
AS

FRENCH

7651/3T/3V

Mark scheme

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

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

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

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

To meet the requirement to ask a question, a student must seek information or opinion. Asking for repetition or clarification will not meet the requirement. The student's question must contain a conjugated verb. Re-phrasing or repetition of the printed questions will not meet the requirement. 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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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	Nothing in the performance is worthy of a mark	

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

In studying the 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 jeunes 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:

factors which account for the situation mentioned on the card; an appreciation of the consequences of such a situation (advantages and disadvantages); some awareness of the main causes of conflicts between different generations in the family in target-language countries - including possibly the student's own personal experience of these whilst on a trip/school exchange.

- *Quelle est votre réaction 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 could prompt:

general confirmation that the information is borne out by this wider study; a personal reaction to the reasons why young people would choose to live with family; a personal opinion based on personal circumstances; reference to some knowledge that endorses/contradicts the information such as a counter view with reference to the *opté* aspect; reference to the trend outside of mainland France but in the context of the French-speaking world; some awareness of differences and/or similarities between France and UK on this issue.

- *Selon ce que vous en savez, comment la vie familiale, 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:

changing nature of family directly linked to the issue raised on the card: impact on marriage and relationships; single parent families; generation gap and comparison/contrast between life experiences.

Below are some examples of questions students could ask:

- *Avez-vous des enfants ?*
- *Est-ce que vos enfants habitent encore chez vous ?*
- *Vous vous disputez avec votre famille ?*
- *Quel est l'âge idéal pour quitter le domicile familial ?*

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

In studying the 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 couples 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:

reasons why people choose to live as a couple; an appreciation of the consequences of such a situation (benefits and drawbacks); factors which account for the different types of couples (marriage/PACS...); reasons for being/staying single and advantages and disadvantages of such a situation; some awareness of the main causes for shorter relationships.

- *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 could prompt:

general confirmation that the information is borne out by this wider study; a personal reaction to the reasons why a majority of people are in a relationship or prefer marriage to other types of lifestyles; reference to some knowledge that endorses/contradicts the information such as a counter view with reference to the statistics given on the card; reference to the trend outside of mainland France but in the context of the French-speaking world; some awareness of differences and/or similarities between France and UK on this issue.

- *Selon ce que vous en savez, comment est-ce que les différentes formes de vie de couple influencent la vie familiale 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:

changing nature of family directly linked to the lifestyle choice; increase in the number of single parent families, adoptions, gay marriage.

Below are some examples of questions students could ask:

- *Est-ce que vous vivez en couple ?*
- *Pour vous, le mieux c'est le mariage ou le PACS ?*
- *Quelle est votre opinion du mariage entre les personnes du même sexe ?*
- *Vous voudriez être célibataire ?*

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

In studying the 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 blogueurs francophones ?*

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:

reasons for the popularity of blogs; definition of a good blog; reasons why internet users enjoy reading blogs; some awareness of the most popular types of blogs in target-language countries - including possibly the student's own personal experience of these whilst on a trip/school exchange.

- *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 could prompt:

general confirmation that the information is borne out by this wider study; a personal reaction to the reasons why people enjoy blogging and/or reading blogs; a personal opinion based on personal circumstances; reference to some knowledge that endorses/contradicts the information such as a counter view with reference to the *blogueur typique* aspect; some awareness of differences and/or similarities between France and UK on this issue; awareness of other types of internet users.

- *Selon ce que vous en savez, est-ce qu'on utilise internet 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:

discussion on the different uses of internet in France and French-speaking countries and their popularity (cyber shopping, cyber communication, social networks, school work); evidence and understanding of the different uses of internet according to age and gender; knowledge of the benefits and dangers of these different uses.

Below are some examples of questions students could ask:

- *Est-ce que vous lisez des blogs ?*
- *Est-ce qu'il y a des dangers d'être blogueur ?*
- *Quel est votre site web préféré ?*
- *Qu'est-ce que vous aimez faire sur internet ?*

Possible content

Carte D : La « cyber-société »

General:

In studying the 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 sur la cybercriminalité 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:

factors which account for the situation mentioned on the card; an appreciation of the consequences of such a situation; some awareness of the main types of cybercrimes/victims in target-language countries - including possibly the student's own personal experience of these whilst on a trip/school exchange.

- *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 could prompt:

general confirmation that the information is borne out by this wider study; a personal reaction to the reasons why people commit cybercrimes and/or why people suffer from cybercrimes; a personal opinion based on personal circumstances; reference to some knowledge that endorses/contradicts the information such as a counter view with reference to the *forte hausse* aspects or the reasons mentioned on the card; reference to the trend outside of mainland France but in the context of the French-speaking world; some awareness of differences and/or similarities between France and UK on this issue.

- *Selon ce que vous en savez, quels sont les aspects positifs de la « cyber-société », 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:

specific case studies or facts and information relevant to this question; advantages of internet and specific examples of these in France or French-speaking countries (social networks, fight against terrorism, benefits for the economy...); possible knowledge of who benefits from this in France or French-speaking countries (children, school children, pensioners...).

Below are some examples of questions students could ask:

- *Avez-vous déjà été victime d'un cyber crime ?*
- *Comment peut-on se protéger contre la cybercriminalité ?*
- *A votre avis, est-ce que les réseaux sociaux sont dangereux ?*
- *Est-ce qu'on peut contrôler internet ?*

Possible 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 les bénévoles 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:

talking about the equal representation of men and women giving their time in charity organisations; developing more precise examples of charity work in different fields in French-speaking countries; expressing factors which account for a greater number of women or men in various fields; an appreciation from the volunteers' view point; students could discuss stereotypes and question the source of this comment. Some students may refer to punctual and informal volunteering versus long term engagement, deriving from the field chosen.

- *Comment réagissez-vous aux renseignements donnés 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:

a personal reaction to the rather stereotyped results of the survey; a personal opinion based on personal experience of volunteer work, as a customer in charity shops for example or volunteer acquaintances; reference to personal characteristics/ qualities/ competences required for volunteering; some knowledge that endorses/contradicts the information such as parity or lack of in various fields of the economy.

- *Selon ce que vous en savez, qu'est-ce que les bénévoles apportent à la société, 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:

a personal reaction to the impact of volunteer work on society, in mainland France and in the context of the French-speaking world. Specific examples should be drawn from the students' study of the sub-theme and could include an appreciation of the amount of unpaid work which contributes to the welfare of society and/or some awareness of the advantages and disadvantages of volunteer work on employment or opinions on why we still need volunteer work; some students may wish to discuss positive and negative experiences and different types of help (punctual or long term engagements).

Below are some examples of questions students could ask:

- *Pensez-vous que le choix de travail bénévole est stéréotypé ?*

- *Est-ce que vous aimeriez être bénévole ?*
- *Dans quel domaine préféreriez-vous donner votre temps ?*
- *A votre avis, le sexe des bénévoles a de l'importance ou non ?*

Possible 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 rôle des entreprises dans le bénévolat ?*

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 could discuss the fact that this type of voluntary work is done by adults in active life and is organised by their employers; some awareness the type of work which a team can do; they could comment on the originality of these private initiatives; students may focus on the novelty of this initiative and see scope in a school context; using the picture, students could discuss which type of voluntary work is necessary and who it is likely to benefit.

- *Que pensez-vous des renseignements donnés 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:

awareness of this type of team building exercise existing at a relative's place of work; a personal reaction to the use of time within firms; reference to the way in which the volunteer workers can benefit from doing a very different task from the one for which they are employed; the values of team work in charity work and the scope for further, future personal commitment of the employees; they could assess the advantages of punctual charity work versus long term commitments; they could explain what employers, employees and charities gain from the triangular relationship.

- *Selon vous, quelle est la valeur du bénévolat en France ou ailleurs dans le monde francophone, pour ceux qui aident ?*

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:

a personal reaction to the value of the link between industries and charities, in mainland France and in the context of the French-speaking world; a reflection on paid and unpaid work; an appreciation of the need for firms to associate themselves to various charities rather than a specific one; a personal opinion on the values of this type of punctual charity work for ALL concerned; giving examples of successful charity work benefiting the whole community.

Below are some examples of questions students could ask:

- *Pensez-vous que les actions ponctuelles sont utiles aux associations caritatives ?*
- *Est-ce que vous pensez qu'on pourrait utiliser cette idée dans les écoles ?*

- *Selon vous, que pensent les employés de leur expérience ?*
- *A votre avis, on devrait créer plus d'œuvres caritatives ou non ?*

Possible 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.

Points related to specific questions:

- *Que dit-on ici sur le patrimoine linguistique 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:

showing evidence of knowledge of the French-speaking world; some students could discuss the importance of preserving one's language by giving concrete examples of its impact on cultural life and the place of French literature, gastronomy, ballet, music in the world; some students could comment on the existence of a special week devoted to the celebration of the French language; students can comment on the place of the French language worldwide.

- *Quelle est votre réaction aux informations données 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:

a personal reaction to the number of French speakers in the world; some may refer to European institutions and the obligation of using French by French speakers in administrations; some may refer to the importance or need of learning foreign languages and the need to know more about one's mother tongue at school and refer to personal knowledge regarding the use of French in a future career, express an interest for more information on the works of the organisation mentioned.

- *Selon ce que vous en savez, quelle est l'importance de la langue sur l'identité culturelle, 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:

a personal appreciation of the influence of literature, philosophical ideas in mainland France and in the context of the French-speaking world; opinions on the trends and impact of other languages on French language and the general educational benefits of understanding a foreign language; some students may refer to keeping regional dialects alive as a way of keeping one's regional identity and furthering the promotion of French identity through future generations; some students may link their paper 2 text or film to linguistic heritage.

Below are some examples of questions students could ask:

- *A votre avis, est-ce que le français est réellement menacé par l'anglais ?*

- *Est-ce que l'Organisation Internationale de la Francophonie devrait exister ?*
- *Est-ce que vous savez quand se passe la Semaine de la langue française ?*
- *A votre avis, dans quel domaine la langue française a-t-elle le plus d'influence ?*

Possible 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 le 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:

showing awareness of how regional traditional crafts are promoted in France and/or French-speaking countries; showing knowledge and understanding of the role of the Parcs Naturels Régionaux in promoting knowledge of French heritage and the part played by local museums; showing specific knowledge of the variety of traditional crafts France or French-speaking countries can be proud of.

- *Que pensez-vous des informations données 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 this particular mission and the need for an organisation to promote regional heritage; a personal opinion based on personal experience of traditional trades and crafts museums; some appreciation of the need to bring to life traditions; some students may show evidence of the impact that such museums or events have on developing local economies and evidence of a need to perpetuate traditional trades.

- *Selon vous, quel rôle joue le patrimoine culturel sur le plan régional, 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:

comments on the positive impact of all museums in France and in the French-speaking world in raising awareness of French diverse culture; understanding the benefits on children's education of local events and folklore; discussing the advantages of developing further visitors' experiences of French heritage; understanding the various roles played by museums and various activities on tourism.

Below are some examples of questions students could ask:

- *Est-ce que vous vous intéressez aux musées quand vous visitez un pays francophone ?*
- *Selon vous, c'est important de promouvoir le patrimoine ?*
- *Quel musée ou expérience avez-vous trouvé le plus intéressant ?*

- *A votre avis, est-ce que les musées sont la meilleure façon de transmettre le patrimoine d'un pays ?*

Possible 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 les artistes 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:

evidence of knowledge of the success of French artists abroad; mention other artists that have exported their music; francophone music is becoming more popular; still not as successful as American and English artists but they are competing in the global music market.

- *Quelle est votre réaction aux 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:

reference to knowledge to endorse this information; mention of other successful French artists but also evidence of awareness of other artists who have not been successful outside of France; why Daft Punk in particular have appealed to a non-francophone audience.

- *Selon vous, pourquoi est-ce que les artistes francophones ont moins de succès que les artistes anglophones ?*

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 of current music trends in France and other francophone countries; popularity of anglophone music both within France and abroad; French artists often have to sing in English if they want to do well outside France; some knowledge of the international music market and the financing of the music industry.

Below are some examples of questions students could ask:

- *Préférez-vous les artistes français ou américains ?*
- *Avez-vous un artiste français préféré ?*
- *Aimez-vous la musique francophone ?*
- *Ecoutez-vous souvent la musique des artistes français ?*

Possible 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 au Québec ?*

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 of this issue; suggestions as to why this might be the case; more exposure to American artists on the radio/TV; whether there should be quotas.

- *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:

personal reaction with arguments for why this may be true but also suggestions/evidence that francophone music is still popular amongst young people; the need to encourage young artists to sing in French rather than English.

- *Selon vous, est-ce que ces statistiques reflètent aussi les habitudes des jeunes 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 of current trends in France; quotas on songs played on the radio; mention particular artists that are current and popular amongst young people; reasons why anglophone music is also popular in France; evidence of francophone music becoming popular abroad

Below are some examples of questions students could ask:

- *Préférez-vous écouter la musique en anglais ou en français ?*
- *Aimez-vous aller aux concerts ?*
- *Quel est votre genre de musique préféré ?*
- *Ecoutez-vous souvent la musique francophone ?*

Possible content**Card 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 l'avenir du 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:

the fact that French film stars want high salaries means that profits are low; American films are becoming more and more popular in France and francophone countries so that francophone films are suffering; people in French speaking countries are using channels like Netflix to watch films rather than going to see films at the cinema; all these factors mean that French cinema may suffer in the future.

- *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:

personal reaction which shows knowledge of current issues regarding French cinema; the increasing popularity of francophone films abroad; what can be done to ensure French cinema continues to be a success.

- *Selon ce que vous en savez, quelle est la popularité du cinéma français 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:

examples of films that have been successful in mainland France and elsewhere in the French-speaking world or perhaps some knowledge of francophone cinema that has not been popular in mainland France; there may also be reference to French cinema that has proved popular outside the French-speaking world with students drawing on examples seen in their studies.

Below are some examples of questions students could ask:

- *Aimez-vous les films francophones ?*
- *Préférez-vous les films en version originale ou les films sous-titrés ?*
- *Quel est votre genre de film préféré ?*
- *Préférez-vous aller au cinéma ou regarder un film chez vous ?*

Possible Content

Card 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 les étudiants 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 go to the cinema more than other groups of people; cinema is very popular among young people under 25; most young people go to the cinema on a regular basis; it is a major leisure activity for this age group.

- *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:

personal reaction to the information giving reasons why they agree or disagree; evidence of knowledge of cinema as a leisure activity amongst French young people and young people in other francophone countries; reasons why cinema continues to be popular.

- *Selon vous, à l'avenir, est-ce que le cinéma sera toujours un loisir populaire chez les jeunes 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:

personal reaction either agreeing or disagreeing but giving arguments for both sides; with more technology young people may find other ways of watching films; going to the cinema will still be a social occasion; idea that cinema is an important part of francophone culture and not just for entertainment.

Below are some examples of questions students could ask:

- *Préférez-vous les films francophones ou anglophones ?*
- *Est-ce qu'il y a un film que vous n'aimez pas ?*
- *Quel est votre film français préféré ?*
- *Aimez-vous aller au cinéma ?*