

AS

FRENCH

7651/3V+7651/3T

PAPER 3 SPEAKING

Mark scheme

V1.0

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

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

Further copies of this mark scheme are available from aqa.org.uk

Level of response marking instructions

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

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

Step 1 Determine a level

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

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

Step 2 Determine a mark

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

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

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

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

Each assessment objective should be assessed independently.

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

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	<p>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.</p>	
7-8	<p>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.</p>	
5-6	<p>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.</p>	
3-4	<p>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.</p>	
1-2	<p>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.</p>	
0	<p>Nothing in the performance is worthy of a mark</p>	

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

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

Points related to specific questions:

- *Que dit-on ici sur le rôle des grands-parents en France ?*

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

understanding the role that grand-parents play in family life; some awareness of the status of grand-parents in target-language countries; factors which account for the need for grand-parents to play a part in their grand-children's lives; an appreciation of the grand parents' view point; an explanation for the reasons why grand-parents are able to play an active part in the family.

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

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

general confirmation that the information is borne out by this wider study; a personal reaction to the reasons given for the intervention of grand-parents in family life; a personal opinion based on personal circumstances; reference to some knowledge about the relationship between generations; some knowledge that endorses/contradicts the information such as a counter view with reference to *nécessaire* or *actifs et jeunes*; perhaps some sense or awareness that children's parents are missing out by having little or no contact with their children.

- *Selon ce que vous en savez, quelle place les grands-parents occupent-ils dans les familles, en France ou ailleurs dans le monde francophone ?*

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

the range of knowledge could vary considerably here. Grand-parents will be seen by some as close to the family unit and as providers of (free) child-care; there will be reference also to greater geographical distances between members of a family and so perhaps isolation; the ageing population will obviously mean different "models" of grand-parenting – some might be very dependent on their children and grand-children and the latter may be in a caring role.

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

- *Est-ce que vos grands-parents jouent/ont joué un rôle important dans votre vie ?*
- *Avez-vous des enfants/des petits-enfants ?*
- *Comment passez-vous du temps avec vos enfants/petits-enfants ?*
- *Aimeriez-vous être grand-parent ?*

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

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

Points related to specific questions:

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

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

changing attitudes to marriage and some awareness/understanding of trends and of alternatives to marriage; some opinions as to what other more urgent priorities may be financially beneficial for young couples; some understanding and knowledge of average age at which couples marry; of living together before getting married.

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

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

general confirmation that the information is borne out by this wider study; a personal reaction to the reasons given for the opinions expressed about marriage; perhaps some insight into student's own views about marriage or living together; some exploration of student's own intentions and plans for the future including family; some awareness of differences and/or similarities between France and UK on this issue.

- *Selon ce que vous en savez, comment la vie de couple, en France ou ailleurs dans le monde francophone, est-elle en train de changer ?*

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

the range of knowledge could vary considerably here. This will probably open up a wide-ranging discussion that the student will use to target specific points of knowledge about marriage, gay marriage, PACs, divorce rates and reasons for all of these recent trends. There may be some knowledge of French-speaking countries other than those in mainland Europe and such a discussion could provoke some quite different knowledge and opinions to be demonstrated.

Below are some of the sorts of questions students could ask:

- *Etes-vous pour ou contre le mariage ?*
- *Etes-vous marié(e) ?*
- *Est-ce que vous pensez que le mariage est une preuve de l'amour d'un couple ?*
- *Si on a des enfants, est-ce qu'il vaut mieux qu'on soit mariés ?*

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

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

Points related to specific questions:

- *Que dit-on ici sur la protection des jeunes Français en ligne ?*

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

a general response that according to the information given here French children seem to be not that well-protected. Some awareness of the need for parents to oversee their children's internet usage depending of the age of the children; possibly some knowledge of level of understanding by French parents of the dangers of the internet and of initiatives in French schools to encourage safe use of technology.

- *Comment réagissez-vous aux informations sur cette carte ?*

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

general confirmation that the information is borne out by this wider study; a personal reaction to the information given including opinions about safeguards in place for safe use of technology and some personal experience slant on this question; reasons given for the opinions expressed about technology; some exploration of student's own use of technology; some awareness of differences and/or similarities between France and UK on this issue.

- *Selon ce que vous en savez, quelles sont les attitudes des parents, en France ou ailleurs dans le monde francophone, envers la cyber-sécurité ?*

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

perhaps in the course of studying the sub-theme the student will have encountered some specific case studies or facts and information relevant to this question; there may be some knowledge of parents' attitudes to the internet beyond French-speaking countries in mainland Europe. The discussion will probably widen to cover more general use of the internet by all or by specific age-groups.

Below are some of the sorts of questions students could ask:

- *Est-ce que vous utilisez souvent l'internet ?*
- *Pensez-vous que c'est dangereux ?*
- *Etes-vous en faveur de contrôler l'usage de la technologie par les enfants ?*
- *Pourriez-vous vivre sans internet ?*

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

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

Points related to specific questions:

- *Que dit-on ici sur l'usage d'internet chez les Français ?*

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

students may address the *plus connectés que jamais* element of the card and talk about recent trends and illustrate how use of the internet has increased. They may be able to support their responses with some factual information or evidence drawn from their study of the sub-theme.

- *Que pensez-vous des informations données ?*

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

general confirmation that the information is borne out by this wider study; a personal reaction to the information given might include confirmation that this is what they would have expected; there may or may not be reference to Minitel as a specifically pre-Internet French resource ; some awareness of differences or probably here more likely similarities between France and UK on this issue.

- *Selon ce que vous en savez, comment l'usage d'internet, en France ou ailleurs dans le monde francophone, est-il en train de changer ?*

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

perhaps in the course of studying the sub-theme the student will have encountered some specific case studies or facts and information relevant to this question; there may be some knowledge of changes in the platforms being used and in how this use is changing; work-based use or use for leisure with concrete examples of both of these. Possible knowledge of French-speaking countries other than in mainland Europe will broaden the discussion and opportunities to demonstrate knowledge of society.

Below are some of the sorts of questions students could ask:

- *Comment est-ce que vous utilisez l'internet ?*
- *Pensez-vous que c'est quelque chose de positif ou de négatif ?*
- *Avez-vous déjà fait des achats en ligne ?*
- *Pourriez-vous vivre sans la technologie ?*

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

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

Points related to specific questions:

- *Que dit-on ici sur le travail bénévole en France ?*

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

students may talk specifically about the way this initiative targets helping the disabled and they may make reference to other examples of this; or they may acknowledge the specific nature of the card and widen the examples to talk more generally about the sub-theme.

- *Comment réagissez-vous aux informations ?*

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

some acknowledgement perhaps that they had never thought of leisure time and holidays as a fundamental human right; an appreciation of this initiative and of the work of the voluntary organisation which may be extended to other examples encountered in studying this sub-theme ; some discussion of differences and/or similarities between France and the UK on this issue.

- *Selon ce que vous en savez, comment est-ce que le travail bénévole améliore la vie des gens, en France ou ailleurs dans le monde francophone ?*

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

knowledge demonstrated here will draw on specific examples encountered in the study of the sub-theme and will hopefully offer opportunities for students to talk at length about these; initiatives might cover those in existence in France or those organised by French organisations for other (French-speaking) countries; there should be plenty of evidence to support how voluntary work improves people's lives including the lives of those who volunteer.

Below are some of the sorts of questions students could ask:

- *Etes-vous d'accord avec ce qu'on dit sur le droit aux vacances ?*
- *Avez-vous déjà fait du travail bénévole ?*
- *Quelle sorte de travail bénévole vous intéresserait ?*
- *Connaissez-vous l'organisation APF Evasion ?*

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

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

Points related to specific questions:

- *Que dit-on ici sur le bénévolat en France dans les années récentes ?*

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

why it is assumed that older people tend to volunteer more; what do the statistics and conclusions drawn here tell us about young French people; why is voluntary work popular with young people; the discussion should focus on general conclusions rather than quizzing on specific statistics though students may well choose to quote from the table of figures.

- *Que pensez-vous des informations données ?*

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

some acknowledgement perhaps that the picture presented here is very positive generally about voluntary work in France and the way it is becoming more appealing to more people; and in particular younger volunteers; some exploration of the sort of work different age-groups might undertake with evidence from studies to develop knowledge of society.

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

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

knowledge demonstrated here will draw on specific examples encountered in the study of the sub-theme and will hopefully offer opportunities for students to talk at length about these; initiatives might cover those in existence in France or those organised by French organisations for other (French-speaking) countries; there should be plenty of evidence to support how voluntary work improves people's lives including the lives of those who volunteer.

Below are some of the sorts of questions students could ask:

- *Que pensez-vous des chiffres ici ?*
- *Etes-vous optimiste ou pessimiste en ce qui concerne le nombre de bénévoles ?*
- *Quelle sorte de travail bénévole vous intéresserait ?*
- *Avez-vous déjà pensé à faire du travail bénévole ?*

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

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

- *Que dit-on ici sur la promotion du patrimoine culturel en France ?*

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

an appreciation of how the seeds of knowledge about an understanding and appreciation of heritage are sown from an early age in France; likewise acknowledgement that this will carry through to and bear fruits in adult life. Acknowledgement too of the work of the *service du patrimoine* and how this ensures respect for heritage close to home.

- *Que pensez-vous des informations données ?*

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

some acknowledgement perhaps that the picture presented here is very positive generally about cultural heritage in France; some personal reaction to the idea of local promotion of heritage with evidence (or not) of similar initiatives in student's own area; some knowledge perhaps drawn from a visit to France.

- *Selon ce que vous en savez, quelle est l'importance du patrimoine, en France ou ailleurs dans le monde francophone ?*

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

knowledge demonstrated here will draw on specific examples encountered in the study of the sub-theme and will hopefully offer opportunities for students to talk at length about these; the "importance of" may be approached through discussing the "value of" and may relate to either the educational value for the individual or the economic value, through eg tourism, for a town or area.

Below are some of the sorts of questions students could ask:

- *Que pensez-vous de cette initiative ?*
- *Y a-t-il un aspect du patrimoine français que vous appréciez en particulier ?*
- *Qu'est-ce qu'il y a comme patrimoine culturel dans votre ville/région ?*
- *Aimez-vous visiter les endroits touristiques ?*

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

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

Points related to specific questions:

- *Que dit-on ici sur les Journées du Patrimoine en France ?*

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

what knowledge or evidence the student can give about the event or similar types of events; possible reasons/benefits of this type of event; any knowledge the student has about specific examples from France and/or French-speaking countries - possibly the student's personal experience.

- *Comment réagissez-vous aux informations sur cette carte ?*

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

general confirmation that the information is borne out by this wider study; a personal reaction to such event or similar types of events; some knowledge that endorses/contradicts the information (eg reference to benefits/disadvantages of such events); reference to more recent evidence than that provided on the card; reference to the trend outside of mainland France but in the context of the French-speaking world.

- *Selon ce que vous en savez, quelle est l'importance du patrimoine pour le tourisme, en France ou ailleurs dans le monde francophone ?*

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

knowledge and examples of the importance of events/initiatives/sites for tourism; potential benefits (eg educational/cultural/economic) and/or disadvantages (eg environmental/economic) on tourism; possible ways to preserve cultural heritage.

Below are some of the sorts of questions students could ask:

- *Est-ce que vous aimeriez assister à une Journée du Patrimoine ?*
- *Avez-vous un site ou un monument préféré en France ?*
- *Est-ce qu'il y a beaucoup de tourisme dans votre région ?*
- *A votre avis, est-ce que le patrimoine culturel est important ?*

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

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

Points related to specific questions:

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

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

the message is rather pessimistic and the student may agree with this, offering reasons why TV talent shows have not provided long-term, lasting francophone musical talent; or there may be reasons for disagreeing with evidence of contemporary singers and song-writers that the student has encountered in their study of the sub-theme.

- *Que pensez-vous des informations données ?*

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

general confirmation that the information is borne out by this wider study; an understanding that the participants' search for fame globally might mean that French will not be their chosen language; this could be introduced by the examiner for a reaction from the student; can francophone music have a significant place in world music?

- *Selon ce que vous en savez, quelle est la popularité de la musique francophone contemporaine, en France ou ailleurs dans le monde francophone ?*

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

responses here should contrast with the earlier discussion as there will more than likely be an appreciation that francophone music has a popular following in francophone countries; the discussion can be broadened to specific artists and student knowledge of any singers, rap artists etc.

Below are some of the sorts of questions students could ask:

- *Est-ce que vous aimez la musique francophone ?*
- *Avez-vous un chanteur préféré ou une chanteuse préférée ?*
- *Quelle sorte de musique aimez-vous écouter ?*
- *Écoutez-vous souvent la radio française ?*

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

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

Points related to specific questions:

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

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

the message is rather pessimistic and the student may agree with this, offering reasons why francophone music seems to be in decline, including the domination of the English language in world music and the influence of the USA; this could be supported by the view that French music rarely breaks into the UK charts with perhaps some reasons offered for this.

- *Quelle est votre réaction à ce qu'on propose ici ?*

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

The proposal is intentionally rather extreme ie total ban on anything other than francophone music and the student will probably react in quite an extreme way to this; arguments against the proposal might include depriving listeners of the opportunity to access any music other than French – thus a narrow programme.

- *Selon ce que vous en savez, est-ce que la musique francophone contemporaine est menacée, en France ou ailleurs dans le monde francophone ?*

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

awareness of this issue and evidence will be drawn from the student's wider study of the sub-theme; perhaps some knowledge of quotas and how they have/have not worked or proved effective; this could lead to a broader discussion as to how francophone music might be promoted.

Below are some of the sorts of questions students could ask:

- *Que pensez-vous de la musique francophone ?*
- *Aimeriez-vous écouter exclusivement de la musique francophone ?*
- *Comment obtenez-vous votre musique ?*
- *Avez-vous une station de radio favorite ?*

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

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

Points related to specific questions:

- *Que dit-on ici sur le cinéma en France ?*

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

this is a very up-beat piece of text in celebration of the cinema and gives information about an initiative designed clearly to encourage cinema-goers to see as many films as possible over the duration of the subsidy; it may be linked to other knowledge about State subsidy for cinema-related activity in France; students may be aware of the significance of the reduced price for tickets ie what normally the cost of seeing a film would be.

- *Que pensez-vous des informations données ?*

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

Is this a good idea? Does it work? Does the student have successful evidence from studying the sub-theme of how effective the cinema festival is or has become? Another slant to take on this question might be whether cost is the only factor affecting cinema attendances or if there are other things to consider eg the different and varied ways we can access and see films nowadays.

- *Selon ce que vous en savez, quelle est la popularité du cinéma, en France ou ailleurs dans le monde francophone ?*

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

the popularity of the cinema should be a topic of conversation that allows the student to demonstrate further knowledge gained from studying the sub-theme and it may be that the discussion is steered by the student to the popularity of a particular film (French) they've seen and studied; it may be the student knows of the level of popularity and interest in specifically French cinema (or American, or other) among French-speaking audiences.

Below are some of the sorts of questions students could ask:

- *Aimez-vous aller au cinéma ?*
- *Vous intéressez-vous au cinéma ?*
- *Avez-vous un genre de film préféré ?*
- *Y a-t-il un genre de film que vous n'aimez pas ?*

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

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

Points related to specific questions:

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

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

knowledge of the awards and perhaps of some recent winners – actors, film titles and so on but this is not essential knowledge in terms of allocating marks. It may be the student instead takes the idea that the awards recognise artistic achievement and argues against that in favour of a more commercial importance. There may be knowledge to back up the view that French cinema has an influence on world cinema or again this may be challenged.

- *Que pensez-vous des informations données ?*

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

how important does the student think awards ceremonies like the César are? Opinions expressed about this may draw on knowledge of similar ceremonies elsewhere; it may be the student has detailed knowledge about Cannes or other film festivals that celebrate the art of film-making.

- *Selon ce que vous en savez, quel rôle est-ce que le cinéma joue, en France ou ailleurs dans le monde francophone ?*

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

the role of the cinema or the importance of the cinema as a means of entertainment, as a leisure passtime or for more artistic, cultural purposes – the student will probably have views about this to express. How cinema promotes *francophonie* beyond mainland Europe may be an aspect of the role of cinema the student can discuss and here the discussion may focus on particular films (or a particular film) that have had global success.

Below are some of the sorts of questions students could ask:

- *Avez-vous un film français préféré ?*
- *Allez-vous souvent au cinéma ?*
- *Regardez-vous des films au cinéma ou à la maison ?*
- *Quel est le meilleur film que vous ayez déjà vu ?*

