



AS
FRENCH
7651/3T/3V

Paper 3 Speaking

Mark scheme

June 2022

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2 2 6 A 7 6 5 1 3 / M S

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

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

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

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Level of response marking instructions

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

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

Step 1 Determine a level

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

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

Step 2 Determine a mark

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

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

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

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

The mark scheme 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.

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:**

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of French-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

Question 1 *Que dit-on ici sur les familles nombreuses ?*

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

- attitudes in France towards large families tend to be negative and large families are no longer the norm
- parents of such families are victims of unpleasant comments
- large families should be seen as just ordinary families.

Question 2 *Que pensez-vous de la situation de la famille Pelissard ?*

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

- opinions about this family could be either positive or negative
- possibly a view about the financial burden of having eight children
- possibly a view about such families depending on state aid or the parents being motivated by state aid.

Question 3 *Selon ce que vous en savez, qu'est-ce qui mène les parents, en France, ou ailleurs dans le monde francophone, à avoir des familles moins nombreuses ?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any French-speaking country. Responses could include:

- financial pressures and the cost of having children
 - cost of child care when parents are working but with possibly some knowledge of role French grand-parents play in providing free child care
 - changing priorities in French couples with more importance attached to careers and career progression.
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Possible content**CARTE B : La famille en voie de changement****General:**

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of French-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

Question 1 *Que dit-on ici sur les rapports parents-enfants en France ?*

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

- children as adults are still dependent on their parents
- 2 case studies here: Elodie borrowing money from parents to buy a new car
- Mathilde looking for parental guidance with important decisions.

Question 2 *Que pensez-vous des informations données ?*

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

- views about this could be positive or negative
- it is good that children as adults still have a close relationship with parents
- or perhaps the view that children, once they are adults, should show greater independence.

Question 3 *Selon ce que vous en savez, pour quelles raisons est-ce que les enfants, en France, ou ailleurs dans le monde francophone, sont aujourd'hui plus dépendants de leurs parents ?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any French-speaking country. Responses could include:

- financial reasons can explain this greater dependency
- a new trend in France is towards multi-generational homes because of the cost of rented accommodation
- adult children and their parents being more interdependent can benefit both parties: company for the older parents and, for example, child care help for working parents.

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

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of French-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

Question 1 *Que dit-on ici sur les internautes en Côte d'Ivoire ?*

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

- popularity and universal appeal of social networking
- importance of keeping in contact with as many people as possible
- different users have different reasons for using social networks.

Question 2 *Que pensez-vous des informations données ?*

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

- students may relate the information to their own experience of social networks
- they are more likely to identify with making friends and exchanging photos
- students will no doubt agree that social networks have a universal appeal.

Question 3 *Selon ce que vous en savez, en France, ou ailleurs dans le monde francophone, quel usage fait-on des réseaux sociaux ?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any French-speaking country. Responses could include:

- some awareness of the popularity in France or another French-speaking country of different social networks (Facebook, YouTube and WhatsApp in that order)
- students may have some statistical knowledge to support their views (Facebook has about 35 million users and this is double the numbers for YouTube and WhatsApp)
- students may relate fairly generalised points about social networks to a French or francophone context.

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

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of French-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

Question 1 *Que dit-on ici sur le téléchargement illégal ?*

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

- popular for accessing films, music and television series
- popular despite the illegality of it
- reference to some of the statistics given in the text.

Question 2 *Comment réagissez-vous à ces renseignements ?*

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

- some could see this practice as perfectly normal and acceptable
- probably a view that for musicians, illegal downloading means loss of income
- possibly a view about how difficult this is to police and control.

Question 3 *Selon ce que vous en savez, quelles sont les conséquences du téléchargement illégal, en France, ou ailleurs dans le monde francophone ?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any French-speaking country. Responses could include:

- loss of income from breaches of copyright laws and the risk to the illegal downloaders' own security, as hackers insert malware into the illegal copies of the films and music
- possible prosecution and some awareness of the use of eg Hadopi in detection of illegal downloading
- awareness that streaming is legal if the platform used pays artists and producers.

Possible content**CARTE E : Le rôle du bénévolat****General:**

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of French-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

Question 1 *Que dit-on ici sur les bénévoles suisses ?*

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

- 1 person in 4 in Switzerland does some sort of voluntary work
- a range of activities are undertaken – sport, cultural, social, charity and religious works
- the Swiss invest 750 million hours of voluntary work a year.

Question 2 *Comment réagissez-vous à ces informations ?*

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

- students will probably be impressed by the take-up of voluntary work in Switzerland
- an opinion about the range of activities
- perhaps a view that the size of the country might be a factor in explaining the popularity of voluntary work.

Question 3 *Selon ce que vous en savez, est-ce que les activités bénévoles des Suisses sont typiques du bénévolat, en France, ou ailleurs dans le monde francophone ?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any French-speaking country. Responses could include:

- reference to voluntary work in France being carried out mainly by the young and/or the retired
- an awareness of the most popular types of voluntary work (sport for young people and visiting the sick or housebound for older volunteers)
- charitable organisations such as *Les Restos du Cœur* will probably be referred to in this context.

Possible content

CARTE F : Le rôle du bénévolat

General:

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of French-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

Question 1 *Que dit-on ici sur le Secours populaire français ?*

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

- SPF is working to fight poverty and exclusion
- foodbanks are well supported by the public and help is needed to organise donations
- students will refer to the tasks that they understand but they should be asked questions to elicit further understanding if possible.

Question 2 *Que pensez-vous de cette annonce ?*

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

- opinion about the importance of foodbanks and their role in fighting poverty
- opinion about the need to recruit volunteers
- opinion about the importance in society of voluntary work.

Question 3 *Selon ce que vous en savez, à part les pauvres, qui est-ce que les bénévoles aident, en France, ou ailleurs dans le monde francophone ?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any French-speaking country. Responses could include:

- a range of initiatives and organisations may be referred to here to reflect:
 - work in schools in France and/or opportunities for voluntary work in French-speaking countries
 - work with disabled people of all ages, particularly in France.

Possible content**CARTE G : Une culture fière de son patrimoine****General:**

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of French-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

Question 1 *Que dit-on ici sur le Loto du patrimoine ?*

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

- an explanation of the cultural heritage lottery
- examples of the sorts of cultural sites and monuments that funds go towards helping
- reference to the initiative being for the *patrimoine matériel*.

Question 2 *Que pensez-vous de cette initiative ?*

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

- a position probably in favour of the initiative
- an opinion about the importance of safeguarding a country's cultural heritage
- an awareness of how generally lottery funding is used to support community projects.

Question 3 *Selon ce que vous en savez, quelles autres mesures prend-on, en France, ou ailleurs dans le monde francophone, pour protéger le patrimoine ?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any French-speaking country. Responses could include:

- awareness of initiatives such as Lascaux to protect the original site
- awareness of strategies to manage the seasonal influx of tourists such as at Mont Saint Michel
- awareness of the increased use of virtual sites to exhibit but protect cultural treasures.

Possible content**CARTE H : Une culture fière de son patrimoine****General:**

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of French-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

Question 1 *Que dit-on ici sur le tourisme au Maroc ?*

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

- 8 million tourists a year visit the country
- cultural heritage is important in attracting tourists
- Ministry of Tourism is looking to promote further both the material and immaterial cultural heritage of Morocco.

Question 2 *Que pensez-vous des informations données ?*

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

- an opinion about the economic importance of tourism
- an opinion in favour of people having access to a country's cultural heritage to further their understanding of the country
- an opinion about the possible negative impact of too much tourism in certain sites.

Question 3 *Selon ce que vous en savez, quelle importance est-ce qu'on attache au tourisme, en France, ou ailleurs dans le monde francophone ?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any French-speaking country. Responses could include:

- awareness that France is the most visited country in the world with nearly 90 million visitors a year
 - awareness of some of the top tourist sites and/or monuments in France (The Louvre, Versailles, The Eiffel Tower in that order) or other francophone countries
 - economic importance to France of its tourist industry (3rd highest 'earner' from tourism in the world after Spain and the USA).
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Possible content**CARTE I : La musique francophone contemporaine****General:**

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of French-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

Question 1 *Que dit-on ici sur la chanson française ?*

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

- the situation is very positive
- reality television shows help discover new talent and the popularity of French songs is increasing
- win-win situation for French and/or francophone music.

Question 2 *Que pensez-vous des informations données ?*

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

- opinion that shows such as Star Academy are both popular and beneficial
- an explanation as to why they attract such record audiences
- opinion that they can create celebrities but that not everyone can be successful.

Question 3 *Selon ce que vous en savez, quel succès a-t-on eu, en France, ou ailleurs dans le monde francophone, dans la promotion de la musique francophone ?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any French-speaking country. Responses could include:

- francophone artists are promoted via YouTube and Spotify by France's Association of Professional Musicians
 - this has proven to be the most effective way to date to promote French and/or francophone music, more so than, for example, quotas
 - the content on these platforms is free and they attract hundreds of thousands of listeners.
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Possible content

CARTE J : La musique francophone contemporaine

General:

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of French-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

Question 1 *Que dit-on ici sur le rap français ?*

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

- unlike other musical genres it is not influenced by the English-speaking world
- French rap has a solidly French or francophone audience and so has been able to remain French
- it is a genre that has a wide appeal geographically and culturally.

Question 2 *Que pensez-vous des informations données ?*

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

- opinions about French rap could be either positive or negative
- an awareness of its appeal because of the content of songs
- other musical genres are forced either to use English or to imitate styles of music from English-speaking artists.

Question 3 *Selon ce que vous en savez, quel est le statut de la musique francophone contemporaine en dehors du monde francophone ?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any French-speaking country. Responses could include:

- French music has never enjoyed so much popularity outside France
- awareness of artists such as Christine and the Queens, Angele, Charlotte Gainsbourg
- 26 French artists in 2019 each had sales of more than 50 000 albums outside France.

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

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of French-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

Question 1 *Que dit-on ici sur le cinéma en France ?*

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

- there are now fewer younger cinema-goers in France
- the number of older cinema-goers is increasing all the time
- some go as often as several times per week.

Question 2 *Comment réagissez-vous aux informations données ?*

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

- an explanation of the trend, perhaps in terms of the costs of cinema tickets for younger people
- awareness that younger viewers are perhaps accessing their films by other means
- the trend with older citizens can be explained by the amount of free time they have.

Question 3 *Selon ce que vous en savez, que fait-on, en France, ou ailleurs dans le monde francophone, pour encourager les gens à aller au cinéma ?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any French-speaking country. Responses could include:

- reduced rates for some cinema tickets and subsidies for, in particular, independent cinemas
- recognition of the cultural and artistic value of cinemas and films
- some awareness, perhaps, of subsidies during the pandemic to allow cinemas to survive (almost half a million euros in Paris alone).

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

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of French-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

Question 1 *Que dit-on ici sur Alphonse Hervé ?*

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

- where he lives and the work he does
- his decision to use a spare room to create a home-cinema and how this is becoming more and more popular in France
- the advice he offers.

Question 2 *Que pensez-vous de cette initiative ?*

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

- advice is perhaps useful but...
- not everyone could afford even a very modest home-cinema
- opinion perhaps that home-cinema cannot match the real cinema experience.

Question 3 *Selon ce que vous en savez, comment est-ce que les façons de regarder des films changent, en France, ou ailleurs dans le monde francophone ?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any French-speaking country. Responses could include:

- more people across the whole of the French-speaking world are accessing films via eg Netflix and other streaming platforms
 - there is more individual viewing of films on mobiles, for example, or laptops in France and other francophone countries
 - the trend seems to be more towards the freedom to choose when and what to watch rather than having the cinema-going experience.
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