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

Paper 3 Speaking

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Mark scheme

June 2022

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Version: 1.0 Final



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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](http://aqa.org.uk)

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## 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.

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.

### Assessment Objective 4

For part 2 of the NEA, students must identify a subject or a key question which is of interest to them and which relates to a country or countries where the target language is spoken. AO4 assesses knowledge and understanding of, and critical and analytical response to, different aspects of the culture and society of countries/communities where the language is spoken.

If a student's presentation does not consistently relate to a country where the target language is spoken this will affect the marks that can be awarded under AO4. Examiners will assess the performance as if there was not an issue, arrive at a mark and then move to the next band down.

Further guidance on the choice of a suitable IRP title is available in our [Teaching Guide](#) and from our IRP advisers.

<b>DISCUSSION OF SUB-THEME</b>	
<b>Assessment Objective 1: Understand and respond in speech to spoken language including face-to-face interaction.</b>	
<b>Mark</b>	<b>Descriptors</b>
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.

<b>DISCUSSION OF SUB-THEME</b>	
<b>Assessment Objective 2: Understand and respond in speech to written language drawn from a variety of sources.</b>	
<b>Mark</b>	<b>Descriptors</b>
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: Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure.	
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.

<b>DISCUSSION OF SUB-THEME</b>	
<b>Assessment Objective 4: Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken.</b>	
<b>Mark</b>	<b>Descriptors</b>
5	<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.
4	<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.
3	<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.
2	<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.
1	<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.
0	Nothing in the performance is worthy of a mark.

**Possible content****CARTE A : La famille en voie de changement****General:**

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of French-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

**Question 1 *Que dit-on ici sur le mariage en France ?***

Students' responses will be based on the information on the card and may cover the following:

- marriage is becoming more popular again
- same-sex marriages are in decline
- the trend is towards men and women being older before they marry.

**Question 2 *Quelle est votre réaction aux informations données ?***

This question invites the student to evaluate the information on the card and to express opinions. Thoughtful and developed answers could include:

- reasons for the decline in the popularity of marriage in the past
- reasons why marriage has become more popular
- reasons why same-sex marriages are in slight decline
- the consequences of people opting to marry later.

**Question 3 *Selon ce que vous en savez, comment est-ce que le mariage évolue, en France, ou ailleurs dans le monde francophone ?***

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any French-speaking country. Responses could include:

- attitudes towards and trends in marriage in the French-speaking world
- reasons for current trends in marriage in the French-speaking world
- differences and similarities between attitudes to marriage in the French-speaking world and those in France.

**Possible content****CARTE B : La « cyber-société »****General:**

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of French-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

**Question 1 *Que dit-on ici sur la technologie dans les familles en France ?***

Students' responses will be based on the information on the card and may cover the following:

- both adults and children are spending much of family time in front of a screen
- the negative impact of the technological revolution on interaction between siblings
- parents are spending less quality time with their children.

**Question 2 *Qu'est-ce que vous pensez des informations données ?***

This question invites the student to evaluate the information on the card and to express opinions. Thoughtful and developed answers could include:

- reasons why adults and children are spending more time in front of screens
- wider consequences for the family and society in general
- possibility of counter-arguing that screen time in families can be beneficial.

**Question 3 *Selon ce que vous en savez, quelle est l'influence de la technologie sur la vie de famille dans le monde francophone ?***

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any French-speaking country. Responses could include:

- how the technological revolution has changed family life in the French-speaking world
- the wider impact on society in the French-speaking world
- possible benefits of the digital revolution for families in the French-speaking world.

**Possible content**

**CARTE C : Le rôle du bénévolat**

**General:**

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of French-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

**Question 1 *Que dit-on ici sur le bénévolat au Luxembourg ?***

Students' responses will be based on the information on the card and may cover the following:

- Luxembourg is a rich country but is still in need of volunteers to help the disadvantaged
- the Christmas meal is a well-established tradition relying on volunteer help
- volunteers running the event come from all backgrounds.

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

This question invites the student to evaluate the information on the card and to express opinions. Thoughtful and developed answers could include:

- the benefits of volunteering both for the individual and society
- the benefits for those the volunteers are helping
- whether the government should be doing more to help.

**Question 3 *Selon ce que vous en savez, quel est le rôle du bénévolat, en France, ou ailleurs dans le monde francophone ?***

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any French-speaking country. Responses could include:

- importance of volunteering in France citing particular organisations
- volunteering opportunities elsewhere in the French-speaking world
- whether volunteering is effective and whether more needs to be done.

**Possible content****CARTE D : Une culture fière de son patrimoine****General:**

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of French-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

**Question 1 *Que dit-on ici sur Notre-Dame de Paris ?***

Students' responses will be based on the information on the card and may cover the following:

- Macron leads the rallying cry for the reconstruction project
- generous donations from large companies
- debate on how the cathedral is to be rebuilt
- controversy over the funding of the reconstruction.

**Question 2 *Quelle est votre réaction aux informations données ?***

This question invites the student to evaluate the information on the card and to express opinions. Thoughtful and developed answers could include:

- the importance of iconic historical buildings for a sense of nationhood
- whether old buildings should be preserved exactly as they were built
- whether too much priority is given to old buildings over social issues.

**Question 3 *Selon ce que vous en savez, quelles sont les attitudes envers la protection du patrimoine national, en France, ou ailleurs dans le monde francophone ?***

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any French-speaking country. Responses could include:

- initiatives in France or elsewhere in the French-speaking world to protect historic monuments
- the various approaches to preserving ancient buildings
- whether such approaches are effective and conflicting priorities.

**Possible content****CARTE E : La musique francophone contemporaine****General:**

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of French-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

**Question 1 *Que dit-on ici sur la chanson française à l'étranger ?***

Students' responses will be based on the information on the card and may cover the following:

- French music is increasingly popular abroad
- evidence for this, taken from the text
- this is a "Golden Age" for French music internationally.

**Question 2 *Quelle est votre réaction aux informations données ?***

This question invites the student to evaluate the information on the card and to express opinions. Thoughtful and developed answers could include:

- knowledge of French or Francophone musicians who are successful abroad
- how Francophone musicians are received outside their home country
- opinions about why Francophone music is increasingly popular abroad
- opinions about the future of Francophone music.

**Question 3 *Selon ce que vous en savez, qu'est-ce qu'on fait, en France, ou ailleurs dans le monde francophone, afin de promouvoir la musique francophone ?***

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any French-speaking country. Responses could include:

- examples of measures taken to promote Francophone music
- examples of how Francophone musicians present themselves to a global audience
- examples of prizes and awards won by Francophone musicians.

**Possible content****CARTE F : Cinéma : le septième art****General:**

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of French-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

**Question 1** *Que dit-on ici sur le « Festival du court-métrage » ?*

Students' responses will be based on the information on the card and may cover the following:

- it is taking place in December
- it aims to encourage young film makers
- at least 26 films will be seen at the Festival.

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

This question invites the student to evaluate the information on the card and to express opinions. Thoughtful and developed answers could include:

- knowledge of film competitions in the French-speaking world
- opinions about the importance of events such as these in encouraging and promoting Francophone film makers
- opinions about the role played by cinema in the French-speaking world.

**Question 3** *Selon ce que vous en savez, qu'est-ce qu'on fait, en France, ou ailleurs dans le monde francophone, afin de promouvoir les cinéastes francophones ?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any French-speaking country. Responses could include:

- knowledge of other events or schemes that support young film makers
- knowledge of young Francophone film makers, their work and success
- opinions as to the attitude of the governments and other bodies towards supporting the film industry in French-speaking countries.

**Possible content****CARTE G : Les aspects positifs d'une société diverse****General:**

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of French-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

**Question 1 *Que dit-on ici sur le multiculturalisme au Québec ?***

Students' responses will be based on the information on the card and may cover the following:

- artists in Quebec set an example for others
- these artists bring attention to issues of inclusion and equality
- society is more beautiful if people recognise and share aspects of different cultures.

**Question 2 *Quelle est votre réaction aux informations données ?***

This question invites the student to evaluate the information on the card and to express opinions. Thoughtful and developed answers could include:

- an opinion, probably positive, about this initiative and the importance of inclusion and equality
- possibly other examples of how cultures can be shared eg through music, cinema
- agreement with the idea that a society is enriched by a diversity of cultures.

**Question 3 *Selon ce que vous en savez, jusqu'à quel point est-ce qu'on encourage les immigrés à conserver leur culture, en France, ou ailleurs dans le monde francophone ?***

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any French-speaking country. Responses could include:

- examples of initiatives to preserve and celebrate the culture of other countries in France and/or French-speaking countries
- policies adopted by French-speaking countries to allow immigrant communities to preserve customs and traditions
- whether such policies and initiatives are effective and what more could be done.

**Possible content****CARTE H : Quelle vie pour les marginalisés ?****General:**

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of French-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

**Question 1 *Que dit-on ici sur le travail de « Handicap International » ?***

Students' responses will be based on the information on the card and may cover the following:

- « *Handicap International* » aims to make education accessible to all, including disabled children
- the organisation looks for practical solutions to make this possible
- the organisation is optimistic that one day education will be accessible to all.

**Question 2 *Que pensez-vous de cette initiative ?***

This question invites the student to evaluate the information on the card and to express opinions. Thoughtful and developed answers could include:

- opinion as to the need for initiatives such as this
- knowledge of the success or otherwise of such initiatives
- knowledge of other categories of 'marginalised' people and what could or should be done to make society more inclusive.

**Question 3 *Selon ce que vous en savez, que fait-on, en France, ou ailleurs dans le monde francophone, afin d'encourager l'inclusion sociale ?***

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any French-speaking country. Responses could include:

- knowledge of inclusion policies in the French-speaking world
- knowledge of projects to promote social inclusion in the French-speaking world
- whether such policies and initiatives are effective and what more could be done.

**Possible content****CARTE I : Comment on traite les criminels****General:**

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of French-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

**Question 1 *Que dit-on ici sur la délinquance juvénile ?***

Students' responses will be based on the information on the card and may cover the following:

- juvenile delinquency offences have shown almost 30% increase over three years
- pickpocketing mobile phones, shoplifting and drug-related offences are the most common
- understanding of the types of offences and age-profile and that this trend is not just in Paris.

**Question 2 *Que pensez-vous des informations données ?***

This question invites the student to evaluate the information on the card and to express opinions. Thoughtful and developed answers could include:

- some attempt to explain why mobile phone thefts are among the most common offences
- perhaps a reaction of surprise at the different ages and types of crime
- some explanation why existing sanctions have not acted as a deterrent.

**Question 3 *Selon ce que vous en savez, que fait-on, en France, ou ailleurs dans le monde francophone, pour résoudre ce problème de délinquance juvénile ?***

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any French-speaking country. Responses could include:

- understanding that little is being done to address the root causes and that the focus instead is on punishment
- some knowledge that sanctions are not always appropriate to the offence and that prison sentences are less than effective for this group of offenders
- some awareness of alternative sanctions and their effectiveness.

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

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of French-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

**Question 1 *Que dit-on ici sur le droit de vote à 16 ans ?***

Students' responses will be based on the information on the card and may cover the following:

- 16 is too young an age to have the responsibility to vote
- issues can be complex and at 16 there is not the political maturity needed
- young people can be easily indoctrinated and manipulated.

**Question 2 *Que pensez-vous des opinions données ?***

This question invites the student to evaluate the information on the card and to express opinions. Thoughtful and developed answers could include:

- students might agree or disagree with the points made or with some of the points made
- they may offer other reasons for or against the vote at 16
- possible reference to the 'Greta generation' and recent activity around climate change.

**Question 3 *Selon ce que vous en savez, quelles sont les attitudes envers le droit de vote à 16 ans, en France, ou ailleurs dans le monde francophone ?***

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any French-speaking country. Responses could include:

- some opposition to the vote at 16 in presidential elections but support for local elections
- *La France insoumise* and *Les Républicains* have declared in favour of granting the vote to 16-year olds
- Macron has declared himself in favour in principle.

**Possible content****CARTE K : Manifestations, grèves – à qui le pouvoir ?****General:**

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of French-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

**Question 1 *Que dit-on ici sur les syndicats en France ?***

Students' responses will be based on the information on the card and may cover the following:

- awareness of the decline in the number of memberships to trade unions in France
- understanding of the reasons given for this decline
- knowledge of the *gilets jaunes* movement.

**Question 2 *Que pensez-vous des informations données ?***

This question invites the student to evaluate the information on the card and to express opinions. Thoughtful and developed answers could include:

- personal reaction to the pros and cons of spontaneous outbursts which occur without being channelled in a traditional way
- personal reaction to the reasons why only a small proportion of French employees join a trade union
- react to the changing patterns of employment in France.

**Question 3 *D'après ce que vous en savez, qui a le plus de pouvoir dans le domaine du travail, en France, ou ailleurs dans le monde francophone ?***

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any French-speaking country. Responses could include:

- knowledge and understanding of recent strikes or demonstrations
- what support such activity has both within the workplace and the public at large
- opposition to Macron's reforms of various sorts and the success or otherwise and/or the effects of this opposition.

**Possible content****CARTE L : La politique et l'immigration****General:**

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of French-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

**Question 1 *Que dit-on ici sur l'attitude politique des Français ?***

Students' responses will be based on the information on the card and may cover the following:

- awareness of the popular support for France's nationalist party in two significant elections
- awareness of the renaming of the *Front national* with, maybe, some understanding of the reasons for this
- understanding of the anti-immigration policies of the extreme right-wing party.

**Question 2 *Que pensez-vous des informations données ?***

This question invites the student to evaluate the information on the card and to express opinions. Thoughtful and developed answers could include:

- personal reaction to the way in which the French population reacts in elections to the way immigration is portrayed by French politicians
- personal reaction to the increasing support of the French electorate for the French National Front
- reaction to the rise of nationalist representatives in the European Parliament.

**Question 3 *D'après ce que vous en savez, comment est-ce qu'on traite la question de l'immigration, en France, ou ailleurs dans le monde francophone ?***

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any French-speaking country. Responses could include:

- comments on the rise of nationalism in France and its causes
- discuss the different policies regarding immigration across the political spectrum
- discuss if immigration should be a political priority for France and other French-speaking countries.

<b>PRESENTATION OF INDIVIDUAL RESEARCH PROJECT</b>	
<b>Assessment Objective 4: Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken.</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.

**Notes**

The IRP presentation must relate to a country or countries where the target language is spoken. AO4 assesses knowledge and understanding of, and critical and analytical response to, different aspects of the culture and society of countries/communities where the language is spoken.

If a student's presentation does not consistently relate to a country where the target language is spoken, assess the performance as if there was not an issue, arrive at a mark and then move to the next band down.

<b>DISCUSSION OF INDIVIDUAL RESEARCH PROJECT</b>	
<b>Assessment Objective 1: Understand and respond in speech to spoken language including face-to-face interaction.</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: Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure.	
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.

<b>DISCUSSION OF INDIVIDUAL RESEARCH PROJECT</b>	
<b>Assessment Objective 4: Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken.</b>	
<b>Mark</b>	<b>Descriptors</b>
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.

AO4 assesses knowledge and understanding of, and critical and analytical response to, different aspects of the culture and society of countries/communities where the language is spoken.

If a student's discussion does not consistently relate to a country where the target language is spoken, assess the performance as if the content was appropriate and then move down to the equivalent mark in the next band.

**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.