

There has never been a golden time...

Le chemin de l'enfer est pavé de bonnes intentions

GENERAL CERTIFICATE OF EDUCATION

FRENCH PAPER I

ORDINARY

Tuesday 23 June 1959 10—11-15

*Candidates are asked (i) to leave one line at the end of each paragraph in Question I, (ii) to revise all they write, since many errors are caused solely by carelessness.*

I. Translate into French:

Gérard read his sister's letter again and discovered that he had been mistaken the first time. She was to arrive at eleven o'clock and not at one o'clock. He would not be able to get to the station in time.

He went and fetched his overcoat, hoping that the train would be late. Outside it was snowing. Gérard began to run through the silent streets, for there were no buses on Sundays.

A quarter of an hour later, as he was entering the yard, he heard the noise of the engine. A few passengers appeared, laden with suitcases and skis. Among them he saw his sister and a girl he did not know.

"This is my friend Marcelle," his sister told him. "We met each other in Switzerland. Her parents have not yet returned from Italy, so I've invited her to spend a fortnight with us."

# Perfect storm

- Too 'hard'
- Native speakers
- STEM
- Progress 8 vs. Ebacc
- Teacher supply and CPD
- Brexit
- 'English can't do languages'
- 'Class' issue

# A level – before and after

- Key changes between old and new A levels in MFL

# NEWS

Home UK Family &

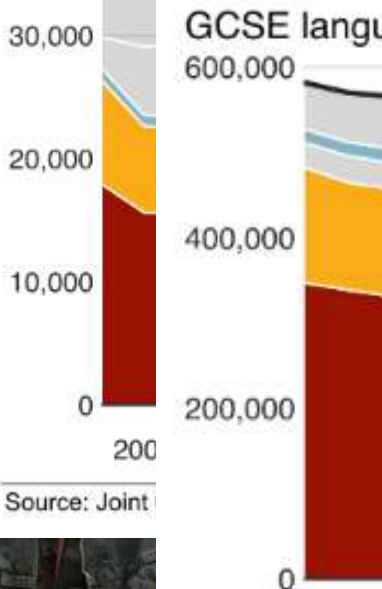
## French and German falling most

A-level language exams sat in England, Wales and N Ireland

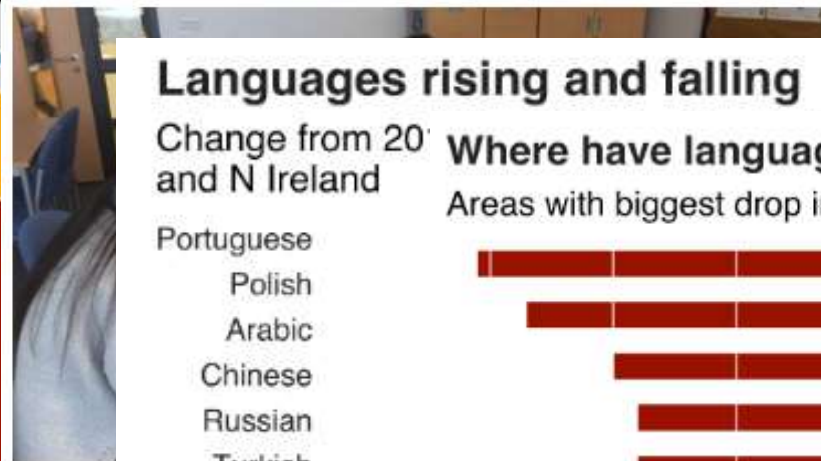
Language drop | 27 February



### GCSE languages dropping



Languages 'a high-risk choice'



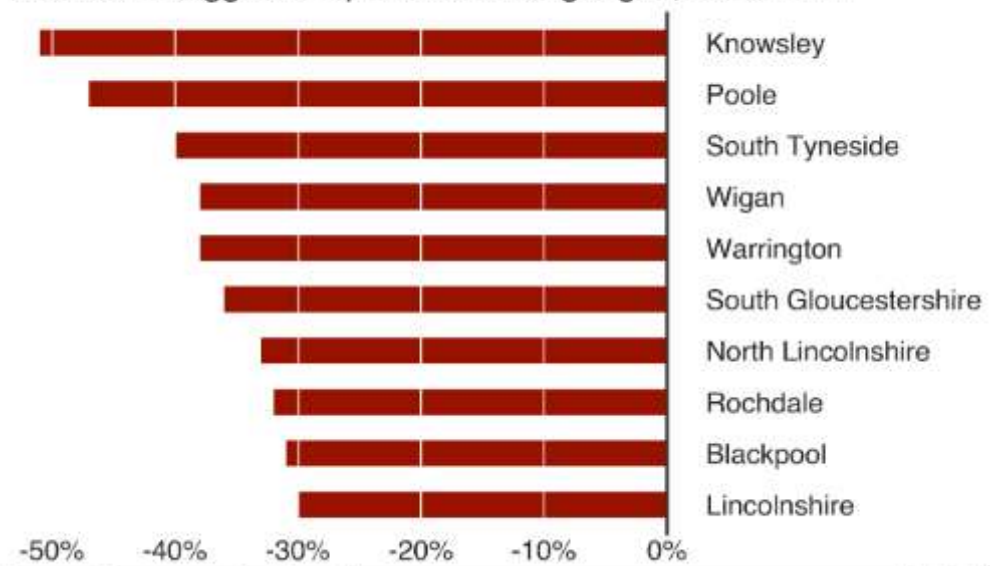
### Languages rising and falling

Change from 20 and N Ireland

- Portuguese
- Polish
- Arabic
- Chinese
- Russian
- Turkish
- Spanish
- Italian
- Urdu
- French
- German

### Where have languages fallen in England?

Areas with biggest drop in GCSE languages, 2013-2017



At Carmel French, but

Students or those still o A-level cou

The princip to study m

"If we have other subje

This also r

Source: DfE, DE NI and Source: Department for Education

[Register for free](#)

Already registered?  
[Log in](#)

**Jobs**

[My jobs](#)[Job alerts](#)[My CV](#)[Career preferences](#)

But the Association of School and College Leaders says this was probably due to some schools switching from iGCSEs (which no longer count in school performance tables) to the new reformed GCSE qualifications.

The ASCL says the number of iGCSE entries in England fell significantly, and that the statistics change when iGCSE and GCSE entries are combined.

Overall, the number of German entries fell by 3.5 per cent since last year, for example, and did not rise by 2 per cent as exam board GCSE entry figures show.

Similarly, the increase in Spanish entries was just 1.7 per cent when you include the drop in iGCSE entries, says the ASCL, and not the 4.4 per cent publicised this summer.

[Register](#)

Already r  
Lc

[Jobs](#)[My jobs](#)[Job alerts](#)[My CV](#)[Career pr](#)[Resourc](#)[Downloac](#)[Blendspai](#)[Author dashboard](#)

'Too hard' = 3 in 1

1. Grading more severe than other subjects
  2. % of A\*
  3. Unpredictable marking
- Shopping for UCAS
  - Results online / League tables

# Native speakers

- Skew results at A level / GCSE / KS2
- ‘Dislike’ of native speakers by **some** markers (usually native markers)

# Perfect storm

- Too 'hard'
- Native speakers
- **STEM**
- **Progress 8 vs. EBacc**
- **Teacher supply and CPD**
- **Brexit**
- **'English can't do languages'**
- **'Class' issue**

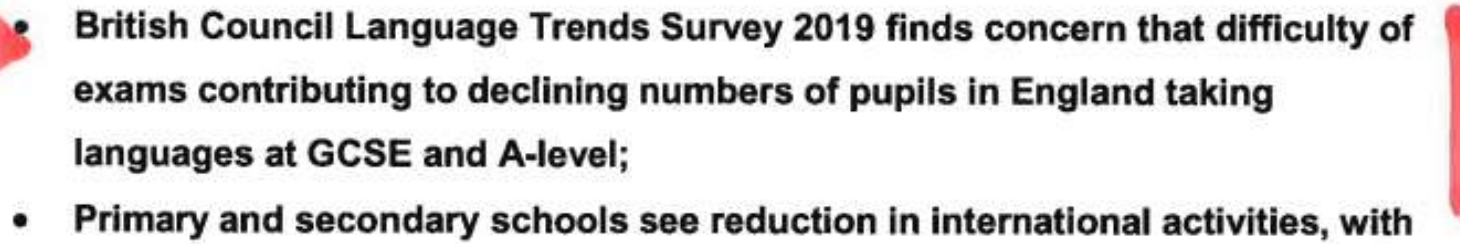


# Language trends survey

- <https://www.britishcouncil.org/research-policy-insight/research-reports/language-trends-2019>

*Embargoed until 00.01 BST, Wednesday 3 July 2019*

## **Tough new exams discouraging pupils in England from learning languages, say teachers**

- 
- **British Council Language Trends Survey 2019 finds concern that difficulty of exams contributing to declining numbers of pupils in England taking languages at GCSE and A-level;**
  - **Primary and secondary schools see reduction in international activities, with just one quarter of state secondaries offering pupil exchanges;**
  - **Brexit threatens to widen divisions between pupils from different socio-economic backgrounds;**
  - **Disadvantaged pupils even less likely to study languages than three years ago.**

Tough exams are discouraging pupils in England from learning languages, according to a new British Council survey of more than 1600 teachers.



As a result, languages at GCSE are increasingly becoming **elite subjects**, said Suzanne Graham, a professor of language and education at Reading University.

“GCSE modern foreign language entries tend to be highest in **independent, selective schools** and converter academies, and lowest in schools in more challenging economic circumstances and those with lower levels of attainment overall,” she said.

**“Low uptake of languages is especially acute among those from more economically disadvantaged backgrounds or those with special educational needs.”**

The exams regulator in England, [Ofqual](#), is “killing off” modern languages by failing to address the excessive difficulty of language GCSE and A-level exams, according to more than 150 academics.

In a [letter to the Guardian](#), the 152 academics - from 36 universities - warn that the exams are graded too severely and the stress for pupils is “disproportionate”.

“They will have to sit excessively difficult exams and accept that their grade may well end up lower than their performance deserves,” the letter says. “Where’s the incentive to choose a language if you’re systematically made to feel rubbish at it?”

In schools in England over the past 15 years, entries for language [GCSEs](#) have dropped by 48%, with German down 65% and French down 62%. The drop accelerated after 2004, when languages were made non-compulsory subjects at GCSE.

The introduction of the English baccalaureate (Ebacc) in 2010, a group of more traditional subjects at GCSE which includes a compulsory language, was meant to help stem the decline in languages. The government wants 75% of pupils to take a modern language GCSE by 2022.

### **German and French GCSE entries declined by more than 60% between 2003 and 2018 while Spanish entries rose by 55%**



<https://www.theguardian.com/education/2019/may/11/modern-language-teaching-under-threat-from-tough-exams>

A level – before and after

Return to the A level of former years...

- Canonical texts – not ‘one question fits all’
- Either: *film + book* or *book + book*

## A level – before and after

### Original A levels

- Business letter
- Creative writing
- ‘Region of the country’ .

### Last A level – **highly** personal reaction

- Book / film / architect / sculptor / poet / etc
- ALL books / films etc.

## Question 12a

Analysez les rapports entre un individu et les autres dans le(s) livre(s)/les contes que vous avez étudié(s)

## Candidate 6

## Question 12b

Comparez **deux** personnages dans le(s) livre(s)/les contes que vous avez étudié(s). Examinez ce qu'ils ont en commun et comment ils sont différents.

## Question 14b

Analysez les principales techniques de l'architecte/du metteur en scène/musicien/peintre que vous avez étudié. Que pensez-vous de ces techniques?





**A PERIOD OF 20<sup>TH</sup> CENTURY HISTORY FROM A FRENCH-SPEAKING COUNTRY/COMMUNITY**

**Candidate 2**

**Question 11a**

Analysez comment la vie des Français a changé pendant la période que vous avez étudiée. A votre avis, est-ce que leur vie était meilleure à la fin de cette période ?

# AQA A level - current

## SECTION A BOOKS

**0 1** Molière : 'Le Tartuffe'

### EITHER

**0 1 . 1** Analysez comment le comportement d'Orgon est influencé par son obsession avec le pouvoir et le contrôle. [40 marks]

### OR

**0 1 . 2** «'Le Tartuffe' est une pièce satirique.» Dans quelle mesure êtes-vous d'accord avec ce jugement ? [40 marks]

**1 3**      **Mathieu Kassovitz : 'La Haine'**

**EITHER**

**1 3 . 1**      **Analysez la représentation de la banlieue et des banlieusards dans ce film et combien cette représentation est réaliste. [40 marks]**

**OR**

**1 3 . 2**      **Analysez les moyens par lesquels Kassovitz présente le thème du conflit dans le film. Comment jugez-vous son traitement de ce thème ? [40 marks]**

# AQA A level – current

8

**09** Philippe Grimbert : 'Un secret'

**EITHER**

**09.1** «L'intérêt de ce roman se trouve dans le fait que le narrateur essaie de découvrir le passé et les autres personnages essaient de le lui cacher.» Dans quelle mesure êtes-vous d'accord avec ce jugement ? [40 marks]

**OR**

**09.2** Analysez comment Grimbert utilise les générations différentes dans sa présentation de la famille du narrateur dans 'Un secret'. [40 marks]

A level – if you **don't** like 'literature'

**Original A levels**

- Business letter
- Creative writing
- 'Region of the country'

**Last A level – highly personal reaction**

- Book / film / architect / sculptor / poet / etc.

10b.

L'Aquitaine est la plus grande région en France, près de l'Atlantique, dans le sud-ouest. Elle comprend cinq départements : la Dordogne, la Gironde, les Landes, le Lot-et-Garonne, et les Pyrénées-Atlantiques. Le chef-lieu est Bordeaux qui est aussi la plus grande ville de la région, dont les habitants sont les Aquitains. Dans cette dissertation, je vais expliquer les avantages et les inconvénients de vivre dans la région de l'Aquitaine et indiquer lesquels sont les plus importants.

Premièrement, un avantage est que l'Aquitaine est la région la moins densément peuplée en France. Elle a une superficie totale d'environ 41.000 km<sup>2</sup> et une densité de 76 habitants par km<sup>2</sup>, alors elle semble plus calme que les autres régions. ~~Par conséquent~~  
D'une autre côté, la population augmente

Fick

Tickk

## Candidate 1 (Question 10b)

### Commentary

This candidate clearly has a detailed knowledge of the region. In her essay she discusses population changes including the problems posed by immigration, the different possibilities for employment and the effect of the recession, the tourist attractions and recent developments in transport. She gives a wide range of examples to support her points and there is clear evidence of evaluation, not just in phrases like *je dirais que...* but also adjectives such as *problématique* and *incroyable* as well as in her analysis of the likely future impact of the recent developments in transport in her penultimate paragraph. Her conclusion also responds precisely to the question set. However, the essay as a whole did not quite fall into the "Very Good" band for Content. The main reason for this is that the candidate seemed determined to show the full extent of her knowledge of the region, without regard to the question. The first criterion for inclusion in the top band is "Thorough understanding and knowledge of the task"; the task being to respond to the precise question set. This candidate may be said to have "thorough knowledge of the task" given the amount of detail, but not "thorough understanding" as she does not always make her comments relevant to the question, and therefore the structure of the essay could be more focused. For example, her section on population changes is descriptive rather than concentrating on the advantages/disadvantages of living in the region and her conclusion to this section *...il y a aussi plein de possibilités pour les jeunes en Aquitaine* is not really explained or developed. As has already been mentioned, her general conclusion does answer the question, but in the essay as a whole, she could also have summarised the advantages/disadvantages for different sections of the population, either with regard to different age groups or urban/rural communities, for example. The essay was therefore placed in the "Good" band but as it contains some features of the "Very Good"



In real life languages save lives.

**Will you?**

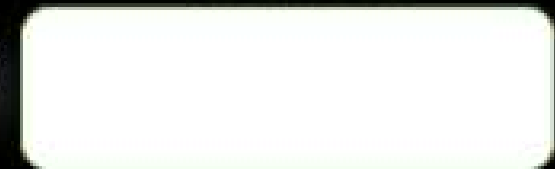
For more info:

The new **Real Lives** Language Challenge

[www.ciol.org.uk/real-lives](http://www.ciol.org.uk/real-lives)

**CHARTERED INSTITUTE OF LINGUISTS**

Supporting and developing language professionals worldwide





- <https://www.all-languages.org.uk/news/all-comments-on-a-level-results-2019/>
- <https://www.bbc.co.uk/news/education-47334374>
- <https://www.gov.uk/government/news/response-to-guardian-story-about-language-learning-in-schools>
- <http://all-literature.wikidot.com/>

There has never been a golden time...

Le chemin de l'enfer est pavé de bonnes intentions

Although more and more African filmmakers are making films, western cinema remains popular among the young. Despite the important subjects, which are well treated, and the excellent scripts, our actors and technicians have not received the attention which they have deserved. If the public watched films more attentively, there would certainly be a better understanding of our objectives. I am convinced that the majority of spectators will appreciate our films when the next festival takes place. A publicity campaign will be launched in order to encourage all social classes to discover our marvellous work. A Togolese masterpiece will be produced within ten years. [10 marks]

GENERAL CERTIFICATE OF EDUCATION

FRENCH PAPER I

ORDINARY

Tuesday 23 June 1959 10—11-15

*Candidates are asked (i) to leave one line at the end of each paragraph in Question I, (ii) to revise all they write, since many errors are caused solely by carelessness.*

I. Translate into French:

Gérard read his sister's letter again and discovered that he had been mistaken the first time. She was to arrive at eleven o'clock and not at one o'clock. He would not be able to get to the station in time.

He went and fetched his overcoat, hoping that the train would be late. Outside it was snowing. Gérard began to run through the silent streets, for there were no buses on Sundays.

A quarter of an hour later, as he was entering the yard, he heard the noise of the engine. A few passengers appeared, laden with suitcases and skis. Among them he saw his sister and a girl he did not know.

"This is my friend Marcelle," his sister told him. "We met each other in Switzerland. Her parents have not yet returned from Italy, so I've invited her to spend a fortnight with us."

Fin