



A-LEVEL

FRENCH

7652/3T/3V

PAPER 3 SPEAKING

Mark scheme

June 2019

Version: 1.0 Final

196A76523/MS

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' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

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

Copyright information

For confidentiality purposes acknowledgements of third-party material are published in a separate booklet which is available for free download from www.aqa.org.uk after the live examination series.

Copyright © 2019 AQA and its licensors. All rights reserved.

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 answer read through the answer and annotate it (as instructed) to show 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 answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer 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 answer. With practice and familiarity you will find that for better answers 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 answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer 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 an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer 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 answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer 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.

An answer which contains nothing of relevance to the question must be awarded no marks.

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>Very good critical and analytical response 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>Good critical and analytical response 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>Reasonable critical and analytical response 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>Limited critical and analytical response 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>Very limited critical and analytical response 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	Nothing in the performance is worthy of a mark.	

Possible 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:

Question 1 Que dit-on ici sur les grands-parents 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: reference to demographic changes in France with longer life expectancy and grandparents living longer; mention of the factors which increase grandparents' isolation and associated poor quality of life, for example limited mobility and illness; reference to the fact that increasingly grandchildren are living far away from their grandparents as they move to cities or even abroad for work.

Question 2 Que pensez-vous des informations données ici ?

A thoughtful and developed response to this type of question will include developed arguments and justified points of view. 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: analysis of the factors which have led to the large number of grandparents suffering from loneliness - increased life expectancy, families living a long distance apart, less cohesive family structures, decline of the extended family; grandparents less likely to use social media than younger generations; reduced mobility and illness.

Question 3 Selon ce que vous en savez, comment évolue la famille en France ou ailleurs dans le monde francophone ?

This is an opportunity for the students to demonstrate knowledge beyond the specific focus of the card but which is nonetheless relevant to the sub-theme. It should include justified points of view and conclusions based on understanding. This could include: although French culture is traditionally known for the importance it places on family life, nowadays family ties are much weaker; modern society is very mobile so geographical distance between family members is greater; increased longevity of grandparents does not go hand in hand with better quality of life. Reference could be made to the importance of the extended family unit in many parts of Francophone Africa, thus leading to fewer elderly grandparents suffering from loneliness. However, here too societies are becoming less cohesive and more mobile, with the younger generation being drawn to the cities or abroad for employment.

Possible 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:

Question 1 Que dit-on ici au sujet des jeunes Français et de leurs portables ?

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: reference could be made to the statistics quoted and what they show. The significance of the statistic relating to the number looking at their phones during a family meal could be seen as particularly significant in the context of French culture. Mention too of days which have been designated "mobile-free" and reasons for this.

Question 2 Quelle est votre réaction aux informations sur cette carte ?

A thoughtful and developed response to this type of question will include developed arguments and justified points of view. 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: the fact that it is disturbing that so many teenagers are apparently addicted to their phones with reasons for this obsession. They could mention the negative effects of mobiles. They could also suggest some positive aspects of mobiles to counterbalance the negative points.

Question 3 Selon ce que vous en savez, quelle est l'importance des portables pour les ados 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 justified points of view and conclusions based on understanding. This could include: the fact that addiction to phones is recognised world-wide and is not just a feature of French-speaking countries; they could talk about the "Journées sans portable" initiative and whether they see it as useful; mention could be made of increasing mental health issues among young people in France and the question of whether this is due to excessive mobile phone use or a mix of other factors. They could also mention some positive aspects of mobiles for young people in the francophone world, for example the benefits of global communication and accessing the internet through mobiles in French-speaking African countries.

Possible 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:

Question 1 Que dit-on ici sur l'auberge Madeleine ?

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; why is the organisation wanting to recruit only women voluntary workers?

Question 2 Que pensez-vous de cette annonce ?

A thoughtful and developed response to this type of question will include developed arguments and justified points of view. 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: whether this sort of work would appeal to potential volunteers; would the student find it interesting work; what other kind of voluntary help might this organisation be able to offer.

Question 3 Selon ce que vous en savez, quels secteurs de la population en France ou ailleurs dans le monde francophone sont attirés par le travail bénévole ?

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 justified points of view and conclusions based on understanding. This could include: knowledge and awareness of the diverse age range of people attracted by voluntary work with some understanding of the reasons for this; how different types of voluntary work attract men, women, older, younger people; the correlation between time available for voluntary work and what people can commit to.

Possible 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:

Question 1 *Que dit-on ici sur ce site important 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: mention of the very large number of tourists visiting the site and the fact it is the second most visited site in France after the Eiffel Tower; the global importance of the site because it is a UNESCO World Heritage Site; the problems caused by mass tourism on a fragile site such as this. They could mention the pollution problems caused by the large numbers of cars parking by the monument before they were banned in 2015. They might point out that the alternatives for reaching the monument are now more eco-friendly.

Question 2 *Quelle est votre réaction aux informations sur cette carte ?*

A thoughtful and developed response to this type of question will include developed arguments and justified points of view. 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: why they think it is important to preserve ancient historical monuments such as this; whether the French government should spend so much money on this area when there are many other demands on the government budget; the benefits of replacing car access by more eco-friendly methods of transport: there will be less pollution of the air and water and thus the unique flora and fauna of the bay will be preserved in the longer term. They might mention the benefits of approaching the site on foot. Students might also refer to potential negative aspects of the changes.

Question 3 *Selon ce que vous en savez, quelle est l'importance du tourisme durable 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 justified points of view and conclusions based on understanding. This could include: reference to other important tourist sites which have suffered from the negative effects of mass tourism. They might refer to the necessity to preserve these monuments for future generations; pollution caused by large numbers of tourists can mean a delicate ancient site can suffer damage which can no longer be rectified.

Possible 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:

Question 1 Que dit-on ici sur ce qui aide les artistes français à devenir bien connus ?

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 how reality television programmes such as "Nouvelle Star" have helped the careers of Francophone groups and singers; how Francophone groups and singers use the internet to promote themselves.

Question 2 Quelle est votre réaction aux opinions données sur cette carte ?

A thoughtful and developed response to this type of question will include developed arguments and justified points of view. 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 as to whether television and internet are the best way for groups and singers to find fame, or whether there are other ways for artists to become well-known; opinions as to the reasons why some Francophone groups and singers are successful.

Question 3 Selon ce que vous en savez, comment est-ce que la musique francophone contemporaine reflète la société 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 justified points of view and conclusions based on understanding. This could include: examples of Francophone singers and groups, e.g. MC Solaar, who sing about social issues; examples of Francophone songs that are influenced by Anglicisms / Americanisms, mirroring what is happening in Francophone culture; the relative popularity of Francophone artists compared with artists who sing in other languages.

Possible 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:

Question 1 *Que dit-on ici sur le cinéma français ?*

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: examples of French films that have been profitable; whether French directors think that a film has to be profitable in order for it to be a success.

Question 2 *Quelle est votre réaction aux informations sur cette carte ?*

A thoughtful and developed response to this type of question will include developed arguments and justified points of view. 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 reasons for which the French cinema industry is losing money; opinions as to the reasons why some French films are successful, and others are not.

Question 3 *Selon ce que vous en savez, quel est l'avenir, en France ou ailleurs dans le monde francophone, du cinéma 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 justified points of view and conclusions based on understanding. This could include: the extent of the success of contemporary Francophone films and directors; the funding of the cinema industry in Francophone countries; what measures are being taken to support and promote the cinema industry in Francophone countries e.g. the French government has introduced tax incentives for the cinema industry.

Possible 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:

Question 1 *Que dit-on ici sur la mixité sociale dans les grandes villes 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: the consequences of division of different social groups in large towns and cities; the reasons why authorities encourage the mixing of different social groups.

Question 2 *Quelle est votre réaction aux opinions données sur cette carte ?*

A thoughtful and developed response to this type of question will include developed arguments and justified points of view. 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: whether it is true that a certain section of society living in certain areas leads to problems; whether the mixing of social groups in large towns and cities in France and/or Francophone countries is a good idea, in the candidate's opinion.

Question 3 *Selon ce que vous en savez, que fait-on afin d'encourager la mixité sociale 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 justified points of view and conclusions based on understanding. This could include: examples of what Francophone countries / communities have done to encourage the mixing of social groups in cities e.g. by providing subsidised housing; examples of events organised to encourage cultural diversity; the extent of the success or otherwise of attempts to ensure the successful integration of different cultural and / or social groups.

Possible 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:

Question 1 *Que dit-on ici sur les personnes âgées 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: a large number of elderly people in France suffer as a result of isolation; Nadine is an example of somebody who has been helped by a charity that helps the elderly.

Question 2 *Que pensez-vous de l'association qui aide Nadine ?*

A thoughtful and developed response to this type of question will include developed arguments and justified points of view. 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: associations like this are essential, there are not enough government resources to help everybody who needs it; it is really important that society looks after elderly people and it is clear that Nadine benefits from the work of this association.

Question 3 *Selon ce que vous en savez, comment est-ce qu'on traite le problème de l'isolement social de certains groupes 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 justified points of view and conclusions based on understanding. This could include: examples of what charities in France or Francophone countries are doing to help groups that can be socially isolated e.g. L'association Valentin Haüy which helps visually impaired people in France; opinion as to whether governments and/or authorities are doing enough to solve the problem of social isolation; how integration of marginalised groups into the mainstream society of Francophone countries can help prevent problems of isolation.

Possible 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:

Question 1 Que dit-on ici sur les prisons africaines ?

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 conditions in prisons are unacceptable; prisoners are dying of hunger; prisons are overcrowded and Amnesty international is speaking out about the situation.

Question 2 Quelle est votre réaction aux informations données ?

A thoughtful and developed response to this type of question will include developed arguments and justified points of view. 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: knowledge of situation regarding problems with prisons; reasons for overcrowding and poor conditions; why it is right for Amnesty International to get involved.

Question 3 Selon ce que vous en savez, quelle est l'attitude des gouvernements en France ou ailleurs dans le monde francophone, envers la prison ?

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 justified points of view and conclusions based on understanding. This could include: knowledge of governments' position on prison funding in France or elsewhere in the French speaking world; initiatives in France or elsewhere in the French speaking world to improve conditions in prison; initiatives in France or elsewhere in the French speaking world to reduce prisoner numbers and whether more needs to be done.

Possible 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:

Question 1 Que dit-on ici sur les jeunes Français et la 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: the younger generation in France are not politically engaged; young people are not using their vote; young people in France do not trust politicians.

Question 2 Quelle est votre réaction aux informations données ?

A thoughtful and developed response to this type of question will include developed arguments and justified points of view. 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: whether they agree with this or not based on their knowledge of the current situation in France; reasons why young people are disillusioned with politics; reasons why young people tend not to vote or to vote for the right wing parties.

Question 3 Selon ce que vous en savez, comment essaie-t-on, en France ou ailleurs dans le monde francophone, d'encourager les jeunes à s'intéresser plus à la politique ?

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 justified points of view and conclusions based on understanding. This could include: knowledge of initiatives in France or elsewhere in the French speaking world to educate young people and show them that their vote can make a difference; what politicians are doing to gain the trust of young voters; evidence of recent political initiatives in France or elsewhere in the French speaking world that particularly affect young people to show why their votes are important.

Possible 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:

Question 1 Que dit-on ici sur les manifestations de lycéens ?

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: show awareness of the influence of trade unionism among 6th formers and students; show awareness of the worries faced by French youths who are in education; show the students are demonstrating against Macron's proposed reforms to university entrance; show knowledge of the normality of such demonstrations by students.

Question 2 Comment réagissez-vous aux informations présentées ici?

A thoughtful and developed response to this type of question will include developed arguments and justified points of view. 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: a personal reaction to the actors in these demonstrations and the effectiveness of students' protests; a personal reaction to the fact that students and 6th formers are the demonstrators, not all over 18 years old; a reaction to what the Minister of Education is blamed for.

Question 3 Selon ce que vous en savez, quelles sont les conséquences des manifestations pour les gouvernements 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 justified points of view and conclusions based on understanding. This could include: comment on the potential advantages and drawbacks of demonstrations for students and 6th formers; discuss if such demonstrations can destabilise a government; discuss the potential attitudes which governments can adopt, when faced with demonstrators; comment on the danger that repeated demonstrations have on the population as a whole; discuss if there is a crisis between political leaders and the population across all Francophone countries or just France, if known.

Possible 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:

Question 1 Que dit-on ici sur l'engagement politique chez les immigrés ?

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: show awareness of the representation of ethnic minorities in local, regional, national leading administrative posts; show knowledge of the way in which the French government is designed and of prestigious ministries.

Question 2 Comment réagissez-vous aux informations présentées ici ?

A thoughtful and developed response to this type of question will include developed arguments and justified points of view. 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: a personal reaction to the proportions of ethnic minorities in office within the French government; argue the relative lack of involvement of migrants in French politics; personal reaction to the fact that most prestigious posts are still given to people of French descent; reaction to the link between the low representation in the government of ethnic minorities and their potential lack of motivation to be involved in politics.

Question 3 Selon ce que vous en savez, quelle est l'importance de l'immigration en tant que question politique 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 justified points of view and conclusions based on understanding. This could include: discussing the differences in political programmes on the question of immigration in local/regional/national electoral campaigns; commenting on the need for political parties to have a policy regarding immigration; explaining reasons why some migrants want to play a political role and what prevents others from being involved; discussing their political situation in other Francophone countries, if known; discussing the extent to which an immigration policy can make a political party lose or win elections.

PRESENTATION OF INDIVIDUAL RESEARCH PROJECT		Assessment Objective 4
Mark	Descriptors	
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.	

DISCUSSION OF INDIVIDUAL RESEARCH PROJECT		Assessment Objective 1
Mark	Descriptors	
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	Excellent critical and analytical response 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	Good critical and analytical response 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	Reasonable critical and analytical response 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	Limited critical and analytical response 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	Very limited critical and analytical response 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 characterise 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 characterise 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.