissez une de ces opinions à défendre. L'examineur/ examinatrice prendra l'avis contraire dans la discussion.

Opinion A

- Les Français et les communautés francophones doivent sauvegarder leurs monuments historiques parce qu'ils font partie d'un patrimoine important.

Opinion B

- Les gouvernements français et francophones feraient mieux de financer en priorité des logements sociaux pour leurs citoyens au lieu des monuments historiques.

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 monuments in a particular region (or regions) or in a French/francophone context to history, heritage, and local identity. • There are well-known monuments which are not only local but also national and international treasures. • Tourist attractions contribute to the economy of a region. <p>Opinion B</p> <ul style="list-style-type: none"> • The French government (and regional governments) have more important social priorities than maintaining old buildings and ruins. • Monuments should pay for themselves. • The French government should spend its money on housing for those who are in need today. <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>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</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 musées régionaux* dans les régions francophones. Choisissez une de ces opinions à défendre. L'examineur/examinatrice prendra l'avis contraire dans la discussion.

Opinion A

- Les musées régionaux dans les pays francophones devraient être financièrement indépendants.

Opinion B

- Les gouvernements devraient subventionner tous les musées régionaux dans les pays francophones.

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 cost of supporting regional museums in francophone countries could be considerable. • Regional museums are parochial, limited and/or lack general appeal. • Museums are no longer needed to transmit information from one generation to the next. TV and social media can immerse people in their heritage. <p>Opinion B</p> <ul style="list-style-type: none"> • The importance of regional museums in one or more regions (may just use one specific region) of France or any French-speaking country. • Examples of well-known regional museums and why they are successful or relevant – encourage tourism, good for local economy, consolidate regional or national identity. • The role of museums in a particular region (or regions) in a French/francophone context and their importance to history, heritage, identity and the local economy. <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>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</p>
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CARD A4 – 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 français*. Choisissez une de ces opinions à défendre. L'examineur/examinatrice prendra l'avis contraire dans la discussion.

Opinion A

- Les films en version originale française reflètent les préoccupations culturelles et sociales du monde francophone.

Opinion B

- Les films en version originale française sont trop artistiques et intellectuels.

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"> • Films in the French language discuss themes of particular interest to French speakers. • Promoting French culture is what makes French films different from those of non-francophone countries. • The ideas and feelings of French speakers are best reflected in the French language. <p>Opinion B</p> <ul style="list-style-type: none"> • French language films often lack action and pace and are too intellectual. • French films concentrate too much on feelings and ideas rather than events. • Too many French films are too serious. <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>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</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 française est un vrai reflet de la vie et des réalités de la société francophone.

Opinion B

- Les grands classiques de la langue française n'ont plus aucune valeur sociale ou 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"> • Literature in the French language discusses themes of particular interest to French readers. • Many themes in French literature are relevant today. • Much modern French literature is written in language which reflects the spoken language. <p>Opinion B</p> <ul style="list-style-type: none"> • Many themes in current and classical French literature are irrelevant today. • The ideas and beauty of the language no longer appeal to the modern reader. • The moral, intellectual and spiritual heritage of French culture is no longer of interest. <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>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</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 musique techno française*. Choisissez une de ces opinions à défendre. L'examineur/examinatrice prendra l'avis contraire dans la discussion.

Opinion A

- La musique techno française est une faible imitation de la musique techno anglo-saxonne.

Opinion B

- La musique techno en France a sa propre identité bien française.

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"> • Techno music in the French language is an American/English import and can never be French. • Techno music is boring, loud and repetitive. • French techno music does not fit in with traditional French music. <p>Opinion B</p> <ul style="list-style-type: none"> • French techno music has evolved into its own in recent years. • French techno music has developed independently from American and English techno music. • David Guetta and other French-speaking DJs have been very successful on the international stage. <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>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</p>
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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.

Le mariage en France est l'institution qui permet à deux personnes de s'unir pour vivre en commun et fonder une famille. Depuis 1999, il existe aussi les statuts du concubinage et du pacte civil de solidarité (PACS). Le mariage religieux n'est pas reconnu par le droit français.

Examiner questions

1. Selon le texte, quel est le but essentiel du mariage en France ?
2. À part le mariage, quelles sont les autres formes légales d'union en France ou dans d'autres pays francophones ?
3. À votre avis, la France a-t-elle raison de ne pas reconnaître les mariages religieux ?

AO4	<p>The candidate must cover all three prompts:</p> <ol style="list-style-type: none"> 1. What does the text state is the main purpose of marriage in France? 2. Apart from marriage, what other legal means are open to a couple to live together in France (or any French-speaking country)? 3. The reasons why (or why not) France is right not to recognise religious marriages. <p>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</p>
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CARD B2 – Being a young person in French-speaking society

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

Les jeunes Français ont besoin de leurs écrans tous les jours, à toute heure : smartphone, console, tablette, ordinateur, télévision. Avec le développement du numérique, les écrans sont plus que jamais omniprésents dans leur vie quotidienne. Les écrans sont devenus quasi indispensables au point d'être une source d'addiction.

Examiner questions

1. Que dit le texte sur l'attitude des jeunes Français envers les écrans électroniques ?
2. Qu'est-ce qui a mené à l'augmentation de l'usage de ces écrans ?
3. À votre avis, pourquoi les jeunes francophones sont-ils accros à la technologie ?

AO4	<p>The candidate must cover all three prompts:</p> <ol style="list-style-type: none"> 1. What do young French people think of their electronic screens? 2. What has led to an increase in screen time by young French people? 3. The reasons why (or why not) young French-speaking people are addicted to their screens. <p>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</p>
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CARD B3 – Being a young person in French-speaking society

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

Les colonies de vacances sont des moments de partage, d'aventures et d'évasion, pour les enfants et ados âgés de 4 à 17 ans en France. Elles proposent des stages éducatifs et sportifs, par exemple un camp gaulois, des activités multiculturelles, des grands jeux et des séjours en plein air.

Examiner questions

1. Selon le texte, quels sont les objectifs des colonies de vacances en France ?
2. Comment les colonies de vacances françaises ou francophones intéressent-elles les jeunes ?
3. Dans quelle mesure les colonies de vacances jouent-elles un rôle important dans la vie des jeunes Francophones ?

AO4	<p>The candidate must cover all three prompts:</p> <ol style="list-style-type: none"> 1. What the <i>colonies de vacances</i> (holiday camps) are for. 2. How these <i>colonies de vacances</i> interest young people. 3. The extent to which <i>colonies de vacances</i> are important in the lives of young French-speaking people. <p>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</p>
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