



AS
FRENCH
7651/3T/3V

Paper 3 Speaking

Mark scheme

June 2024

Version: 1.0 Final



2 4 6 A 7 6 5 1 / 3 / M S

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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from 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 will be applied twice, once for the topic discussion on the first stimulus card and once for the topic discussion on the second stimulus card.

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

AOs	CARD 1	CARD 2	TOTAL
AO1	5	5	10
AO2	5	5	10
AO3	10	10	20
AO4	10	10	20

Students asking questions

During the discussion on each stimulus card students are required to ask a question – thus 2 questions across the test as a whole – arising from the content of the stimulus card and our instructions to candidates on the front of each card will direct them to consider possible questions in their preparation time. In each case this question will require only a brief response on the part of the examiner.

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

If the student fails to formulate a question arising from the content of the stimulus card, whatever mark in the AO2 grid the examiner awards will be reduced by 1 mark, thus taking the student's mark for AO2 down to the next band. For example, if the examiner would have awarded a mark of 4, he/she would reduce that to a mark of 3 if the student had not asked a question arising from the material on the card.

To meet the requirement to ask a question, a student must seek information or opinion. Asking for repetition or clarification will not meet the requirement. The student's question must contain a conjugated verb. Re-phrasing or repetition of the printed questions will not meet the requirement.

DISCUSSION – SUB-THEME 1 AND SUB-THEME 2		Assessment Objective 1
Mark	Descriptors	
5	A good pace of delivery that makes nearly all responses easy to follow. The ideas and opinions expressed are mostly developed. Students respond appropriately to most unpredictable elements.	
4	A reasonable pace of delivery that makes most responses easy to follow. The ideas and opinions expressed are often developed. Students respond appropriately to some unpredictable elements.	
3	Pace of delivery is such that some responses are easy to follow. The ideas and opinions expressed are sometimes developed. Students respond appropriately to a few unpredictable elements.	
2	Pace of delivery is such that most responses are difficult to follow. The ideas and opinions expressed are only occasionally developed. Students respond appropriately to few unpredictable elements.	
1	Pace of delivery is very slow and disjointed throughout. The ideas and opinions expressed are rarely developed. Students respond appropriately to very few unpredictable elements.	
0	Nothing in the performance is worthy of a mark.	

Notes

The pace of delivery refers to the hesitation and pauses that 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 – SUB-THEME 1 AND SUB-THEME 2		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.	

Notes

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

DISCUSSION – SUB-THEME 1 AND SUB-THEME 2		Assessment Objective 3
Mark	Descriptors	
9–10	A good range of varied vocabulary and complex language and some knowledge of appropriate idiom are demonstrated. Application of grammar is mostly accurate. Pronunciation and intonation are very good.	
7–8	Some variety of vocabulary and complex language is demonstrated. Application of grammar is often accurate. Pronunciation and intonation are good.	
5–6	Little variety of vocabulary and structures is demonstrated. Application of grammar is sometimes accurate. Pronunciation and intonation are fairly good.	
3–4	Predominantly simple language with limited variety of vocabulary and structures. Application of grammar is rarely accurate with some serious errors. Pronunciation and intonation are mostly intelligible.	
1–2	The range of vocabulary and structures is significantly limiting. Little evidence of accurate grammar with frequent serious errors. 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 – SUB-THEME 1 AND SUB-THEME 2		Assessment Objective 4
Mark	Descriptors	
9–10	Very good critical response Very good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are mostly successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.	
7–8	Good critical response Good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are often successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.	
5–6	Reasonable critical response Reasonable knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are sometimes successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.	
3–4	Limited critical response Limited knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are occasionally successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.	
1–2	Very limited critical response Very limited knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are rarely successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding 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 les familles monoparentales en France ?*

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

- the number of single-parent families in France is increasing
- there are 8 million families with at least one child in France and most of these are traditional families
- the living conditions of single parent families.

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 reasons for changing family composition
- the economic impact on single-parent families
- the specific problems facing children from single-parent families.

Question 3 *Selon ce que vous en savez, quelles sont les difficultés auxquelles les familles monoparentales doivent faire face, 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:

- the majority of single-parent families in France are headed by a mother (84% in 2019 according to INSEE) meaning that boys do not have a male role model
- 70% of single-parent families are the result of divorce and 30% the result of the death of one parent so the single parents are experiencing the trauma of divorce or grief
- in France single-parent families are more common among lower-income households – in 2019 47% had an income below the poverty threshold.

Possible content**CARTE B : 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 rôle des grands-parents en France ?*

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

- grandparents play an increasingly important role in the lives of their grandchildren
- they have more free time to look after children than working parents
- their life experience can be very helpful when grandchildren are having difficulties.

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:

- awareness of the increased pressure on working parents nowadays and the need for support from grandparents
- more parents are working and parents are working longer hours, so the reliance on grandparents is increasing
- increasing childcare costs and financial pressures on families.

Question 3 *Selon ce que vous en savez, est-ce que les grands-parents jouent aujourd'hui un rôle plus important que dans le passé dans la vie des enfants, 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:

- INSEE study in 2015 showed that 22% of grandparents in France provided regular childcare and that number has now increased to nearer 32%
 - 31% of grandparents provided occasional childcare so there is clearly a shift here too
 - grandparents in France are involved in other ways such as providing financial support or helping with household tasks.
-

Possible content**CARTE C : 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 les achats en ligne en France ?*

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

- online shopping has become increasingly popular in France
- 80% of Internet users shop online
- the risks and problems of online shopping.

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 reasons why online shopping has become more popular
- ways in which online shopping can be made safer
- the benefits for businesses of online shopping.

Question 3 *Selon ce que vous en savez, comment peut-on expliquer la popularité de faire des achats en ligne, 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:

- according to data from INSEE in 2019 around 73% of French people shopped online at least once a year, which was a significant increase since the last survey
- the COVID-19 pandemic has also further increased the number of online transactions in France
- increased access to smartphones in all countries in the French-speaking world and more reliable delivery services cited in mainland France as a reason for the increase in the trend.

Possible content**CARTE D : 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 les smartphones en Suisse ?*

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

- almost all adults in Switzerland own a smartphone and almost all of those who have a smart phone use it every day
- smartphones have become essential for daily life
- people are buying more and more expensive phones.

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:

- main uses of smartphones – leisure and work reasons
- reasons why people have become so dependent on their phones
- problems facing people who choose not to own a phone.

Question 3 *Selon ce que vous en savez, est-ce que les gens, en France, ou ailleurs dans le monde francophone, ont la même dépendance de leurs smartphones que les Suisses ?*

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:

- in France slightly more people own a smartphone than in Switzerland (95% according to an INSEE survey in 2019)
 - in France amongst 15–24-year-olds phone ownership is even higher (99%)
 - in French-speaking Africa phone ownership varies from country to country (40% in Chad and 85% in Senegal) but the numbers are increasing year on year.
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Possible content**CARTE E : 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 Québec ?*

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

- different options for how voluntary workers can operate in Quebec
- choice of work can correspond to something that really interests them
- it's possible to work from home, at times that are convenient, and also people can work on their own or as part of a team.

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:

- a positive opinion that there is such flexibility for voluntary workers
- perhaps surprise that working from home is a possibility
- an opinion about the advantages of voluntary work for the worker.

Question 3 *Selon ce que vous en savez, qu'est-ce qui motive les gens à travailler comme bénévoles, 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:

- reference to surveys that have been carried out in France about what motivates volunteers eg the Benevolt survey of 2021 and its findings
 - almost half of volunteers choose voluntary work because it makes them feel useful
 - 34% want to share their skills and acquire new skills.
-

Possible content**CARTE F : 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 à l'étranger ?*

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

- more enriching an experience to work abroad than in one's own country
- participants help to make the world a better place and they broaden their own horizons
- they can discover a new culture and make new friends among colleagues or those they are helping.

Question 2 *Que pensez-vous des renseignements donnés ?*

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

- agreement that doing voluntary work abroad is a good thing
- perhaps stating an ambition or a wish to do voluntary work abroad
- possibly some assessment of initiatives and opportunities for voluntary work abroad.

Question 3 *Selon ce que vous en savez, quels secteurs de la population, en France, ou ailleurs dans le monde francophone, sont les plus aidés par les organisations bénévoles ?*

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:

- according to « *le blog des volontaires* », in rural areas it tends to be older people who benefit from voluntary work
 - French « *foyers ruraux* » are usually staffed by volunteers who organise visits to people who are housebound; delivering meals; organising shopping
 - in urban areas, it is the homeless and marginalised and, increasingly, refugees who are most helped.
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Possible content**CARTE G : 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 le patrimoine de l'île de La Réunion ?*

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

- the natural environment is part of the island's heritage
- the island's national park, created in 2007, is the island's geographical centre
- many species of animals, insects and plants exist in the park and scientists study, and share with visitors, its exceptional biodiversity.

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:

- acknowledgement that this information is something the student was not aware of
- agreement that it's important to protect the natural environment and the range of species on the island
- a statement expressing an interest in visiting the island of La Réunion.

Question 3 *Selon ce que vous en savez, quelle importance est-ce qu'on attache, en France, ou ailleurs dans le monde francophone, à valoriser le patrimoine ?*

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:

- France understands the economic importance of its cultural heritage. Tourism makes a significant contribution to France's national, regional and local economies
- 90 million tourists a year visit France, and its popularity as a destination is closely linked to its rich and diverse cultural heritage
- Francophone countries are likewise investing in their cultural heritage to take advantage of the economic benefits tourism brings.

Possible content**CARTE H : 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 le patrimoine régional d'Alsace ?*

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

- the cultural heritage of the region is remarkably rich
- there are castles, museums and religious buildings as well as famous gastronomy
- the landscapes of the region are exceptionally beautiful and visitors are well received.

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 student will be familiar with the region and agree with the information or unfamiliar and state an interest in visiting the region
- a statement in favour of visiting religious and historical sites or perhaps a preference for other types of tourist attractions
- the student may acknowledge from other sources the importance of regional cultural heritage in France.

Question 3 *Selon ce que vous en savez, comment est-ce qu'on essaie de promouvoir le patrimoine régional, 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:

- organisations such as the « *Conservation régionale des monuments historiques* »
- many areas, in mainland France and elsewhere in the French-speaking world, promote regional cultural heritage through quarterly newsletters and magazines
- the French « *Offices de Tourisme* » play a key role in promoting regional festivals and events such as night markets, street theatre, and providing, free of charge, tourist guides and guided walks through cities and towns.

Possible content**CARTE I : 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 cette Fête de la Musique ?*

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

- not only France but also some francophone countries hold an annual music festival
- in Tunisia, the *Institut français*, within its remit of promoting French language and culture, organised a concert to celebrate music in which francophone artists and musicians took part
- many people came to celebrate and the atmosphere was friendly.

Question 2 *Quelle est votre réaction à cet événement ?*

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

- opinions as to the importance of giving a platform for francophone musicians
- the significance of holding a festival for francophone music in Tunisia
- the significance of a large crowd supporting the event and the age of the crowd.

Question 3 *Selon ce que vous en savez, quelle est l'importance de la musique francophone contemporaine 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 of contemporary francophone artists and the extent of their success, eg the singer/songwriter *Christine and the Queens* has found success not only in France but also abroad
 - examples of ways in which institutions support contemporary francophone music, eg the work of the *Institut français* to promote francophone artists
 - knowledge of popular types of contemporary francophone music, eg the significance of rap music being quoted as the most popular type of music in France at the beginning of the 2020s.
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Possible content**CARTE J : 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 le groupe « Nouveau Fou » ?*

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

- the group's members studied in Paris and the students met at the *école internationale de jazz*
- they want to make jazz accessible
- they regularly appear on stage, playing in Paris and elsewhere in France.

Question 2 *Que pensez-vous de ces informations ?*

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

- examples of different contemporary genres of music and their relative popularity in francophone countries
- the need to make certain genres of music (eg jazz) accessible
- the value and popularity of live performances by francophone musicians.

Question 3 *Selon ce que vous en savez, quelle est l'importance de la musique dans la vie des jeunes, 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:

- in a survey carried out in France by *Kantar* in 2021, 6 out of 10 of the young people surveyed said that they listen to music every day and 47% of people under 25 said that music is very 'important' in their life
 - French people under the age of 25 are twice as likely as the population as a whole to follow artists such as *Stromae* and *DJ Snake* on social media and to access media dedicated to music
 - both within France and in the French-speaking world, especially in francophone African countries, rap is the most popular sort of music among 16 to 25 year olds.
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Possible content**CARTE K : 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 « Film francophone d'Angoulême » ?*

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

- it was very successful, with over 52 000 visitors
- the audience was bigger than in previous years
- the festival promotes francophone cinema to professionals as well as amateur film lovers.

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 aim of this festival, to celebrate francophone cinema, reflects the importance of francophone films in francophone society
- the fact that the number of people at the festival was bigger than ever before shows the popularity of cinema in France
- the fact that this festival is popular with both those who work in the industry and amateur cinema-lovers reflects the importance of cinema as an art form.

Question 3 *Selon ce que vous en savez, quelle est l'importance, en France, ou ailleurs dans le monde francophone, de promouvoir le cinéma 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:

- the importance of promoting and defending francophone films, given the potential world-wide dominance of the US film industry, is recognised, and festivals such as this one in Angoulême and the *Cinemanía Festival de films francophones* in Montréal do just that
- the French state funds *Film France*, an agency which supports the French film industry
- in recent years the organisation *UniFrance* has held meetings in Senegal with the aim of promoting and supporting the production of films in francophone African countries.

Possible content**CARTE L : 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 les Césars ?*

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

- these awards are the French equivalent of the Oscars
- they acknowledge the achievements of French cinema
- the « *César du public* » was introduced to try to counteract the elitist image of the Césars.

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

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 awards such as this to recognise achievements in the cinema industry
- the role of awards ceremonies in raising the profile of the francophone cinema industry
- the efforts made to make cinema accessible and attractive to all.

Question 3 *Selon ce que vous en savez, quelle est l'importance du cinéma, 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:

- French cinema is often perceived as innovative, building on the reputation of the *Nouvelle Vague*, which, according to many, changed the cinema industry permanently
 - francophone actors are considered as amongst the best in the world and many, such as Omar Sy and Léa Seydoux, are famous internationally, not only in France
 - cinema is a respected art form in francophone countries, on a par with sculpture, music and dance, and *films d'auteur* are much more popular than they are in other countries.
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