



AS French

7651/3T/3V – Paper 3 Speaking
Mark scheme

June 2018

Version/Stage: 1.0 Final

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.

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Level of response marking instructions

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

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

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

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

Step 2 Determine a mark

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

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

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

An answer which contains nothing of relevance to the question must be awarded no marks.

The mark scheme will be applied twice, once for the topic discussion on the first stimulus card and once for the topic discussion on the second stimulus card.

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

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

Students asking questions

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

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

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

To meet the requirement to ask a question, a student must seek information or opinion. Asking for repetition or clarification will not meet the requirement. The student's question must contain a conjugated verb. Re-phrasing or repetition of the printed questions will not meet the requirement. 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	Very good critical response Very good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are mostly successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.	
7-8	Good critical response Good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are often successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.	
5-6	Reasonable critical response Reasonable knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are sometimes successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.	
3-4	Limited critical response Limited knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are occasionally successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.	
1-2	Very limited critical response Very limited knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are rarely successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.	
0	Nothing in the performance is worthy of a mark	

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

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 familles françaises ?*

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:

High numbers of children in single parent families in France; lots of children now living in families with step-parents/step-brothers and sisters; the traditional image of a family is no longer representative of the average French family.

- *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 of current situation in France; reasons why there are more single parent families; reaction to number of "familles recomposées" – advantages and disadvantages of these families.

- *Selon vous, comment est-ce que la vie de famille a changé en France ou ailleurs dans le monde francophone ces dernières années ?*

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:

What the average French family was like 20 years ago; what a 'typical family looks like now in France and how attitudes towards single parent families have changed; advantages/disadvantages of single parent families; other types of family in France (grandparents bringing up children, homosexual parents).

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

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

Points related to specific questions:

- *Que dit-on ici sur les familles homoparentales 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:

Increasing numbers of French children are part of single sex families; this has no impact on the development of children; it has become completely acceptable in France to have parents of the same sex.

- *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:

Their opinion of same sex families; reasons why these are increasingly common in France; why people might think the child's development would be any different to that of children in traditional families.

- *Selon vous, comment est-ce que les attitudes envers les familles homoparentales en France ou ailleurs dans le monde francophone ont changé ces dernières années ?*

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:

How attitudes have changed in France towards gay couples; children need a stable family whether heterosexual or homosexual; on the whole much more positive attitude towards homosexual couples but some may still experience some negativity as certain people still do not accept homosexual parents (knowledge of anti-gay marriage protests in France).

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

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

Points related to specific questions:

- *Que dit-on ici sur la cyber-intimidation ?*

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:

Cyber bullying is on the increase in France; evidence of knowledge of particular cases; how this can affect teenagers.

- *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:

Cyber bullying is 24 hours a day; teenagers cannot get away from the bullying in the way they could have done in the past; knowledge of what is being done in France to tackle this issue.

- *Selon vous, est-ce que la cyber-intimidation est un vrai problème entre 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:

Increasing use of social media by French teenagers leaving them open to cyber bullying; teenagers under pressure to have an online presence; teenagers not always aware of the risks when posting comments and images online.

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

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

Points related to specific questions:

- *Que dit-on ici sur les jeunes Français et les réseaux sociaux ?*

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:

Popularity of social media sites in France; frequency of use of social media by French teenagers; the problems caused by these.

- *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:

Knowledge of particular sites popular with French teenagers; why these sites are so popular; whether they think they are dangerous.

- *Selon ce que vous en savez, est-ce que les jeunes en France et ailleurs dans le monde francophone sont devenus trop dépendants des réseaux sociaux ?*

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:

French teenagers use of social media rather than face to face social interaction; the problems caused by modern technology; the impact of social media on relationships amongst French teenagers.

Possible content**Carte E : Le rôle du bénévolat****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 le bénévolat 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:

Other reasons why people may want to become volunteers; some awareness of the situation mentioned in other French-speaking countries; reasons why motivations vary between age groups; exemplifications of the motivations mentioned on the card such as ways to help the community; what volunteers gain from their experiences - including possibly the student's own personal experience and that of others he/she knows from French-speaking countries.

- *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 from Quebec become volunteers; a personal opinion based on personal circumstances; reference to some knowledge that endorses/contradicts the information such as a counter view; reference to the trend outside of Quebec but in the context of the French-speaking world; some awareness of differences and/or similarities between French-speaking countries on this issue.

- *D'après ce que vous en savez, quel est l'impact du bénévolat dans la vie des gens en France ou ailleurs dans le monde francophone ?*

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

Benefits and drawbacks of helping others for the volunteer; are these different between countries/types of volunteering activities; impact of volunteering for those who receive support; comparison of impact of volunteering on various groups among population (children/elderly people ...).

Possible content**Carte F : Le rôle du bénévolat****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 le bénévolat en Belgique ?*

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:

Exemplifications of the situation mentioned on the card (what types of donations do people give/what volunteering activities do they do); reasons why the sports sector may be the most popular; other sectors which may be popular; discussion of what may not be so popular and why; discussion of the time dedicated to volunteering as mentioned on the card - 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 position of Belgium; reference to some knowledge that endorses/contradicts the information such as a counter view with reference to the *position* aspect or the number of hours mentioned; a personal opinion based on personal circumstances; reference to the trend outside of Belgium but in the context of the French-speaking world; some awareness of differences and/or similarities between French-speaking countries on this issue.

- *D'après ce que vous en savez, quelle est la valeur du bénévolat pour ceux qui sont volontaires 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:

Benefits and drawbacks of being a volunteer; do these vary between countries/types of volunteering activities; impact of volunteering for those who receive support; comparison of impact of volunteering on various groups among population (children/elderly people ...); future trend of volunteering in different French-speaking countries.

Possible content**Carte G : Une culture fière de son patrimoine****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 la gastronomie en Suisse ?*

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 Swiss gastronomy; exemplifications of the diversity of Swiss gastronomy; some awareness of the situation mentioned in other French-speaking countries; consideration of the appeal according to various age groups; reasons for the increase in popularity; discussion of the criteria for selection/awarding stars.

- *Comment réagissez-vous 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 could prompt:

General confirmation that the information is borne out by this wider study; a personal reaction to the reasons for the popularity of Swiss gastronomy and its increase; a personal opinion based on personal circumstances; reference to some knowledge that endorses/contradicts the information such as a counter view; reference to the trend outside of Switzerland but in the context of the French-speaking world; some awareness of differences and/or similarities between French-speaking countries on this issue.

- *D'après ce que vous en savez, en France ou ailleurs dans le monde francophone, quel est l'impact du patrimoine gastronomique sur le pays ?*

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:

Advantages of the Michelin guide for a town or a country; discussion of the potential disadvantages for the town/other restaurants; link with tourism and its benefits and drawbacks; discussion of other cultural heritage aspects which influence a town, region or country positively or adversely with examples from the context of French-speaking countries, drawn from own personal experience or studies.

Possible content**Carte H : Une culture fière de son patrimoine****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 le patrimoine de la 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 for many places in France being chosen; reasons for the increase of tourism; potential advantages and disadvantages of the increase of tourism for a chosen area; discussion of the criteria for selection.

- *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 for the popularity of France; a personal opinion based on personal circumstances; reference to some knowledge that endorses/contradicts the information such as a counter view (in relation to the percentage perhaps or the *avantage* reference); reference to the trend outside of France but in the context of the French-speaking world; some awareness of differences and/or similarities between France and UK on this issue.

- *D'après ce que vous en savez, comment est-ce que le patrimoine influence le tourisme en France ou ailleurs dans le monde francophone ?*

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

Potential benefits and drawbacks of tourism for a town, region and/or country; what aspects of *patrimoine* are most appealing to tourists; potential constraints involved with maintaining such a high-standing status.

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 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:

Show awareness of francophone singers; show knowledge of the popularity of French speaking singers in French charts: les artistes de variétés françaises.

- *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:

Personal reaction to the cause given for the success of francophone artists in France; argue the relative popularity of French-speaking singers in France; personal reaction to "toutes générations confondues": discuss age-related tastes for different music genres; role of diverse ethnic minority backgrounds on the French music scene.

- *Selon vous, qu'est-ce qui détermine le succès des chanteurs et musiciens, 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:

Comment on the importance of lyrics over rhythm in French songs/ is it important to understand the lyrics? ; explain the success of francophone artists on the French and international stage; explain the benefits in the musical field of artists' diversity in ethnic backgrounds; discuss if the language is always a barrier to success on the international musical scene.

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 l'avenir de la musique francophone ?*

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:

Show knowledge of governmental measures already taken to promote French artists; show awareness of the obstacles faced by francophone artists; show understanding/appreciation of the reasons why francophone music could disappear.

- *Que pensez-vous des réflexions 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:

Personal reaction to the necessity of preserving French music and francophone artists; personal reaction to the pessimist prediction and personal view on reasons why the previous measures are not working; personal view on the new solutions mentioned.

- *Selon vous, quelles conditions sont nécessaires pour assurer la survie des artistes francophones ?*

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:

Comment on the necessity to find new talents and the need for artists not to look for global success; discuss the feasibility of the solutions offered; the candidate could offer further solutions, with their limitations; discuss if the danger of the disappearance of Francophone music is real and who is to blame.

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

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

Points related to specific questions:

- *Que dit-on ici sur le cinéma 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:

Show knowledge of various aspects of film making to suggest that it is described as an art form; show awareness of how successful French films are abroad; show understanding/appreciation of the reasons why French cinema can be considered more as an industry: budgets/profits/exports.

- *Comment réagissez-vous à l'opinion présentée 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:

Personal reaction to the facts and figures presented; personal reaction to the way in which French cinema is portrayed: art v industry; personal view on cinema festivals and rewards ceremonies.

- *Selon vous, quelles sont les raisons du succès international 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:

Comment on the specificities of French films which may appeal to viewers abroad; discuss the future of French cinema and the merits of film festivals; the candidate could offer personal views on how cinema remains an art form; discuss how reliable a source of income French cinema is compared with other exported French goods.

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

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

Points related to specific questions:

- *Que dit-on ici sur l'évolution 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:

Show knowledge of previous trends and aspects of French cinema; show awareness of how French cinema developed successfully; show understanding/appreciation of the dangers/difficulties facing its future development.

- *Comment réagissez-vous à l'opinion présentée 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:

Personal reaction to the reasons behind the success of the French cinema industry so far; personal reaction to the concern expressed regarding the future of this art form/industry; personal view on how new technologies can be regarded as a threat to film making. Which new technologies?

- *Selon vous, comment le cinéma français peut-il continuer à évoluer ?*

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:

Comment on how film directors can adapt to new threats, for instance virtual reality/ video games/ increasing costs; discuss the future of old films; the candidate could offer personal views on how French cinema is likely to evolve in future; discuss if modern technologies are more of a threat than an advantage.