



A-level
FRENCH
7652/3T/3V

Paper 3 Speaking

Mark scheme

June 2024

Version: 1.0 Final



2 4 6 A 7 6 5 2 / 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 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.

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

Notes

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

DISCUSSION OF SUB-THEME	
Assessment Objective 2: Understand and respond in speech to written language drawn from a variety of sources.	
Mark	Descriptors
5	Students' responses show that they have a very good understanding of the material on the card.
4	Students' responses show that they have a good understanding of the material on the card.
3	Students' responses show that they have some understanding of the material on the card.
2	Students' responses show that they have a limited understanding of the material on the card.
1	Students' responses show that they have a very limited understanding of the material on the card.
0	Nothing in the performance is worthy of a mark.

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

Notes

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

DISCUSSION OF SUB-THEME		Assessment Objective 3
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.

DISCUSSION OF SUB-THEME	
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.	
Mark	Descriptors
5	Very good critical and analytical response Very good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students consistently select relevant information to support their arguments. They consistently use appropriate evidence to justify their conclusions, demonstrating a very good evaluation of the sub-theme.
4	Good critical and analytical response Good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students often select relevant information to support their arguments. They often use appropriate evidence to justify their conclusions, demonstrating a good evaluation of the sub-theme.
3	Reasonable critical and analytical response Reasonable knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students sometimes select relevant information to support their arguments. They sometimes use appropriate evidence to justify their conclusions, demonstrating a reasonable evaluation of the sub-theme.
2	Limited critical and analytical response Some knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students occasionally select relevant information to support their arguments. They occasionally use appropriate evidence to justify their conclusions, demonstrating a limited evaluation of the sub-theme.
1	Very limited critical and analytical response A little knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students rarely select relevant information to support their arguments. They rarely use appropriate evidence to justify their conclusions, demonstrating a very limited evaluation of the sub-theme.
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 ménages célibataires en France ?*

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

- more and more people are living on their own in France
- reference to the statistics which prove this
- reference to the three trends which are driving this increase.

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:

- possible impact on wider society of so many individuals living alone
- reasons why more people are in a single-person household
- the possible advantages and disadvantages of living alone.

Question 3 *Selon ce que vous en savez, comment est-ce que la composition des ménages change, 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:

- trends in divorce rates referring to specific data: statistics such as 55% of marriages ending in divorce in France in 2021; 87% in Luxembourg
- decline in popularity of marriage and increasing diversity in household types such as single-parent, patchwork and same-sex households
- changes in demographics – declining birth rate and ageing population, and impact on wider society of these trends.

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 vente en ligne en France ?*

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

- reference to the huge increase in online shopping in France
- reference to the factors fuelling its popularity
- details of the negative impacts of this trend.

Question 2 *Comment réagissez-vous 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:

- opinions on the popularity of online shopping
- evaluation of how this has come about
- a response to the positive and negative aspects of this trend.

Question 3 *Selon ce que vous en savez, quelles sont les tendances les plus importantes dans la cyber-société, 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 the increasing dominance of screen time both for work and leisure, with any specific data available for France and the francophone world – 17% of French look at their phones either before showering or having breakfast in the morning
- problems associated with increased online time, exacerbated by the pandemic, citing statistics relating to increased levels of stress in France and the francophone world
- changes in traditional patterns of shopping and working in French-speaking countries; a 2020 survey shows a more positive attitude among the French towards technology since the pandemic.

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 l'association Pour l'Avenir des Enfants à Haïti ?*

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

- reference to the aims of *Pour l'Avenir des Enfants à Haïti*
- the work which its volunteers do to support children in Haiti
- reference to why this volunteer work is so vital for the country.

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

- how volunteers can help to improve the lives of children in Haiti
- the factors which have led to this work becoming so vital in Haiti
- the benefits for both the children and the volunteers.

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:

- the role volunteers play in charities throughout the French-speaking world, such as fund-raising, visiting elderly people, helping with leisure activities or in soup kitchens
- reference to the people, aside from children, who are helped by volunteers
- reference to the importance of volunteering in France or the French-speaking world citing particular organisations such as *Emmaus, Médecins sans Frontières, Restos du Coeur*.

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 le Pont du Gard ?*

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

- description of the site and why it is important
- the threats which mass tourism poses to this site
- what measures have been put in place to protect the site.

Question 2 *Que pensez-vous des informations présentées ici ?*

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

- an evaluation of the importance of the site
- an analysis of the severity of the threats the site faces
- an opinion on the measures which have been adopted to safeguard the site.

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:

- reference to other sites of historical and natural significance in France or the French-speaking world, such as Lascaux, Mont-Saint-Michel, Saint-Louis in Senegal
- discussion of pressures which threaten these sites and how they might be mitigated against, such as mass tourism, environmental issues, pollution and human activities
- whether such measures to protect the sites are effective and conflicting priorities such as need to ensure vehicle access for disabled, balance between access to public and preservation, conflicting priorities between needs of locals and tourists.

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 les plateformes musicales en France ?*

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

- platforms like *Groover* put artists in touch with people who can help them with their career
- they make sure that musicians are heard
- they are simple but effective.

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:

- opinions about the place of new musicians in francophone countries
- opinions about new francophone music
- opinions about the ease or otherwise of establishing a musical career in francophone countries.

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

- knowledge of other platforms for francophone musicians such as the French streaming services *Deezer* and *Qobuz*
- examples of organisations that support francophone music
- knowledge of competitions and other events which promote francophone musicians eg the popular television competition '*Nouvelle Star*'.

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 l'atelier « Septième Art » ?*

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

- it gives young Canadians the chance to make films
- it offers help and access to resources
- it collaborates with cinemas to show new films.

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:

- opinions about the support offered by this atelier
- opinions about modern francophone films and their creators
- opinions about the popularity or otherwise of becoming a film director in francophone countries.

Question 3 *Selon ce que vous en savez, comment se porte l'industrie cinématographique, 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:

- opinions about the current state of the film industry in francophone countries, eg the number of cinemas in France is increasing according to the website *statista.com*
- knowledge of the changes in popularity of film as an art form in francophone countries in recent years
- opinions about the future of the francophone film industry, which seems promising, eg it is expected that over €250 million per year will be invested in French content by global streaming services such as Netflix.

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 la « Journée internationale de la tolérance » ?*

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

- it encourages people to remember the impact of respecting and accepting others
- these actions can build a fairer and more equitable country
- young French people are encouraged on this day to be open and accepting of others.

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:

- opinions about the level of tolerance of others in French-speaking countries
- opinions as to whether a day such as this has a value
- opinions about whether the challenge posed to young French people on this day has a positive effect on attitudes and behaviour.

Question 3 *Selon ce que vous en savez, que fait-on, en France, ou ailleurs dans le monde francophone, pour encourager la tolérance ?*

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 what is done in francophone countries and communities to promote tolerance, such as the so-called Hijab day, which, according to its organisers, aimed to help non-Muslims in France understand the stigma faced by Muslim women
- the effects of intolerance on different groups of people and initiatives to combat this
- the results of effective measures that have been taken to combat intolerance, eg the success of the 'Projet Tolérance' in schools.

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 l'impact des inégalités sociales en France ?*

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

- in France, inequality in society leads to inequality in all areas of life
- social inequality impacts access to housing, health care and education
- the French government is trying to correct this trend.

Question 2 *Comment réagissez-vous 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:

- opinion about the impact of inequality on different aspects of life
- knowledge about the impact of social expectations
- opinion about the French government's plans.

Question 3 *Selon ce que vous en savez, qu'est-ce qu'on fait, en France, ou ailleurs dans le monde francophone, afin d'assurer que tous ont les mêmes chances de réussite ?*

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 policies and initiatives to ensure equal opportunities for all, such as the French governments move to double the number of classes in schools for younger children in certain neighbourhoods in order to improve the pupil:teacher ratio
- whether such policies and initiatives are effective and what more could be done
- knowledge of what is being done to tackle the abuse of minority groups, such as the high-profile trial of two women accused in 2020 of a racist attack at the Eiffel Tower.

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 peine d'emprisonnement ?*

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

- practice of using prison sentences is not in keeping with the French law
- it is however the most commonly inflicted punishment leading to prisons being overcrowded and to a high rate of re-offending
- the OIP has been campaigning since 2017 for alternatives to prison sentences to be used.

Question 2 *Quelles sont vos réactions 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:

- views on the purpose of prison sentences
- opinions on the efficacy of incarceration
- knowledge about different ways of sanctioning criminals other than imprisonment.

Question 3 *Selon ce que vous en savez, quelles sont les solutions les plus efficaces aux problèmes de l'incarcération, 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:

- short prison sentences are not an effective way of dealing with first-time offenders; overcrowding is a major problem in French prisons and the government has been criticised for this
- TIG and electronic tagging are designed to be punishments that fit crimes more appropriately
- successive governments have seen the increase in prison capacity as the main solution to address criminality despite reports from organisations such as the OIP.

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 l'engagement politique des jeunes au Mali ?*

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

- high rate of unemployment is a worry but this translates into political engagement
- young people want to fulfil political roles in the future and build a more stable society
- more young people are attracted to political involvement and see development as being the responsibility of the young people.

Question 2 *Quelles sont vos réactions 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 various attitudes held by young people towards politics
- reasons which drive some young people to take an active part in politics
- opinions on the concentration of power in the hands of older generations.

Question 3 *Selon ce que vous en savez, quelles sont les raisons qui poussent les jeunes à s'engager ou non en politique, 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 political climate in the country may be a positive or negative influence on how young people get involved politically; there is opposition even in France to lowering the voting age; there is an assumption among some adults that young people are not mature enough to be politically aware
- education may or may not encourage political understanding and awareness; again, there is a fear among French politicians that political education could brainwash young people
- an appreciation of the benefits of making politics accessible and engaging to young people.

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 la manifestation en Belgique ?*

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

- 17 Belgian trade-union members have been punished by the Courts for protesting against rises in the cost of living
- they blocked the motorway
- the right to demonstrate is challenged by judgements such as this.

Question 2 *Quelles sont vos réactions 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:

- opinions on the sanction imposed on these trade-unionists in Belgium
- opinions on the methods used by them to demonstrate
- views on the efficacy of demonstrations.

Question 3 *Selon ce que vous en savez, quelles formes est-ce que les manifestations sociales prennent, 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 the reasons for the erosion of the power of trade unions in France and French-speaking countries
- the variety of issues triggering demonstrations in France and French-speaking countries; the *gilets jaunes* movement as an example of extremely disruptive action
- demonstrations in France have been effective in reversing government policy, eg subsidies to offset increased costs of fuel.

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 le problème des migrants à Calais ?*

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

- the migrant camp in Calais was closed in 2016 and the migrants were transferred to centres across the whole of France
- this did not solve the problem however
- many migrants continue to converge on Calais, where they cause problems.

Question 2 *Quelles sont vos réactions 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 the treatment of migrants in France
- opinions on what should be a fair migration policy which would be acceptable by the French population
- views on the French government's responsibilities.

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

- knowledge of the benefits to France or a French-speaking country of inward migration
- understanding of the causes of migrations from and to French-speaking countries
- appreciation of the arguments against immigration put forward by growing nationalist parties in France and French-speaking countries, with particular reference to Marine Le Pen's *Rassemblement National* party and slogans such as Zemmour's *Pour que la France reste la France*.

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

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.

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

Notes

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

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

DISCUSSION OF INDIVIDUAL RESEARCH PROJECT	
Assessment Objective 3: 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.

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

Notes

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

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.