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

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 corresponds to the two parts of the NEA in speaking

- (1) discussion of the sub-theme based on and developed around the stimulus card chosen by the student
- (2) the short presentation by the student of the research project and subsequent longer discussion led by the examiner.

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

AOs	CARD	RESEARCH PRESENTATION	RESEARCH DISCUSSION	TOTAL
AO1	5		10	15
AO2	5			5
AO3	10		10	20
AO4	5	5	10	20

Students asking questions

During the discussion on the stimulus card students are required to ask two questions arising from the content of the stimulus card and our instructions to students on the front of each card will direct them to consider possible questions in their preparation time. These questions will require only a brief response on the part of the examiner.

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

Assessment objective 2

If a student does not ask two questions the examiner will invite the student to do so before the end of the discussion of the sub-theme. To meet the requirement to ask questions, a student must seek information or opinion. Asking for repetition or clarification will not meet the requirement. The student's questions must arise from material on the card and must contain a conjugated verb. Rephrasing or repetition of the printed questions will not meet the requirement.

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

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

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

Notes

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

DISCUSSION OF SUB-THEME		Assessment Objective 2
Mark	Descriptors	
5	Students' responses show that they have a very good understanding of the material on the card.	
4	Students' responses show that they have a good understanding of the material on the card.	
3	Students' responses show that they have some understanding of the material on the card.	
2	Students' responses show that they have a limited understanding of the material on the card.	
1	Students' responses show that they have a very limited understanding of the material on the card.	
0	Nothing in the performance is worthy of a mark.	

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

Notes

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

DISCUSSION OF SUB-THEME		Assessment Objective 3
Mark	Descriptors	
9-10	A wide range of vocabulary and complex language and a good knowledge of appropriate idiom are demonstrated. Highly accurate application of grammar with occasional minor errors. Pronunciation and intonation are very good.	
7-8	A good range of vocabulary and complex language and some knowledge of appropriate idiom are demonstrated. Mostly accurate application of grammar with some minor errors. Pronunciation and intonation are good.	
5-6	Some variety of vocabulary and complex language is demonstrated. Accurate application of grammar is uneven. Pronunciation and intonation are fairly good.	
3-4	Little variety of vocabulary and structures is demonstrated. Accurate application of grammar is limited. Pronunciation and intonation are mostly intelligible.	
1-2	Very little variety of vocabulary and structures is demonstrated. Accurate application of grammar is very limited. Pronunciation and intonation are poor.	
0	Nothing in the performance is worthy of a mark.	

Notes

Pronunciation and intonation are not expected to be of native speaker standard.

Serious errors are defined as those which adversely affect communication.

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

Idiom refers to a form of expression that is particular to the target language.

Minor errors include:

incorrect genders and consequential errors of agreement

Serious errors include:

incorrect verb forms especially irregular forms

incorrect use of pronouns

missing or incorrect agreements of adjectives or past participles

Complex language includes:

use of pronouns of all types

tenses that support conceptual complexity (as in *si* sentences)

connectives supporting a range of subordinate clauses including those requiring subjunctive constructions with verbs and verbs followed by infinitive with correct preposition

use of present and past participles.

DISCUSSION OF SUB-THEME		Assessment Objective 4
Mark	Descriptors	
5	<p>Very good critical and analytical response Very good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students consistently select relevant information to support their arguments. They consistently use appropriate evidence to justify their conclusions, demonstrating a very good evaluation of the sub-theme.</p>	
4	<p>Good critical and analytical response Good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students often select relevant information to support their arguments. They often use appropriate evidence to justify their conclusions, demonstrating a good evaluation of the sub-theme.</p>	
3	<p>Reasonable critical and analytical response Reasonable knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students sometimes select relevant information to support their arguments. They sometimes use appropriate evidence to justify their conclusions, demonstrating a reasonable evaluation of the sub-theme.</p>	
2	<p>Limited critical and analytical response Some knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students occasionally select relevant information to support their arguments. They occasionally use appropriate evidence to justify their conclusions, demonstrating a limited evaluation of the sub-theme.</p>	
1	<p>Very limited critical and analytical response A little knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students rarely select relevant information to support their arguments. They rarely use appropriate evidence to justify their conclusions, demonstrating a very limited evaluation of the sub-theme.</p>	
0	Nothing in the performance is worthy of a mark.	

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 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:

Some awareness of the average age for couples to get married in France as well as an awareness of how marriage is becoming less popular; some understanding as to why the pressure of work for women is a particular factor in leading to divorce or separation; some discussion of an ideal age at which to get married with justification for this.

- *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 opinions given eg does marriage give greater security to children and greater stability to the couple; what might be the disadvantages of marriage; what factors other than the pressures of work and career might lead to divorce or separation.

- *D'après ce que vous en savez, comment est-ce que les attitudes envers le mariage changent, 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. Alternatives to marriage might include couples living together either permanently or as a means of testing their relationship. The discussion could also develop into consideration of couples other than heterosexual and thus the status of the PACs and marriage for gay and lesbian couples. Contrasting ideas may be brought in from countries and cultures other than mainland France.

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

- *Etes-vous pour le mariage ?*
- *Que pensez-vous du mariage pour les couples homosexuels ?*
- *Etes-vous marié(e) ?*
- *A quel âge devrait-on se marier, selon vous ?*

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

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

Points related to specific questions:

- *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:

Awareness and understanding among French people of all ages about the potential dangers of the internet and about measures taken to protect the French-speaking public; role of education in France in developing safety awareness regarding technologies and cyber-society.

- *Que pensez-vous des conseils donnés ?*

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:

Further examples of how the French are trying to make the internet a safer technology. An evaluation of whether the dangers outlined here are the most serious risks and dangers or if there are others that people should be more concerned about.

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

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. There may be specific case studies that the student has encountered and which could form the basis of a discussion. The student may have read articles about specific instances of online criminality especially in the context of the French-speaking African economy. The discussion could otherwise focus on people's level of awareness, the risks of criminality and how they address these.

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

- *Est-ce que vous utilisez internet souvent ?*
- *Etes-vous en faveur des nouvelles technologies ?*
- *Avez-vous déjà eu des problèmes en utilisant internet ?*
- *Avez-vous déjà été victime d'une fraude ?*

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

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

Points related to specific questions:

- *Que dit-on ici sur le bénévolat nature en France ?*

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

A general response that according to the information given here, the initiative seems designed to attract the widest possible number of people, and that this universal approach is a good idea. There may be some awareness of local or regional initiatives of this sort, or of level of take-up in certain areas.

- *Que pensez-vous de cette initiative ?*

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:

Students may have more extensive knowledge of this type of initiative or may have no knowledge at all and would therefore develop the conversation to talk about aspects of voluntary work that would be more familiar to them. This would not however prevent them from expressing their view about this particular initiative.

- *Selon ce que vous en savez, quelles sortes d'initiatives bénévoles, en France ou ailleurs dans le monde francophone, attirent le plus les participants ?*

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 will be an awareness of which age groups volunteer the most and for which kind of voluntary activities.

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

- *Est-ce que cette initiative vous intéresserait ?*
- *Pensez-vous que c'est une bonne idée ?*
- *Est-ce que vous vous inquiétez pour l'environnement ?*
- *Avez-vous les qualités recherchées pour cette sorte d'activité ?*

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

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

Points related to specific questions:

- *Que dit-on ici sur le 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:

Students should identify the “architectural” element in the information and the fact that this is talking about old buildings under threat. This may not be an area about which they know a lot and they may therefore opt to bring in aspects of culture heritage that are more familiar to them.

- *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 an evaluation of the damage to French heritage that selling off bits of historical buildings can cause. The discussion could lead to suggesting how such buildings might be protected from this sort of action.

- *Selon ce que vous en savez, que fait-on, en France ou ailleurs dans le monde francophone, pour sauvegarder le patrimoine ?*

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 will be some knowledge of measures taken to safeguard specific sites or aspects of French cultural heritage and the student will no doubt draw on specific case studies encountered through the course of study.

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

- *Etes-vous d'accord avec ce qu'on dit ici ?*
- *Avez-vous déjà visité un château en France ?*
- *Avez-vous un site ou un monument français préféré ?*
- *Aimeriez-vous acheter quelque chose comme une cheminée Louis XIV ?*

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

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

Points related to specific questions:

- *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:

Students may have some awareness of the decline of *musique francophone* in Canada and elsewhere in the French-speaking world and will have ideas about why English-speaking music is the more popular. The discussion might focus on whether this is a music-related or language-related issue.

- *Que pensez-vous de ces 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:

Students might well identify factors to explain the decline in the sales of CDs of any description and the fact that music is being obtained by other means ie this is not a specifically French or French-speaking Canada issue. There might be some suggestions as to how this might be addressed.

- *Selon ce que vous en savez, comment est-ce qu'on arrête, en France ou ailleurs dans le monde francophone, le déclin de cette musique ?*

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 issue of music quotas on radio stations, their effectiveness or otherwise will probably be mentioned. Internet usage to promote music with specific reference to particular artists might be discussed.

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

- *Écoutez-vous de la musique francophone ?*
- *Avez-vous un ou une artiste préféré(e) ?*
- *Quelle sorte de musique aimez-vous écouter ?*
- *Avez-vous déjà assisté à un concert de musique ?*

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

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

Points related to specific questions:

- *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 state funding for the film-making industry in France and how this has helped to secure the place of French films in world cinema, with maybe some particular examples given. Subsidies not just for the making of films but also for film-viewing and cinema-going could also be brought into this discussion.

- *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:

The second part of the text will be given a sharper focus here though some valuation of the way the state intervenes to subsidise film-making will be expected. Students will have stronger opinions about the changes in the way people are accessing their viewing material and how this will need to be addressed in the future.

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

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:

This is an opportunity for students to talk about specific examples of films seen or studied and to evaluate their popularity or otherwise. Films that are beyond the ones prescribed in the specification are of course possible discussion points (*Le fabuleux destin d'Amélie Poulain ; Intouchables*) There will be some appreciation of how different French films are from, for example, English or American films

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

- *Quelles sortes de films aimez-vous regarder ?*
- *Avez-vous déjà vu tel ou tel film ?*
- *Est-ce que vous connaissez tel ou tel cinéaste français ?*
- *Allez-vous souvent au cinéma ?*

Indicative content**Carte G : Les aspects positifs d'une société diverse****General:**

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

Points related to specific questions:

- *Que dit-on ici sur la diversité dans la société française ?*

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:

Some understanding and awareness of what the exact mix of heritages and cultures there is in French society will be drawn from the student's study of this sub-theme. The text emphasises the positive aspects of this diversity and talks of creativity and vitality. Some specific examples to illustrate these two features of diversity might be developed in the discussion.

- *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:

An opinion is being sought about the idea of the review as a vehicle for demonstrating, raising awareness of, and indeed celebrating the cultural diversity and how the Muslim community contributes to this. Student or examiner may explore if the diversity is always something positive.

- *Selon ce que vous en savez, comment est-ce qu'on bénéficie, en France ou ailleurs dans le monde francophone, des aspects positifs de la diversité ?*

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; diversity does not need to be solely about ethnic diversity nor does the focus need to be mainland France. Other examples of how diversity is acknowledged and celebrated might be discussed.

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

- *Pensez-vous que la diversité est quelque chose de positif ?*
- *Et vous, que pensez-vous de l'idée de la revue ?*
- *A votre avis est-ce que la diversité offre un dynamisme à une société ?*
- *Pensez-vous que nous avons la même sorte de diversité en Grande Bretagne ?*

Indicative content**Carte H : Quelle vie pour les marginalisés ?****General:**

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

Points related to specific questions:

- *Que dit-on ici sur les enfants marginalisés en France ?*

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

The effects on children of losing the stability and security of their family and the factors that might explain how parents can no longer support children ; there may be some awareness of the scale of this problem in France and of particular cities or regions which are most affected.

- *Que pensez-vous de cette initiative ?*

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:

An opinion about this initiative and its benefits for the children it helps or about other initiatives aimed at assisting the marginalised members of a community. Students might think beyond the card itself and discuss the importance for children of having the continuity in their education that such an initiative would provide.

- *Selon ce que vous en savez, quelle aide est apportée, en France ou ailleurs dans le monde francophone, aux marginalisés ?*

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 how in France – or perhaps here more likely beyond France – help is offered to the marginalised. Students will doubtless have taken one or two specific examples to consider in detail during their studies and will use the knowledge gained from this in this discussion. (*Restos du Coeur ; Fondation Abbé Pierre et al*)

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

- *A votre avis est-il important que frères et sœurs restent ensemble ?*
- *Aimeriez-vous travailler pour cette organisation SOS Villages d'Enfants ?*
- *A votre avis, est-ce que nous avons une responsabilité envers les marginalisés ?*
- *Pensez-vous qu'il est possible d'éliminer la pauvreté dans le monde ?*

Indicative content**Carte I : Comment on traite les criminels****General:**

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

Points related to specific questions:

- *Que dit-on ici sur les prisons en France ?*

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

The text is very pessimistic and negative and the student may have knowledge that supports this or knowledge that suggests a more positive approach to prison – some example of reforms or of prisons that have a more effective rehabilitation regime.

- *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:

An opinion about the lack of resources that have been invested in prison modernisation and/or reform ; an awareness that for successive governments this has not been a priority; there may be an opinion too about the profile of the prison population in terms of age, gender and ethnicity.

- *Selon ce que vous en savez, en France ou ailleurs dans le monde francophone, est-ce que la prison est une façon efficace de traiter les criminels ?*

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 discussion here could well draw on what the student has studied in terms of alternative forms of punishment with examples of specific initiatives and their effectiveness or lack of it.

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

- *Etes-vous en faveur de la prison comme punition ?*
- *Est-ce que les prisons doivent être une priorité pour le gouvernement français ?*
- *Connaissez-vous un pays qui a un meilleur record en ce qui concerne la qualité de ses prisons ?*
- *Que pensez-vous du TIG comme punition ?*

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

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

Points related to specific questions:

- *Que dit-on ici sur le droit de vote chez les adolescents ?*

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 text gives a very up-beat and positive message about teenagers' enthusiasm to get involved politically and students may be aware of the political establishment's position on giving the right to vote to teenagers. Alternatively they may praise the initiative shown here.

- *Que pensez-vous de l'appel des élèves au président de la République ?*

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:

An opinion about the appeal is sought: what the student thinks of this direct message to the President and how effective it might be as well as views about the actual content of the message – realistic or idealistic; is the optimism well-founded

- *Selon ce que vous en savez, cette volonté de s'engager est-elle partagée, en France ou ailleurs dans le monde francophone, par les adolescents ?*

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 with knowledge drawn from their studies of the broader picture in France and elsewhere of the political engagement of young people. This could be an area where results of surveys and opinion polls can be quoted or where some personal views have been gathered from exchange contacts, pen-friends and the like.

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

- *A quel âge devrait-on avoir le droit de vote, selon vous ?*
- *A votre avis est-ce que les ados sont assez responsables pour avoir le droit de vote ?*
- *Comment peut-on encourager les jeunes à s'intéresser à la politique ?*
- *A votre avis est-ce que l'école a un rôle à jouer ?*

Indicative content**Carte K : Manifestations, grèves – à qui le pouvoir ?****General:**

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

Points related to specific questions:

- *Que dit-on ici sur les grèves en France ?*

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

The discussion here might focus on whether the week outlined in the text is typical or not and there may be an awareness of what has prompted so much strike action and calls to strike. Students may identify the effects on transport and on the travelling public as a hard-hitting strategy by unions.

- *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:

This is the opportunity to discuss the effectiveness of strike action and for students to argue the case from the points of view of the unions as well as the public affected by strikes. Is striking a last resort in France and should strikes by certain groups of workers be banned?

- *Selon ce que vous en savez, en France ou ailleurs dans le monde francophone, est-ce que ce sont les gouvernements ou les syndicats qui tiennent le pouvoir ?*

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:

This is a very open question – intentionally so – so as to encourage students to draw on their knowledge of this sub-theme as extensively as possible. They will use their knowledge of specific case studies to develop the discussion.

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

- *Que pensez-vous des grèves ?*
- *A votre avis est-ce que les syndicats ont trop de pouvoir ?*
- *Avez-vous déjà participé à une grève ?*
- *Que pensez-vous des manifestations ?*

Indicative content**Carte L : La politique et l'immigration****General:**

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

Points related to specific questions:

- *Que dit-on ici sur la politique et l'immigration 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 be able to put some specific knowledge on terms such as *les partis de gauche* and *les partis de droite* with perhaps reference to particular political figures in the immigration debate.

- *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:

An opinion is sought on whether immigration should be an issue that divides the political establishment especially in the context of refugees and asylum seekers. Is it realistic or idealistic for parties to unite in order to establish and implement a fair and effective immigration policy.

- *Selon ce que vous en savez, est-ce que l'immigration va toujours rester un sujet controversé 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 and understanding of how deeply rooted are the divisions in French politics and also – more disturbingly – in French society on the question of immigration. There will no doubt be some awareness of voting trends that reflect the increased popularity of extreme right-wing parties. There may also be knowledge brought into the discussion from elsewhere in the French-speaking world especially in terms of migrants into France.

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

- *Est-ce que vous pensez que l'immigration doit être une priorité pour le gouvernement français ?*
- *Est-ce que l'immigration est une question qui vous inquiète ?*
- *Que pensez-vous des partis de l'extrême droite ?*
- *Est-ce qu'on devrait interdire des politiques anti-immigration ?*

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

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

Notes

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

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

DISCUSSION OF INDIVIDUAL RESEARCH PROJECT Assessment Objective 3	
Mark	Descriptors
9-10	A wide range of vocabulary and complex language and a good knowledge of appropriate idiom are demonstrated. Highly accurate application of grammar with occasional minor errors. Pronunciation and intonation are very good.
7-8	A good range of vocabulary and complex language and some knowledge of appropriate idiom are demonstrated. Mostly accurate application of grammar with some minor errors. Pronunciation and intonation are good.
5-6	Some variety of vocabulary and complex language is demonstrated. Accurate application of grammar is uneven. Pronunciation and intonation are fairly good.
3-4	Little variety of vocabulary and structures is demonstrated. Accurate application of grammar is limited. Pronunciation and intonation are mostly intelligible.
1-2	Very little variety of vocabulary and structures is demonstrated. Accurate application of grammar is very limited. Pronunciation and intonation are poor.
0	Nothing in the performance is worthy of a mark.

Notes

Pronunciation and intonation are not expected to be of native speaker standard. Serious errors are defined as those which adversely affect communication.

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

Idiom refers to a form of expression that is particular to the target language.

Minor errors include:

incorrect genders and consequential errors of agreement

Serious errors include:

incorrect verb forms especially irregular forms

incorrect use of pronouns

missing or incorrect agreements of adjectives or past participles

Complex language includes:

use of pronouns of all types

tenses that support conceptual complexity (as in *si* sentences)

connectives supporting a range of subordinate clauses including those requiring subjunctive constructions with verbs and verbs followed by infinitive with correct preposition

use of present and past participles.

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

Notes

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

How the Individual Research Project will be assessed in the A-level speaking Non-exam assessment

Students will provide a two-minute presentation of their chosen research project and this will be followed by a discussion lasting 9-10 minutes. The presentation will be assessed for AO4 and the discussion for AO1, AO3 and AO4.

The presentation:

The presentation should cover some key findings emerging from the research carried out by the student. It will be the quality of these findings rather than their quantity that will determine the mark awarded.

- A presentation that demonstrates that the student has fully understood and assimilated research-based knowledge through the development, in the time available, of key findings will be judged to show thorough knowledge.
- A presentation that demonstrates that the student has mostly understood and assimilated research-based knowledge through the development, in the time available, of key findings will be judged to show good knowledge.
- A presentation that demonstrates that the student has understood and assimilated some research-based knowledge through the development, in the time available, of key findings will be judged to show a reasonable knowledge.
- A brief outline of key findings with little development and showing little understanding and assimilation of research-based knowledge would characterize 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 characterize 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.

