

A-level  
FRENCH  
7652/3T+7652/3V

PAPER 3 SPEAKING

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Mark scheme

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V1.0

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' performances. Alternative performances not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual performances which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's performance listen to it and note the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the performance meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's performance for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the performance. With practice and familiarity you will find that for better performances you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the performance and not look to pick holes in small and specific parts of the performance where the student has not performed quite as well as the rest. If the performance covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be a performance in the standardising materials which will correspond with each level of the mark scheme. This performance will have been awarded a mark by the Lead Examiner. You can compare the student's performance with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the performance based on the Lead Examiner's mark on the example.

You may well need to listen again to a performance as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

A performance which contains nothing of relevance to the question must be awarded no marks.

Each assessment objective should be assessed independently.

The mark scheme corresponds to the two parts of the NEA in speaking

- (1) discussion of the sub-theme based on and developed around the stimulus card chosen by the student
- (2) the short presentation by the student of the research project and subsequent longer discussion led by the examiner.

Thus for the NEA in speaking as a whole the marks allocated to AOs are as follows:

AOs	CARD	RESEARCH PRESENTATION	RESEARCH DISCUSSION	TOTAL
AO1	5		10	15
AO2	5			5
AO3	10		10	20
AO4	5	5	10	20

### Students asking questions

During the discussion on the stimulus card students are required to ask two questions arising from the content of the stimulus card and our instructions to students on the front of each card will direct them to consider possible questions in their preparation time. These questions will require only a brief response on the part of the examiner.

As the asking of the questions is linked directly to interpreting and responding to the information on the stimulus card we have rewarded this under Assessment Objective 2.

### Assessment objective 2

If a student does not ask two questions the examiner will invite the student to do so before the end of the discussion of the sub-theme. To meet the requirement to ask questions, a student must seek information or opinion. Asking for repetition or clarification will not meet the requirement. The student's questions must arise from material on the card and must contain a conjugated verb. Rephrasing or repetition of the printed questions will not meet the requirement.

Sample questions to show the sort of questions students could ask are shown in this mark scheme.

If a student only asks one question, a maximum of 4 marks can be awarded for AO2. If a student asks no questions, a maximum of 3 marks can be awarded for AO2.

DISCUSSION OF SUB-THEME		Assessment Objective 1
Mark	Descriptors	
5	Delivery is fluent throughout. The ideas and opinions expressed are nearly always developed, independently of prompts. Students give an appropriate response to nearly all unpredictable elements.	
4	Delivery is mainly fluent. The ideas and opinions expressed are mostly developed, independently of prompts. Students give an appropriate response to most unpredictable elements.	
3	Delivery is sometimes fluent. The ideas and opinions expressed are sometimes developed, independently of prompts. Students give an appropriate response to some unpredictable elements.	
2	Delivery is occasionally fluent. The ideas and opinions expressed are occasionally developed, independently of prompts. Students give an appropriate response to a few unpredictable elements.	
1	Delivery is rarely fluent. The ideas and opinions expressed are rarely developed, independently of prompts. Students give an appropriate response to very few unpredictable elements.	
0	Nothing in the performance is worthy of a mark.	

### Notes

Fluency is defined as delivery at a pace which reflects natural discourse, although not of the level associated with a native speaker. Hesitation and pauses may occur to allow for a word to be found, for a phrase to be formulated or for self-correction and/or repair strategies to be used. The use of self-correction and/or repair strategies will not be penalised.

DISCUSSION OF SUB-THEME		Assessment Objective 2
Mark	Descriptors	
5	Students' responses show that they have a very good understanding of the material on the card.	
4	Students' responses show that they have a good understanding of the material on the card.	
3	Students' responses show that they have some understanding of the material on the card.	
2	Students' responses show that they have a limited understanding of the material on the card.	
1	Students' responses show that they have a very limited understanding of the material on the card.	
0	Nothing in the performance is worthy of a mark.	

If a student only asks one question, a maximum of 4 marks can be awarded for AO2. If a student asks no questions, a maximum of 3 marks can be awarded for AO2.

### Notes

The material on the card is defined as the text containing the target-language heading, any statement of opinion, any factual/statistical information and the printed questions.

DISCUSSION OF SUB-THEME		Assessment Objective 3
Mark	Descriptors	
9-10	A wide range of vocabulary and complex language and a good knowledge of appropriate idiom are demonstrated. Highly accurate application of grammar with occasional minor errors. Pronunciation and intonation are very good.	
7-8	A good range of vocabulary and complex language and some knowledge of appropriate idiom are demonstrated. Mostly accurate application of grammar with some minor errors. Pronunciation and intonation are good.	
5-6	Some variety of vocabulary and complex language is demonstrated. Accurate application of grammar is uneven. Pronunciation and intonation are fairly good.	
3-4	Little variety of vocabulary and structures is demonstrated. Accurate application of grammar is limited. Pronunciation and intonation are mostly intelligible.	
1-2	Very little variety of vocabulary and structures is demonstrated. Accurate application of grammar is very limited. Pronunciation and intonation are poor.	
0	Nothing in the performance is worthy of a mark.	

### Notes

Pronunciation and intonation are not expected to be of native speaker standard.

Serious errors are defined as those which adversely affect communication.

Award the higher mark in the band if you would have considered placing the response in the band above; award the lower mark in the band if you would have considered placing the response in the band below.

Idiom refers to a form of expression that is particular to the target language.

#### Minor errors include:

incorrect genders and consequential errors of agreement

#### Serious errors include:

incorrect verb forms especially irregular forms

incorrect use of pronouns

missing or incorrect agreements of adjectives or past participles

#### Complex language includes:

use of pronouns of all types

tenses that support conceptual complexity (as in *si* sentences)

connectives supporting a range of subordinate clauses including those requiring subjunctive constructions with verbs and verbs followed by infinitive with correct preposition

use of present and past participles.

DISCUSSION OF SUB-THEME		Assessment Objective 4
Mark	Descriptors	
5	<p><b>Very good critical and analytical response</b>            Very good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students consistently select relevant information to support their arguments. They consistently use appropriate evidence to justify their conclusions, demonstrating a very good evaluation of the sub-theme.</p>	
4	<p><b>Good critical and analytical response</b>            Good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students often select relevant information to support their arguments. They often use appropriate evidence to justify their conclusions, demonstrating a good evaluation of the sub-theme.</p>	
3	<p><b>Reasonable critical and analytical response</b>            Reasonable knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students sometimes select relevant information to support their arguments. They sometimes use appropriate evidence to justify their conclusions, demonstrating a reasonable evaluation of the sub-theme.</p>	
2	<p><b>Limited critical and analytical response</b>            Some knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students occasionally select relevant information to support their arguments. They occasionally use appropriate evidence to justify their conclusions, demonstrating a limited evaluation of the sub-theme.</p>	
1	<p><b>Very limited critical and analytical response</b>            A little knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students rarely select relevant information to support their arguments. They rarely use appropriate evidence to justify their conclusions, demonstrating a very limited evaluation of the sub-theme.</p>	
0	<p>Nothing in the performance is worthy of a mark.</p>	

**Indicative content****Carte A : La famille en voie de changement****General:**

In studying sub-themes students will probably have worked from different source materials and will therefore respond in different ways to the knowledge-based questions. The printed questions are a starting-point for discussion: a student's response will open up different directions for the examiner to pursue. Some students will have a wide range of facts and figures to quote but this is not a prerequisite for demonstrating knowledge of the sub-theme.

Points related to specific questions:

- *Que dit-on ici au sujet de la famille en changement ?*

Student responses will take the information in the text as a starting-point and then some of the following points may be brought into the discussion by the examiner with reference to France or another French-speaking country depending on how the student responds:

increase in numbers of same-sex partnerships; influence of PACS and/or same-sex marriages on this increase; attitudes towards same-sex partnerships; views and opinions about same-sex parenting and some judgement about its effect on children; possibly some direct knowledge of particular case-studies; some knowledge of this social trend in France or elsewhere in the French-speaking world.

- *Que pensez-vous des informations données ici ?*

A thoughtful and developed response to this type of question will include supported arguments and justified conclusions. It will link the information on the card to the knowledge gained through the student's study of the sub-theme and therefore this could prompt:

general confirmation that the information is borne out by this wider study; reference to some knowledge that endorses/contradicts the information; reference to more recent evidence than that provided on the card (2013 reference year); some knowledge and reference perhaps to adoption laws and selection criteria for adoptive parents; some judgement as to whether this is good or bad; some awareness and evaluation of possible impact on the of the child; importance of child's interests being paramount.

- *Quelles sont les attitudes, en France ou ailleurs dans le monde francophone, envers l'homoparentalité ?*

This is an opportunity for the student to demonstrate knowledge beyond the specific focus of the card but which is nonetheless relevant to the sub-theme. It should include arguments and justified conclusions. This could include:

knowledge of changing family models in France and reference to these; knowledge perhaps of less tolerant attitudes in the French-speaking world and factors accounting for this; religious or faith-based factors; students may steer discussion to models other than *homoparentalité* (*monoparentalité ; familles recomposées*).

Below are some examples of the sorts of questions students could ask.

- *Savez-vous si les statistiques sont les mêmes en Grande Bretagne qu'en France ?*
- *Etes-vous pour ou contre l'adoption par les couples du même sexe ?*
- *A votre avis, est-il juste pour un enfant d'avoir deux parents du même sexe ?*
- *Etes-vous d'accord avec les lois en ce qui concerne l'adoption ?*



**Indicative content****Carte B : La « cyber-société »****General:**

In studying sub-themes students will probably have worked from different source materials and will therefore respond in different ways to the knowledge-based questions. The printed questions are a starting-point for discussion: a student's response will open up different directions for the examiner to pursue. Some students will have a wide range of facts and figures to quote but this is not a prerequisite for demonstrating knowledge of the sub-theme.

Points related to specific questions:

- *Que dit-on ici au sujet des sites de rencontre ?*

Student responses will take the information in the text as a starting-point and then some of the following points may be brought into the discussion by the examiner with reference to France or another French-speaking country depending on how the student responds:

types of people that might make use of such sites; any knowledge of this particular aspect of the Internet gained through studies; advantages and/or disadvantages of this sort of site and the use thereof; reaction to the statistics given; some judgement about the quality of relationships of this sort compared with more conventional ones.

- *Que pensez-vous du message donnée sur la carte ?*

A thoughtful and developed response to this type of question will include supported arguments and justified conclusions. It will link the information on the card to the knowledge gained through the student's study of the sub-theme. The message here is a piece of advice and therefore this could prompt:

more general discussion of the risks and dangers inherent in the use of this technology beyond this specific example; some understanding of how such dangers are dealt with in French-speaking communities – how safe use of the Internet is promoted; some judgement as to how the Internet should or could be "policed" and evaluation of how this might or might not work; some knowledge the student might have of this in a French-speaking context.

- *Comment, en France ou ailleurs dans le monde francophone, fait-on usage d'Internet plus généralement dans la vie quotidienne ?*

This is an opportunity for the student to demonstrate knowledge beyond the specific focus of the card but which is nonetheless relevant to the sub-theme. It should include arguments and justified conclusions. This could include:

less specialised and more widespread examples of the use of the Internet; for what purposes and some knowledge of how age groups link to usage; students will use this opportunity to demonstrate knowledge and understanding from their studies – perhaps awareness of how young people in France use the Internet; understanding and evaluation of trends over time.

Below are some examples of the sorts of questions students could ask.

- *Est-ce que vous utiliseriez un site de rencontre ?*
- *A votre avis, est-ce que ces sites joue un rôle positif ?*
- *Que pensez-vous du conseil qu'on donne ici ?*
- *Est-ce que vous utilisez Internet pour faire du shopping ?*

**Indicative content****Carte C : Le rôle du bénévolat****General:**

In studying sub-themes students will probably have worked from different source materials and will therefore respond in different ways to the knowledge-based questions. The printed questions are a starting-point for discussion: a student's response will open up different directions for the examiner to pursue. Some students will have a wide range of facts and figures to quote but this is not a prerequisite for demonstrating knowledge of the sub-theme.

Points related to specific questions:

- *Que dit-on ici sur le rôle de France Bénévolat ?*

Student responses will take the information in the text as a starting-point and then some of the following points may be brought into the discussion by the examiner with reference to France or another French-speaking country depending on how the student responds:

what knowledge the student has of voluntary work in a French-speaking context; specific examples drawn from studies; judgements about the value and effectiveness of voluntary work and the economic and or social contribution of this sector; discussion of what is meant by *une citoyenneté active*.

- *Selon vous, est-ce que cette sorte d'organisation joue un rôle positif ou négatif ?*

A thoughtful and developed response to this type of question will include supported arguments and justified conclusions. It will link the information on the card to the knowledge gained through the student's study of the sub-theme and therefore this could prompt:

an evaluation of the positive aspects of this organisation but perhaps some discussion too of the potential negative effects; voluntary work is perhaps better operated at a very local level and is a national organisation necessary; does another layer of administration incur additional costs; but equally voluntary work needs to be well co-ordinated.

- *Dans quels secteurs, en France ou ailleurs dans le monde francophone, est-ce qu'on dépend le plus du bénévolat ?*

This is an opportunity for the student to demonstrate knowledge beyond the specific focus of the card but which is nonetheless relevant to the sub-theme. It should include arguments and justified conclusions. This could include:

the question requires some evaluation of where voluntary work is most effective/necessary; students will have specific examples drawn from their studies to support their opinions and views; older people, people with disabilities; marginalised, prison volunteers, people working with refugees etc. There is also the opportunity to discuss initiatives beyond France that require voluntary workers.

Below are some examples of the sorts of questions students could ask.

- *A votre avis, est-ce que le bénévolat est toujours quelque chose de positif ?*
- *Avez-vous déjà fait du travail bénévole ?*
- *Quelle sorte de travail bénévole vous intéresserait ?*
- *A votre avis, quel travail bénévole est le plus important ?*

**Indicative content****Carte D : Une culture fière de son patrimoine****General:**

In studying sub-themes students will probably have worked from different source materials and will therefore respond in different ways to the knowledge-based questions. The printed questions are a starting-point for discussion: a student's response will open up different directions for the examiner to pursue. Some students will have a wide range of facts and figures to quote but this is not a prerequisite for demonstrating knowledge of the sub-theme.

Points related to specific questions:

- *Que dit-on ici sur les sites de patrimoine culturel?*

Student responses will take the information in the text as a starting-point and then some of the following points may be brought into the discussion by the examiner with reference to France or another French-speaking country depending on how the student responds:

some discussion to elicit an understanding of the term cultural heritage; how should cultural heritage be safeguarded and what examples can the student give of known initiatives in a French-speaking context; perhaps some knowledge of Lascaux II; some judgement as to whether access to cultural heritage is or should be everyone's right?

- *Quelle est votre réaction aux informations sur cette carte ?*

A thoughtful and developed response to this type of question will include supported arguments and justified conclusions. It will link the information on the card to the knowledge gained through the student's study of the sub-theme and therefore this could prompt:

some evaluation of how different types of site require different approaches in terms of tourist access; discussion of the cost of the upkeep of sites; discussion of how technology may contribute towards solving the problem of access;

- *Quelle est l'importance du patrimoine culturel pour le tourisme, en France ou ailleurs dans le monde francophone ?*

This is an opportunity for the student to demonstrate knowledge beyond the specific focus of the card but which is nonetheless relevant to the sub-theme. It should include arguments and justified conclusions. This could include:

knowledge of France's popularity as a tourist destination and of some main cultural heritage sites; similar knowledge beyond France in other French-speaking countries; contribution of tourism to the national, regional, local economy; investment in cultural heritage being a sound economic measure.

Below are some examples of the sorts of questions students could ask.

- *Aimez-vous visiter des musées ou des monuments ?*
- *Avez-vous déjà visité un site culturel en France ?*
- *Avez-vous un site culturel préféré ?*
- *A votre avis, est-ce que nous attachons la même importance au patrimoine culturel que les Français ?*

**Indicative content****Carte E : La musique francophone contemporaine****General:**

In studying sub-themes students will probably have worked from different source materials and will therefore respond in different ways to the knowledge-based questions. The printed questions are a starting-point for discussion: a student's response will open up different directions for the examiner to pursue. Some students will have a wide range of facts and figures to quote but this is not a prerequisite for demonstrating knowledge of the sub-theme.

Points related to specific questions:

- *Que dit-on ici sur la musique francophone contemporaine ?*

Student responses will take the information in the text as a starting-point and then some of the following points may be brought into the discussion by the examiner with reference to France or another French-speaking country depending on how the student responds:

knowledge of contemporary francophone music including some current and possibly older artistes; evaluation of some examples of francophone music that the student has heard; understanding of tastes and preferences and how these change with age-groups; contemporary francophone music in the wider French-speaking world and how it is appreciated by French-speaking audiences.

- *Que pensez-vous de l'idée d'un concours de musique national ?*

A thoughtful and developed response to this type of question will include supported arguments and justified conclusions. It will link the information on the card to the knowledge gained through the student's study of the sub-theme and therefore this could prompt:

opinions about the role of such competitions in identifying/developing musical talent with some knowledge of artistes that have been discovered and promoted in this way; comparisons between francophone and Anglophone examples of such competitions; some judgements as to reasons for their popularity with audiences.

- *Selon vous, pourquoi est-ce que la musique francophone est peu connue en dehors des pays francophones ?*

This is an opportunity for the student to demonstrate knowledge beyond the specific focus of the card but which is nonetheless relevant to the sub-theme. It should include arguments and justified conclusions. This could include:

predominance of English and therefore Anglophone music worldwide; Francophone music cannot be readily understood by many; but also some understanding of the characteristics of francophone music that make it less appealing to wider audiences; some specific examples to support this view; some musical genres that have crossed barriers (francophone rap music, for example).

Below are some examples of the sorts of questions students could ask.

- *A votre avis, est-ce que la musique francophone est riche et variée ?*
- *Etes-vous en faveur des concours de musique à la radio ou à la télé ?*
- *Avez-vous déjà voté dans un concours comme ça ?*
- *Quel genre de musique aimez-vous écouter ?*

**Indicative content****Carte F : Cinéma : le septième art****General:**

In studying sub-themes students will probably have worked from different source materials and will therefore respond in different ways to the knowledge-based questions. The printed questions are a starting-point for discussion: a student's response will open up different directions for the examiner to pursue. Some students will have a wide range of facts and figures to quote but this is not a prerequisite for demonstrating knowledge of the sub-theme.

Points related to specific questions:

- *Que dit-on ici sur le Festival de Cannes ?*

Student responses will take the information in the text as a starting-point and then some of the following points may be brought into the discussion by the examiner with reference to France or another French-speaking country depending on how the student responds:

the cinema industry versus the cinema as an art-form; is commercial success what drives successful film-making?; judgement as to whether the Cannes film festival be funded to this extent by the State; evaluation of how Cannes and/or France and/or French language cinema benefit from this.

- *Quelle est votre réaction aux informations sur cette carte ?*

A thoughtful and developed response to this type of question will include supported arguments and justified conclusions. It will link the information on the card to the knowledge gained through the student's study of the sub-theme and therefore this could prompt:

understanding and evaluation of the importance and/or value of the Cannes film festival; some knowledge of its history and how in the past it has recognised and rewarded French directors; the need for France to showcase cinematographic output; the need to compete with other countries in a global context.

- *Quelle est l'importance du cinéma francophone en France et à l'échelle mondiale ?*

This is an opportunity for the student to demonstrate knowledge beyond the specific focus of the card but which is nonetheless relevant to the sub-theme. It should include arguments and justified conclusions. This could include:

successful films that have been popular within a French-speaking context and beyond; some specific examples of these and evaluation of the quality of these films; francophone cinema output that is not confined to France; role of cinema in promoting *francophonie*; comparisons between French and other language films in terms of themes and stylistic/technical qualities.

Below are some examples of the sorts of questions students could ask.

- *Y a-t-il un film français particulier que vous appréciez ?*
- *Connaissez-vous le film qui s'appelle ... ?*
- *Quel est votre réalisateur français préféré ?*
- *Quel genre de film aimez-vous le mieux ?*

**Indicative content****Carte G : Les aspects positifs d'une société diverse****General:**

In studying sub-themes students will probably have worked from different source materials and will therefore respond in different ways to the knowledge-based questions. The printed questions are a starting-point for discussion: a student's response will open up different directions for the examiner to pursue. Some students will have a wide range of facts and figures to quote but this is not a prerequisite for demonstrating knowledge of the sub-theme.

Points related to specific questions:

- *Que dit-on ici sur la diversité dans les communautés francophones ?*

Student responses will take the information in the text as a starting-point and then some of the following points may be brought into the discussion by the examiner with reference to France or another French-speaking country depending on how the student responds:

the role of education in promoting positive diversity; diversity linked to ethnicity is the main focus of the card but students may make judgements about other aspects of diversity within francophone societies and communities including age-based, or regional diversity; some evaluation as to how education might tap into this sort of diversity; how should diversity be celebrated?

- *Que pensez-vous de l'opinion donnée ici ?*

A thoughtful and developed response to this type of question will include supported arguments and justified conclusions. It will link the information on the card to the knowledge gained through the student's study of the sub-theme and therefore this could prompt:

emphasis here is on the responsibility of children – perhaps this is over-emphasised; some evaluation of what responsibility citizens other than children have; is it the case that how children are today will be how they will be as adults in the future; some judgments as to how, beyond school, diversity should or might be promoted as a positive.

- *Selon vous, comment est-ce qu'on profite, en France ou ailleurs dans le monde francophone, de cette diversité ?*

This is an opportunity for the student to demonstrate knowledge beyond the specific focus of the card but which is nonetheless relevant to the sub-theme. It should include arguments and justified conclusions. This could include:

focus on the *s'enrichir mutuellement* aspect of the text and discussion of the inter-cultural benefits of a diverse society with specific examples in a broad French-speaking context drawn from studies; ethnicity does not have to be the sole or the main focus.

Below are some examples of the sorts of questions students could ask.

- *Etes-vous d'accord avec ce qu'on dit sur le rôle de l'école ?*
- *A votre avis, est-ce que la diversité est toujours positive ?*
- *A votre avis, est-ce que les enfants sont un exemple à suivre ?*
- *Selon vous, est-ce que la France est une société diverse ?*

**Indicative content****Carte H : Quelle vie pour les marginalisés ?****General:**

In studying sub-themes students will probably have worked from different source materials and will therefore respond in different ways to the knowledge-based questions. The printed questions are a starting-point for discussion: a student's response will open up different directions for the examiner to pursue. Some students will have a wide range of facts and figures to quote but this is not a prerequisite for demonstrating knowledge of the sub-theme.

Points related to specific questions:

- *Que dit-on ici sur la pauvreté en France ?*

Student responses will take the information in the text as a starting-point and then some of the following points may be brought into the discussion by the examiner with reference to France or another French-speaking country depending on how the student responds:

reasons for and causes of poverty and homelessness with reference to particular case-studies featuring in their studies; understanding and evaluation of regional trends with perhaps detailed knowledge of one area/city; social problems linked to poverty; crime, educational opportunities, unemployment, housing.

- *Quelle est votre réaction aux informations sur cette carte ?*

A thoughtful and developed response to this type of question will include supported arguments and justified conclusions. It will link the information on the card to the knowledge gained through the student's study of the sub-theme and therefore this could prompt:

reaction to specific statistical data given here – is it what the student would expect based on knowledge of this sub-theme; are there any shocks or surprises?; possible link with knowledge of families and changing nature of family life; some explanation and evaluation possibly of statistics linked to particular age-groups.

- *Comment est-ce qu'on traite le problème de la pauvreté, en France ou ailleurs dans le monde francophone ?*

This is an opportunity for the student to demonstrate knowledge beyond the specific focus of the card but which is nonetheless relevant to the sub-theme. It should include arguments and justified conclusions. This could include:

measures in place in France to support/deal with poor and homeless; State aid and help from charitable organisations; attitude of the French towards this problem; France and poor in other parts of French-speaking world; overseas aid; charitable organisations for overseas aid and how they are (or are not) supported.

Below are some examples of the sorts of questions students could ask.

- *Est-ce que vous donneriez de l'argent à cet individu ?*
- *En général est-ce que vous êtes en faveur des organisations caritatives ?*
- *A votre avis, est-ce que le gouvernement fait assez pour aider les pauvres ?*
- *Qui est responsable des pauvres, selon vous ?*

**Indicative content****Carte I : Comment on traite les criminels****General:**

In studying sub-themes students will probably have worked from different source materials and will therefore respond in different ways to the knowledge-based questions. The printed questions are a starting-point for discussion: a student's response will open up different directions for the examiner to pursue. Some students will have a wide range of facts and figures to quote but this is not a prerequisite for demonstrating knowledge of the sub-theme.

Points related to specific questions:

- *Que dit-on ici sur la criminalité chez les mineurs en France ?*

Student responses will take the information in the text as a starting-point and then some of the following points may be brought into the discussion by the examiner with reference to France or another French-speaking country depending on how the student responds:

knowledge and understanding of juvenile crime within a French-speaking context with some specific examples; crime and social problems including inner-city; some understanding and evaluation of reasons for criminality in young people; perhaps particular case-studies quoted from what has been studied in the course.

- *Que pensez-vous de l'opinion donnée ?*

A thoughtful and developed response to this type of question will include supported arguments and justified conclusions. It will link the information on the card to the knowledge gained through the student's study of the sub-theme and therefore this could prompt:

an opinion about the proposed solution to the problem is expected here; some judgement either in support of more severe punishments and/or some awareness and evaluation of alternatives and their effectiveness; an understanding of the need to be aware of and address the causes of criminality.

- *Comment, en France ou ailleurs dans le monde francophone, est-ce qu'on traite les criminels ?*

This is an opportunity for the student to demonstrate knowledge beyond the specific focus of the card but which is nonetheless relevant to the sub-theme. It should include arguments and justified conclusions. This could include:

knowledge and understanding of how crime is addressed in a French-speaking context and how effective a range of measures has been; what is the attitude of the society or community within the discussion to crime and criminals; what kind of priority is it for that society or community; trends over time – is the fight against crime being won or lost.

Below are some examples of the sorts of questions students could ask.

- *A votre avis, faut-il introduire des peines plus sévères ?*
- *A votre avis, est-ce que la prison est toujours la meilleure punition ?*
- *Etes-vous d'accord avec ce que dit Monsieur Sarkozy ?*
- *A votre avis, faut-il construire plus de prisons ?*



**Indicative content****Carte J : Les ados, le droit de vote et l'engagement politique****General:**

In studying sub-themes students will probably have worked from different source materials and will therefore respond in different ways to the knowledge-based questions. The printed questions are a starting-point for discussion: a student's response will open up different directions for the examiner to pursue. Some students will have a wide range of facts and figures to quote but this is not a prerequisite for demonstrating knowledge of the sub-theme.

Points related to specific questions:

- *Que dit-on ici sur l'attitude des jeunes Français envers le droit de vote ?*

Student responses will take the information in the text as a starting-point and then some of the following points may be brought into the discussion by the examiner with reference to France or another French-speaking country depending on how the student responds:

some understanding and evaluation of other reasons why young people don't want the vote at 16 – lack of understanding; lack of maturity; indifference; the discussion might be steered by the student to the opposite point of view – those in favour of the vote and reasons for that stance.

- *Que pensez-vous de cette opinion ?*

A thoughtful and developed response to this type of question will include supported arguments and justified conclusions. It will link the information on the card to the knowledge gained through the student's study of the sub-theme and therefore this could prompt:

an opportunity to argue in favour of or against the right to vote at 16; some strong views may be expressed here either for or against with reference to young people without the vote being disenfranchised; reference to what young people at 16 are legally entitled to do and how this contrasts with not having the right to vote; judgement about effective and meaningful citizenship.

- *Quelle est l'attitude des partis politiques en France, ou ailleurs dans le monde francophone, envers cette question ?*

This is an opportunity for the student to demonstrate knowledge beyond the specific focus of the card but which is nonetheless relevant to the sub-theme. It should include arguments and justified conclusions. This could include:

knowledge of which parties or political figures support the vote at 16; their reasons; which are against and their reasons; how young people having the vote would change the attitude of politicians towards young people; the situation elsewhere in the French-speaking world.

Below are some examples of the sorts of questions students could ask.

- *Etes-vous pour ou contre le droit de vote à 16 ans ?*
- *Seriez-vous en faveur de cours de politique à l'école ?*
- *Est-ce que voter devrait être obligatoire, selon vous ?*
- *A votre avis, est-ce que les ados ici seraient pour ou contre le droit de vote à 16 ans ?*

**Indicative content****Carte K : Manifestations, grèves – à qui le pouvoir ?****General:**

In studying sub-themes students will probably have worked from different source materials and will therefore respond in different ways to the knowledge-based questions. The printed questions are a starting-point for discussion: a student's response will open up different directions for the examiner to pursue. Some students will have a wide range of facts and figures to quote but this is not a prerequisite for demonstrating knowledge of the sub-theme.

Points related to specific questions:

- *Que dit-on ici sur le pouvoir politique en France ?*

Student responses will take the information in the text as a starting-point and then some of the following points may be brought into the discussion by the examiner with reference to France or another French-speaking country depending on how the student responds:

understanding and evaluation of the reasons why France has such a reputation with perhaps some specific examples of strike action, reasons for and consequences thereof; aspects of conflict in recent events and episodes; some knowledge of the power of unions but also awareness that political power lies elsewhere; effects of industrial relations on economic and political stability.

- *Que pensez-vous de l'opinion donnée ici ?*

A thoughtful and developed response to this type of question will include supported arguments and justified conclusions. It will link the information on the card to the knowledge gained through the student's study of the sub-theme and therefore this could prompt:

recognition that it is not only the unions that wield political power in France; evidence of demonstrations by pressure groups with some specific examples of causes and outcomes; some judgement and evaluation about effectiveness of demonstrations; some awareness perhaps of stronger union presence and pressure in some sectors of industry or public services.

- *Selon vous, est-ce que les grèves, en France ou ailleurs dans le monde francophone, sont toujours efficaces ?*

This is an opportunity for the student to demonstrate knowledge beyond the specific focus of the card but which is nonetheless relevant to the sub-theme. It should include arguments and justified conclusions. This could include:

initial response will depend on what student has studied and brings with them in terms of evidence; strikes that have achieved their intended objectives are effective but some understanding of unintended consequences – loss of days working and economic impact; loss of support of public perhaps.

Below are some examples of the sorts of questions students could ask.

- *Etes-vous en faveur des grèves ?*
- *Avez-vous déjà participé à une manifestation ?*
- *A votre avis, est-il important d'être syndicalisé ?*
- *Selon vous, est-ce que la France est championne de la grève ?*

**Indicative content****Carte L : La politique et l'immigration****General:**

In studying sub-themes students will probably have worked from different source materials and will therefore respond in different ways to the knowledge-based questions. The printed questions are a starting-point for discussion: a student's response will open up different directions for the examiner to pursue. Some students will have a wide range of facts and figures to quote but this is not a prerequisite for demonstrating knowledge of the sub-theme.

Points related to specific questions:

- *Que dit-on ici sur l'immigration en France comme question politique ?*

Student responses will take the information in the text as a starting-point and then some of the following points may be brought into the discussion by the examiner with reference to France or another French-speaking country depending on how the student responds:

is immigration here treated as a political matter or is it not more an economic one?; historically is this how immigration has been dealt with?; evaluation of the implications of this selective approach to immigration; judgement about consequences of such a policy eg where does this leave political refugees or asylum seekers?

- *Comment réagissez-vous à l'opinion donnée ?*

A thoughtful and developed response to this type of question will include supported arguments and justified conclusions. It will link the information on the card to the knowledge gained through the student's study of the sub-theme and therefore this could prompt:

general confirmation that the information is borne out by this wider study; reference to some knowledge that endorses/contradicts the information; reference to more recent evidence than that provided on the card; evaluation of moral responsibility of the State towards those who contribute to economic growth.

- *A votre avis, est-ce que tous les partis politiques, en France ou ailleurs dans le monde francophone, partagent ce point de vue ?*

This is an opportunity for the student to demonstrate knowledge beyond the specific focus of the card but which is nonetheless relevant to the sub-theme. It should include arguments and justified conclusions.

This could include:

awareness and evaluation of how different political parties view immigration; a range of immigration policies; more and/or less extreme approaches to this issue; social consequences of immigration policies; attitudes generally to issues around immigration.

Below are some examples of the sorts of questions students could ask.

- *Est-ce que vous pensez qu'il faut contrôler l'immigration ?*
- *A votre avis, est-ce que l'immigration doit être une priorité politique ?*
- *Est-ce que nous devrions interdire les partis politiques racistes ?*
- *A votre avis, est-ce que l'immigration est quelque chose de positif ou de négatif ?*

<b>PRESENTATION OF INDIVIDUAL RESEARCH PROJECT</b>		<b>Assessment Objective 4</b>
<b>Mark</b>	<b>Descriptors</b>	
5	Thorough knowledge and understanding of the area of study are evident in the presentation.	
4	Good knowledge and understanding of the area of study are evident in the presentation.	
3	Reasonable knowledge and understanding of the area of study are evident in the presentation.	
2	Limited knowledge and understanding of the area of study are evident in the presentation.	
1	Very limited knowledge and understanding of the area of study are evident in the presentation.	
0	Nothing in the presentation is worthy of a mark.	

<b>DISCUSSION OF INDIVIDUAL RESEARCH PROJECT</b>		<b>Assessment Objective 1</b>
<b>Mark</b>	<b>Descriptors</b>	
9-10	Delivery is fluent throughout. The ideas and opinions expressed are nearly always developed, independently of prompts. Students engage very well in the discussion and give an appropriate response to nearly all questions.	
7-8	Delivery is mainly fluent. The ideas and opinions expressed are mostly developed, independently of prompts. Students engage well in the discussion and give an appropriate response to most questions.	
5-6	Delivery is sometimes fluent. The ideas and opinions expressed are sometimes developed, independently of prompts. Students engage reasonably well in the discussion and give an appropriate response to some questions.	
3-4	Delivery is occasionally fluent. The ideas and opinions expressed are occasionally developed, independently of prompts. Students engage to a limited extent in the discussion and give an appropriate response to a few questions.	
1-2	Delivery is rarely fluent. The ideas and opinions expressed are rarely developed, independently of prompts. Students engage to a very limited extent in the discussion and give an appropriate response to very few questions.	
0	Nothing in the performance is worthy of a mark.	

### Notes

Fluency is defined as delivery at a pace which reflects natural discourse, although not of the level associated with a native speaker. Hesitation and pauses may occur to allow for a word to be found, for a phrase to be formulated or for self-correction and/or repair strategies to be used. The use of self-correction and/or repair strategies will not be penalised.

Award the higher mark in the band if you would have considered placing the response in the band above; award the lower mark in the band if you would have considered placing the response in the band below.

DISCUSSION OF INDIVIDUAL RESEARCH PROJECT Assessment Objective 3	
Mark	Descriptors
9-10	A wide range of vocabulary and complex language and a good knowledge of appropriate idiom are demonstrated. Highly accurate application of grammar with occasional minor errors. Pronunciation and intonation are very good.
7-8	A good range of vocabulary and complex language and some knowledge of appropriate idiom are demonstrated. Mostly accurate application of grammar with some minor errors. Pronunciation and intonation are good.
5-6	Some variety of vocabulary and complex language is demonstrated. Accurate application of grammar is uneven. Pronunciation and intonation are fairly good.
3-4	Little variety of vocabulary and structures is demonstrated. Accurate application of grammar is limited. Pronunciation and intonation are mostly intelligible.
1-2	Very little variety of vocabulary and structures is demonstrated. Accurate application of grammar is very limited. Pronunciation and intonation are poor.
0	Nothing in the performance is worthy of a mark.

### Notes

Pronunciation and intonation are not expected to be of native speaker standard. Serious errors are defined as those which adversely affect communication.

Award the higher mark in the band if you would have considered placing the response in the band above; award the lower mark in the band if you would have considered placing the response in the band below.

Idiom refers to a form of expression that is particular to the target language.

#### Minor errors include:

incorrect genders and consequential errors of agreement

#### Serious errors include:

incorrect verb forms especially irregular forms

incorrect use of pronouns

missing or incorrect agreements of adjectives or past participles

#### Complex language includes:

use of pronouns of all types

tenses that support conceptual complexity (as in *si* sentences)

connectives supporting a range of subordinate clauses including those requiring subjunctive constructions with verbs and verbs followed by infinitive with correct preposition

use of present and past participles.

DISCUSSION OF INDIVIDUAL RESEARCH PROJECT Assessment Objective 4	
Mark	Descriptors
9-10	<b>Excellent critical and analytical response</b> From the research carried out, the student has acquired thorough knowledge and understanding of the culture and society relevant to the chosen topic. Students consistently select relevant information to support their arguments. They consistently use appropriate evidence to justify their conclusions, demonstrating an excellent evaluation of their chosen topic.
7-8	<b>Good critical and analytical response</b> From the research carried out, the student has acquired good knowledge and understanding of the culture and society relevant to the chosen topic. Students often select relevant information to support their arguments. They often use appropriate evidence to justify their conclusions, demonstrating a good evaluation of their chosen topic.
5-6	<b>Reasonable critical and analytical response</b> From the research carried out, the student has acquired reasonable knowledge and understanding of the culture and society relevant to the chosen topic. Students sometimes select relevant information to support their arguments. They sometimes use appropriate evidence to justify their conclusions, demonstrating a reasonable evaluation of their chosen topic.
3-4	<b>Limited critical and analytical response</b> From the research carried out, the student has acquired some knowledge and understanding of the culture and society relevant to the chosen topic. Students occasionally select relevant information to support their arguments. They occasionally use appropriate evidence to justify their conclusions, demonstrating a limited evaluation of their chosen topic.
1-2	<b>Very limited critical and analytical response</b> From the research carried out, the student has acquired a little knowledge and understanding of the culture and society relevant to the chosen topic. Students rarely select relevant information to support their arguments. They rarely use appropriate evidence to justify their conclusions, demonstrating a very limited evaluation of their chosen topic.
0	The student fails completely to engage with the discussion.

**Notes**

Award the higher mark in the band if you would have considered placing the response in the band above; award the lower mark in the band if you would have considered placing the response in the band below.

### How the Individual Research Project will be assessed in the A-level speaking Non-exam assessment

Students will provide a two-minute presentation of their chosen research project and this will be followed by a discussion lasting 9-10 minutes. The presentation will be assessed for AO4 and the discussion for AO1, AO3 and AO4.

#### The presentation:

The presentation should cover some key findings emerging from the research carried out by the student. It will be the quality of these findings rather than their quantity that will determine the mark awarded.

- A presentation that demonstrates that the student has fully understood and assimilated research-based knowledge through the development, in the time available, of key findings will be judged to show thorough knowledge.
- A presentation that demonstrates that the student has mostly understood and assimilated research-based knowledge through the development, in the time available, of key findings will be judged to show good knowledge.
- A presentation that demonstrates that the student has understood and assimilated some research-based knowledge through the development, in the time available, of key findings will be judged to show a reasonable knowledge.
- A brief outline of key findings with little development and showing little understanding and assimilation of research-based knowledge would characterize a limited performance.
- The briefest outline of key findings with very little development and showing very little understanding and assimilation of research-based knowledge would characterize a very limited performance.

The examiner may use points made in the presentation as well as information given on the Individual Research Project Form to initiate the discussion and will proceed from there on the basis of points made in response to questions; questions informed by his or her knowledge of the topic area or indeed lack of knowledge of the topic area. The emphasis throughout the discussion will be on eliciting views, opinions, ideas, and reactions from the student which the latter will be invited to explain, develop further, justify, illustrate, and defend, and where knowledge of the topic area will be paramount in supporting the responses given. The discussion will focus on key concepts such as importance, impact, value, contribution, significance, as well as on the student's appreciation of the topic area – its appeal and interest, and the insights the study has brought to the student. This will naturally generate opportunities for the student to analyse and evaluate critically those aspects of the topic area that have been researched and will invite conclusions to be drawn.

#### Generic content for the individual research project discussion at 5 levels of performance

- (1) **Excellent level of performance:** In the discussion the student will respond readily to all opportunities to explain, develop further, justify and defend opinions and views expressed about the topic under discussion. Response to questions inviting the student to evaluate critically aspects of what has been researched will be supported by relevant factual knowledge. Knowledge of the topic under discussion will be used consistently and effectively to support views and opinions. Challenges from the examiner that perhaps call into question the validity of the student's findings or the conclusions they are offering will consistently be responded to with a confident and effective marshalling of knowledge.

- (2) **Good level of performance:** In the discussion the student will respond well to most opportunities to explain, develop further, justify and defend opinions and views expressed about the topic under discussion. Response to questions inviting the student to evaluate critically aspects of what has been researched will be supported by some relevant factual knowledge but at times the student may provide information that is not directly relevant to the discussion. Challenges from the examiner that perhaps call into question the validity of the student's findings or the conclusions they are offering will not always be responded to with a confident and effective marshalling of knowledge.
- (3) **Reasonable level of performance:** In the discussion the student will respond well to some opportunities to explain, develop further, justify and defend opinions and views expressed about the topic under discussion. Response to questions inviting the student to evaluate critically aspects of what has been researched will not generally be supported by some relevant factual knowledge and the student may provide much information that is not directly relevant to the discussion. Challenges from the examiner that perhaps call into question the validity of the student's findings or the conclusions they are offering will not usually be responded to with a confident and effective marshalling of knowledge.
- (4) **Limited level of performance:** In the discussion the student may attempt some response to opportunities to explain, develop further, justify and defend opinions and views expressed about the topic under discussion but these will not always be successful. The nature of these responses will mean that the discussion largely avoids questions inviting the student to evaluate critically aspects of what has been researched in favour of a more factual line of questioning. There will be few if any challenges from the examiner that perhaps call into question the validity of the student's findings or the conclusions they are offering.
- (5) **Very limited level of performance:** In the discussion the examiner will be hard pushed to find opportunities to which the student can respond effectively to explain, develop further, justify and defend opinions and views expressed about the topic under discussion. Questions will be designed to elicit very simple responses both in terms of language and content and there will be little awareness of linking factual information about the topic under discussion to a broader context.



