



A-level
FRENCH
7652/3T/3V

Paper 3 Speaking

Mark scheme

June 2023

Version: 1.0 Final



2 3 6 A 7 6 5 2 / 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 corresponds to the two parts of the NEA in speaking

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

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

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

Students asking questions

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

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

Assessment objective 2

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

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

Assessment Objective 4

For part 2 of the NEA, students must identify a subject or a key question which is of interest to them and which relates to a country or countries where the target language is spoken. AO4 assesses knowledge and understanding of, and critical and analytical response to, different aspects of the culture and society of countries/communities where the language is spoken.

If a student's presentation does not consistently relate to a country where the target language is spoken this will affect the marks that can be awarded under AO4. Examiners will assess the performance as if there was not an issue, arrive at a mark and then move to the next band down.

Further guidance on the choice of a suitable IRP title is available in our [Teaching Guide](#) and from our IRP advisers.

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

Notes

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

DISCUSSION OF SUB-THEME	
Assessment Objective 2: Understand and respond in speech to written language drawn from a variety of sources.	
Mark	Descriptors
5	Students' responses show that they have a very good understanding of the material on the card.
4	Students' responses show that they have a good understanding of the material on the card.
3	Students' responses show that they have some understanding of the material on the card.
2	Students' responses show that they have a limited understanding of the material on the card.
1	Students' responses show that they have a very limited understanding of the material on the card.
0	Nothing in the performance is worthy of a mark.

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

Notes

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

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

Notes

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

Serious errors are defined as those which adversely affect communication.

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

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

Minor errors include:

incorrect genders and consequential errors of agreement

Serious errors include:

incorrect verb forms especially irregular forms
 incorrect use of pronouns
 missing or incorrect agreements of adjectives or past participles

Complex language includes:

use of pronouns of all types
 tenses that support conceptual complexity (as in *si* sentences)
 connectives supporting a range of subordinate clauses including those requiring subjunctive constructions with verbs and verbs followed by infinitive with correct preposition
 use of present and past participles.

DISCUSSION OF SUB-THEME	
Assessment Objective 4: Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken.	
Mark	Descriptors
5	Very good critical and analytical response Very good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students consistently select relevant information to support their arguments. They consistently use appropriate evidence to justify their conclusions, demonstrating a very good evaluation of the sub-theme.
4	Good critical and analytical response Good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students often select relevant information to support their arguments. They often use appropriate evidence to justify their conclusions, demonstrating a good evaluation of the sub-theme.
3	Reasonable critical and analytical response Reasonable knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students sometimes select relevant information to support their arguments. They sometimes use appropriate evidence to justify their conclusions, demonstrating a reasonable evaluation of the sub-theme.
2	Limited critical and analytical response Some knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students occasionally select relevant information to support their arguments. They occasionally use appropriate evidence to justify their conclusions, demonstrating a limited evaluation of the sub-theme.
1	Very limited critical and analytical response A little knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students rarely select relevant information to support their arguments. They rarely use appropriate evidence to justify their conclusions, demonstrating a very limited evaluation of the sub-theme.
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

- ***Que dit-on ici sur la famille en France ?***

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

Inviting an explanation of the different social trends at play here regarding families in France – the increase in single-parent families; the decrease in the number of large families; the percentage (more than a third) being one parent – one child units.

- ***Que pensez-vous des informations données ici ?***

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

Most of the information here will be in line with what the student has learned from studying the changing nature of the family though there may be some understanding that elsewhere in the French-speaking world the trends are not the same.

- ***Selon ce que vous en savez, quelle est l'importance de la famille, 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:

An understanding of the importance of the family will probably include reference to the role of parents and grandparents, the reliance of the former on the latter for childcare; the fact that France attaches a lot of importance to family events and celebrations, though some awareness too that, because of employment opportunities, children and parents are no longer necessarily living close to each other geographically. There might also be some selective knowledge of the situation and importance of the family elsewhere in the French-speaking world.

Possible content**CARTE B : 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

- ***Que dit-on ici sur le e-commerce en France ?***

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

Some understanding of the trend shown by the statistics should be requested so that the information moves beyond merely the printed text; students may have some knowledge of the kind of goods and services that consumers in France rely on e-commerce for.

- ***Quelle est votre réaction aux informations sur cette carte ?***

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

An awareness that this is pretty much a global trend and therefore not surprising that it is the case in France; some awareness of the impact this is having on the more traditional retail outlets and the competition the internet represents with on-line shopping.

- ***Selon ce que vous en savez, quelle est l'importance du e-commerce, 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:

An awareness that technology and its effects in the French-speaking world are increasing and that on-line shopping is a global phenomenon; the discussion could lead to other aspects of the cyber-society and other trends and tendencies regarding the use of the internet.

Possible content**CARTE C : 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:

- ***Que dit-on ici sur les Restos du Cœur Bébé ?***

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

Students will be familiar with *les Restos du Cœur* at a national level but this card invites them to comment on the information specific to a local initiative and one aimed at helping parents with young babies. Understanding of what the duties and responsibilities of the volunteers will be that the appeal is targeting could be included in the discussion.

- ***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:

Perhaps a personal reaction or response to the appeal whereby the student expresses an interest in the work or not as the case may be; some understanding of the need for the voluntary sector to help the most vulnerable and of the fact that this sort of initiative relies on people donating used clothing – another type of voluntary involvement with a charity.

- ***Selon ce que vous en savez, quelle est l'importance 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:

Studies might well have included specific organisations or agencies in France and so a clear understanding and knowledge of their mission and how they are responding to the needs of others. This will prompt a discussion of how successful or otherwise these organisations are in dealing with the issues and problems.

Possible content**CARTE D : 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

- ***Que dit-on ici sur le patrimoine naturel ?***

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

An understanding of the very specific nature of this sort of heritage appreciation initiative with perhaps an evaluation of the importance of days devoted to different aspects of the country's heritage.

- ***Quelle est votre réaction aux informations sur cette carte ?***

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

This will probably be the first encounter the student has with this specific initiative and so this might inform the reaction and response; equally in their studies students may have gained knowledge of similar initiatives to encourage an appreciation of cultural heritage and they will want to talk about these.

- ***Selon ce que vous en savez, comment est-ce que le patrimoine, en France, ou ailleurs dans le monde francophone, est menacé ?***

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:

Probably high on the list of points to bring into the discussion here will be the effects of tourism and excessive numbers of visitors to particular sites and monuments and the impact this has. Equally there may be mention of the age of sites and monuments and the threat that comes from under-resourcing of maintenance and upkeep of such sites. Those with some awareness of environmental threats may well bring this into the discussion at this stage.

Possible content**CARTE E : 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

- ***Que dit-on ici sur le but de l'Incubateur de Musique Francophone ?***

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

Knowledge of how organisations such as l'IMF help singers and musicians; the success of francophone groups and singers; awareness of initiatives in France or French Canada aimed at promoting and/or protecting francophone music.

- ***Quelle est votre réaction 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:

Opinions about the importance of songs to the cultural heritage of francophone countries; opinions about the support offered to francophone song writers and singers; an appreciation that particularly in French Canada the presence of English music is dominant.

- ***Selon ce que vous en savez, quelle est la contribution des créateurs de chansons à 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:

Examples of francophone singers who revive old traditions eg Vanessa Paradis, who revived the traditional chanson française; examples of successful francophone singers who are contributing to the development of francophone culture; the relative popularity of francophone singers in their own country compared with the popularity of foreign artists.

Possible content**CARTE F : 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

- ***Que dit-on ici sur les dessins animés français ?***

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

Examples of successful francophone cartoons; some awareness of the influence of the company Pixar and its reputation; the popularity of the *Despicable Me* series of cartoon films.

- ***Quelle est votre réaction aux informations sur cette carte ?***

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

Opinions about the reasons for which the French cartoon industry is successful; perhaps some surprise that France has such a strong reputation in what is assumed to be a USA dominated industry; other areas of success linked to the French film industry.

- ***Selon ce que vous en savez, que fait-on, en France, ou ailleurs dans le monde francophone, afin de promouvoir le cinéma 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:

Financial support for the film industry in francophone countries; events such as film festivals which support the film industry in francophone countries; initiatives to promote francophone films in other countries.

Possible content**CARTE G : Les aspects positifs d'une société diverse****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

- ***Que dit-on ici sur les réfugiés ?***

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

Employment allows refugees to establish themselves in French society; with access to work refugees can find somewhere to live and can support themselves.

- ***Quelle est votre réaction 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:

There is a long tradition of France offering asylum to refugees; in addition to its statutory obligations, France offers a home to many refugees; France today is a truly multicultural society as a result of immigration, by refugees or others, and French society is diverse as a result.

- ***Selon ce que vous en savez, jusqu'à quel point est-ce que les réfugiés réussissent à s'intégrer dans la société, 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:

There are many stories of successful integration into francophone society by refugees and other immigrants, similar to that of Hafiz; organisations such as *France, Terre d'Asile* exist to help refugees and have many successful projects; there is still, however, tension in some communities as a result of immigration.

Possible content**CARTE H : Quelle vie pour les marginalisés ?****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

- ***Que dit-on ici sur les personnes handicapées en France ?***

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

Handicap can be a reason for social exclusion in France; legislation concerning the rights of handicapped people exists, but exclusion continues despite this.

- ***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:

In a developed society, there should be no group of people who are excluded because of difficulty accessing eg buildings, transport, employment; it is really important that the changes needed are made so that all groups of people can play an equal role in society.

- ***Selon ce que vous en savez, que fait-on, en France, ou ailleurs dans le monde francophone, pour que les marginalisés puissent participer pleinement à la vie de la société ?***

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:

Examples of what charities in France or francophone countries are doing to ensure access for marginalised groups; examples of state aid, financial or otherwise, for those who need it eg *l'Allocation aux Adultes Handicapés (AAH)*; the level of success or otherwise of projects to ensure the integration of marginalised groups into society.

Possible content**CARTE I : Comment on traite les criminels****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

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

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

An understanding of tagging as an alternative to prison with perhaps some explanation of the benefits this has. The student should also refer to the 97% of prisoners being male and might develop this with some further knowledge. The statistics may not prompt the following point but the student from studying the topic will probably be aware of the overcrowding issue in French prisons.

- ***Quelle est votre réaction 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:

Surprise perhaps that more use is not being made of alternatives to prison and possibly mention of the TIG initiative and the benefits this can have. An awareness of the potentially negative influence of serving a prison sentence and mixing with criminals for young or first time offenders.

- ***Selon ce que vous en savez, quelle importance est-ce qu'on attache aux sanctions autres que la prison, 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:

The student should have some understanding of the availability and use in France of other sanctions and possibly in other French-speaking countries; the discussion could focus on the effectiveness of these alternatives and also on the financial costs of keeping prisons open and populated; equally the argument could include the need to protect the public.

Possible content**CARTE J : Les ados, le droit de vote et l'engagement politique****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

- ***Que dit-on ici sur le droit de vote à 16 ans ?***

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

This is clearly in favour of engaging young people politically and there is reference to specific measures that need to be taken. The student will show an awareness of the attitude of young people towards politics reported here. Less obvious – but a point that should be drawn out in the discussion – is the reference to the increase in popularity of extreme parties.

- ***Quelle est votre réaction 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:

This could be for or against the message on the card; agreement that students should be more politically aware and engaged but that they need to be better educated about politics. Perhaps a view that politics is seen by many young people to be boring. The reaction could refer to recent political debates and decisions from which students feel completely disengaged.

- ***Selon ce que vous en savez, dans quelle mesure est-ce que les jeunes sont engagés politiquement, 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:

This could prompt students to show knowledge of political engagement outside of France in the French-speaking world with reference, possibly, to the Arab Spring and/or reference to the presidential election of 2017 and the rise in popularity of *En Marche*. Similarly young people's engagement with the *Gilets Jaunes* movement could be a talking point.

Possible content**CARTE K : Manifestations, grèves – à qui le pouvoir ?****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:

- ***Que dit-on ici sur le droit de grève en France ?***

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

The right to strike has a long history in France; the right to strike is important to French people, who take it very seriously; the card suggests the public generally supports strikers.

- ***Quelle est votre réaction aux opinions données sur cette carte ?***

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

The right to strike is part of the French constitution; the French have a reputation for going on strike more frequently than people in other countries, but this is not necessarily true. The productivity of French workers is higher than that of those in many other European countries, including Germany and the UK.

- ***Selon ce que vous en savez, qu'est-ce qui explique la fréquence des grèves, 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:

Often strikes in France have proved to be effective eg strikes in 2016 which protested about proposed reforms to the 35-hour working week; while in other countries strikes tend to begin after negotiations have failed, in France strikes often precede negotiations or go on at the same time as them; the French public is often sympathetic towards strikers and their actions; possibly some knowledge of strikes or demonstrations elsewhere in the French-speaking world.

Possible content**CARTE L : La politique et l'immigration****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:

- ***Que dit-on ici sur l'immigration en France ?***

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

Immigration has a long history in France; France has needed immigrants in its workforce for over one hundred years.

- ***Comment réagissez-vous à l'opinion donnée ?***

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

France today is a truly multicultural society as a result of immigration; immigration has brought many benefits to French society eg it has enriched the country's culture and has encouraged tolerance of other people in society.

- ***Selon ce que vous en savez, comment est-ce que le gouvernement encourage l'immigration, 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:

Immigration poses a difficult problem for the government of France; on the one hand, some immigration is beneficial to the country, on the other, illegal immigration can cause social and economic difficulties; in Canada, there is a campaign to encourage francophone immigration and, in 2018, there was a National Francophone Immigration Week; steps taken by the Belgian government to toughen up the immigration laws have provoked protests in recent years.

PRESENTATION OF INDIVIDUAL RESEARCH PROJECT	
Assessment Objective 4: Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken.	
Mark	Descriptors
5	Thorough knowledge and understanding of the area of study are evident in the presentation.
4	Good knowledge and understanding of the area of study are evident in the presentation.
3	Reasonable knowledge and understanding of the area of study are evident in the presentation.
2	Limited knowledge and understanding of the area of study are evident in the presentation.
1	Very limited knowledge and understanding of the area of study are evident in the presentation.
0	Nothing in the presentation is worthy of a mark.

Notes

The IRP presentation must relate to a country or countries where the target language is spoken. AO4 assesses knowledge and understanding of, and critical and analytical response to, different aspects of the culture and society of countries/communities where the language is spoken.

If a student's presentation does not consistently relate to a country where the target language is spoken, assess the performance as if there was not an issue, arrive at a mark and then move to the next band down.

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

Notes

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

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

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

Notes

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

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

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

Minor errors include:

incorrect genders and consequential errors of agreement

Serious errors include:

incorrect verb forms especially irregular forms
 incorrect use of pronouns
 missing or incorrect agreements of adjectives or past participles

Complex language includes:

use of pronouns of all types
 tenses that support conceptual complexity (as in *si* sentences)
 connectives supporting a range of subordinate clauses including those requiring subjunctive constructions with verbs and verbs followed by infinitive with correct preposition
 use of present and past participles.

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

Notes

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

AO4 assesses knowledge and understanding of, and critical and analytical response to, different aspects of the culture and society of countries/communities where the language is spoken.

If a student's discussion does not consistently relate to a country where the target language is spoken, assess the performance as if the content was appropriate and then move down to the equivalent mark in the next band.

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

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

The presentation:

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

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

The examiner may use points made in the presentation as well as information given on the Individual Research Project Form to initiate the discussion and will proceed from there on the basis of points made in response to questions; questions informed by his or her knowledge of the topic area or indeed lack of knowledge of the topic area. The emphasis throughout the discussion will be on eliciting views, opinions, ideas, and reactions from the student which the latter will be invited to explain, develop further, justify, illustrate, and defend, and where knowledge of the topic area will be paramount in supporting the responses given. The discussion will focus on key concepts such as importance, impact, value, contribution, significance, as well as on the student's appreciation of the topic area – its appeal and interest, and the insights the study has brought to the student. This will naturally generate opportunities for the student to analyse and evaluate critically those aspects of the topic area that have been researched and will invite conclusions to be drawn.

Generic content for the individual research project discussion at 5 levels of performance

- (1) **Excellent level of performance:** In the discussion the student will respond readily to all opportunities to explain, develop further, justify and defend opinions and views expressed about the topic under discussion. Response to questions inviting the student to evaluate critically aspects of what has been researched will be supported by relevant factual knowledge. Knowledge of the topic under discussion will be used consistently and effectively to support views and opinions. Challenges from the examiner that perhaps call into question the validity of the student's findings or the conclusions they are offering will consistently be responded to with a confident and effective marshalling of knowledge.
- (2) **Good level of performance:** In the discussion the student will respond well to most opportunities to explain, develop further, justify and defend opinions and views expressed about the topic under discussion. Response to questions inviting the student to evaluate critically aspects of what has been researched will be supported by some relevant factual knowledge but at times the student may provide information that is not directly relevant to the discussion. Challenges from the examiner that perhaps call into question the validity of the student's findings or the conclusions they are offering will not always be responded to with a confident and effective marshalling of knowledge.
- (3) **Reasonable level of performance:** In the discussion the student will respond well to some opportunities to explain, develop further, justify and defend opinions and views expressed about the topic under discussion. Response to questions inviting the student to evaluate critically aspects of what has been researched will not generally be supported by some relevant factual knowledge and the student may provide much information that is not directly relevant to the discussion. Challenges from the examiner that perhaps call into question the validity of the student's findings or the conclusions they are offering will not usually be responded to with a confident and effective marshalling of knowledge.
- (4) **Limited level of performance:** In the discussion the student may attempt some response to opportunities to explain, develop further, justify and defend opinions and views expressed about the topic under discussion but these will not always be successful. The nature of these responses will mean that the discussion largely avoids questions inviting the student to evaluate critically aspects of what has been researched in favour of a more factual line of questioning. There will be few if any challenges from the examiner that perhaps call into question the validity of the student's findings or the conclusions they are offering.
- (5) **Very limited level of performance:** In the discussion the examiner will be hard pushed to find opportunities to which the student can respond effectively to explain, develop further, justify and defend opinions and views expressed about the topic under discussion. Questions will be designed to elicit very simple responses both in terms of language and content and there will be little awareness of linking factual information about the topic under discussion to a broader context.