Indicative Content
Mark Scheme (Results)

Summer 2019

Pearson Edexcel GCE AS Level
In French (8FR0) Paper 3

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Paper 3 mark scheme

For this paper, there are a number of levels-based mark schemes to be applied to each task.

General guidance on using levels-based mark schemes Step 1

Decide on a band

- You should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level you should look at the overall quality of the answer and not focus disproportionately on 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 bands 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, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band
9–12 content.

Step 2 Decide on a mark
- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Guidance on timing of the speaking assessment

It is your responsibility to cover all parts of each task and ask appropriate questions to ensure that the candidate is able to access the maximum amount of marks available. The speaking assessment should last between 12 to 15 minutes in total and you must ensure that timings are followed. The timing of the assessment begins with the candidate's first utterance in relation to Task 1. Once the maximum stipulated assessment time has passed, you must bring the assessment to a natural end, allowing the candidate to complete their last sentence.

You must **stop** marking at the end of the sentence once the maximum assessment time has passed, even if the recorded conversation has gone beyond the maximum time.

Task 1: (responding to written language and discussion based on the Theme *Les changements dans la société française*)

Four mark grids are applied to task 1:

☐ responding to written language in speech (AO2) knowledge and
☐ understanding of society and culture (AO4) accuracy and range
☐ of language (AO3)
☐ interaction (AO1).

Responding to written language in speech (AO2)

This grid is used to assess the student's response to the first three questions **only**, it is not applied to the discussion that follows the questions. The first three questions assess the student's ability to understand and respond in speech to written language drawn from a variety of sources and to summarise information from written sources in speech. The written sources are the two texts on the stimulus card given to students at the start of the exam.

When deciding how to reward an answer, examiners will consult both this mark grid as well as the AS speaking task 1: indicative content grid for questions 1-3. This can be found in the document Pearson Edexcel Level 3 Advanced Subsidiary GCE in French Sample Assessment Materials (SAMs). There is an indicative content grid is associated with each question. Indicative content contains points that students are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points, as long as students provide alternative responses that fulfil the requirements of the question.

Marks	Description
0	No rewardable language.
1–3	• Limited ability to summarise; over-reliance on indiscriminate repetition of source material. • Limited relevant response to questions on the texts, little evidence of understanding of texts.
4–6	• Summary makes reference to some main points/ideas but relies frequently on indiscriminate repetition of source material. • Partially relevant responses to questions on the texts, some misunderstanding of text or texts evident.

7–9	• Mostly clear summary of text, giving a generally clear outline of main points/ideas; occasional indiscriminate repetition of source material. • Mostly relevant responses to questions on the texts, showing a generally clear understanding of the texts.
10–12	• Clear summary of text, giving a clear outline of main points/ideas; avoids indiscriminate repetition of source material. • Relevant responses to questions on the texts, showing a clear understanding of the texts.

The knowledge and understanding of society and culture (AO4)

This mark grid assesses students' ability to communicate information about, and demonstrate appreciation of, different aspects of culture and society related to the countries/communities where the language is spoken. Students are also assessed on their ability to respond critically to different aspects of the culture and society by presenting and justifying points of view, developing arguments and drawing conclusions based on understanding.

When deciding how to reward an answer, examiners will consult this mark grid as well as the **AS speaking task 1: indicative content** grid for **question 4.** This can be found in the document *Pearson Edexcel Level 3 Advanced Subsidiary GCE in French Sample Assessment Materials (SAMs)*. There is an indicative content grid associated with each question. Indicative content contains points that students are likely to use to construct their answer, though they may provide alternative responses that fulfil the requirements of the question.

Marks	Description
0	No rewardable material.
1–3	• Occasionally relevant, straightforward ideas supported by information/examples/references which are sometimes stereotypical; often loses focus on the cultural and social context. • Viewpoints expressed with limited justification, arguments and conclusions limited and may be contradictory, response relies on general description.
4–6	• Relevant, straightforward ideas supported by information/examples/references, loses focus on the cultural and social context in places, occasional irrelevance. • Viewpoints expressed with straightforward justification, occasional argument briefly developed, leading to straightforward conclusion.

7–9	• Relevant ideas predominantly focused on the cultural and social context and supported by information/examples/references. • Viewpoints and arguments on some aspects are developed and justified, leading to some convincing conclusions.
10–12	• Relevant ideas, some of which are perceptive, consistently focused on the cultural and social context and supported by information/examples/references. • Viewpoints and arguments consistently well developed and justified, leading to convincing conclusions.

Perceptive: demonstrates an in-depth understanding by making connections between ideas and information; goes beyond the standard, predictable response; shows insight/originality.

Ideas include thoughts, feelings, impressions, opinions.

Straightforward *ideas* are considered to be thoughts and opinions that give the standard, predictable response.

Accuracy and range of language (AO3)

This mark grid assesses students' ability to use a range of grammatical structures and vocabulary in order to produce articulate communication with a range of expression. It also assesses students' ability to apply grammar and syntax accurately, and accuracy of pronunciation.

Marks	Description
0	No rewardable language.
1–3	• Occasional variation of straightforward grammatical structures and vocabulary, with some repetition of expression, communication is sometimes constrained. • Accurate sequences of straightforward language, less accurate when using complex language; errors occur that often hinder clarity of communication and sometimes prevent meaning being conveyed. • Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.

4–6	• Some variation of grammatical structures and vocabulary, resulting in some variation of expression; mostly straightforward language with intermittent, repetitive examples of complex and idiomatic language; communication is occasionally constrained.
	• Frequent sequences of accurate language, though errors sometimes occur that hinder clarity of communication and may occasionally prevent meaning being conveyed.
	• Pronunciation and intonation are intelligible, though sometimes inaccurate.
7–9	• Frequent variation of grammatical structures and vocabulary, with examples of complex structures and idiomatic language, frequent variation of expression; sequences of articulate communication.
	• Language is mostly accurate, resulting in mostly coherent speech; infrequent errors occur that may hinder communication.
	• Pronunciation and intonation are intelligible and mostly accurate.
10–12	• Consistent variation of grammatical structures and vocabulary, including complex structures and idiomatic language, expressing ideas in a variety of ways; articulate communication.
	• Language consistently accurate, resulting in coherent speech; any errors do not hinder clarity.
	• Pronunciation and intonation are accurate, intelligible and authentic sounding.

Complex language is considered to include the following:

☐ conceptually challenging tenses such as the pluperfect, future perfect
☐ passive voice
☐ subjunctive mood
☐ use of relative pronouns
☐ using extended sentences to express abstract ideas/convey justified arguments that require a range of lexis and structures, for example conjunctions and pronouns
☐ using synonyms and a variety of expressions to say things in different ways.

Variation in use of grammatical structures and vocabulary: the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. Examiners should judge in which mark band to place students and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become, (see definition of *articulate* below).

Examples of a variety of grammatical structures and vocabulary are: a selection of different verbs, tenses, adjectives, vocabulary and complex language (see above for definition of complex language) for a variety of purposes such as to present and justify points of view, develop arguments, draw conclusions based on understanding and evaluating issues.

Articulate: articulate communication is fluent, effective and coherent as students control/manipulate the language to express with some ease what they want to say for a number of different purposes. If students are restricted by their language skills they may not be able to express themselves for all purposes, for example to develop arguments.

Errors: students are not expected to produce perfect, error-free speech in order to access the top band. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity**:

☐ errors that do not affect meaning, for example gender, adjectival agreements
☐ infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:

☐ errors that make speech difficult to understand immediately (even if the meaning is eventually understood) or errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
☐ frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:

☐ errors that mean the listener cannot understand the message
☐ errors that convey the wrong message
☐ errors that make it unclear who is doing the action, i.e. using the incorrect person or the verb
☐ mother-tongue interference.

NB: these are provided as examples only and do not constitute a finite list.

Interaction (AO1)

This mark grid assesses students' ability to interact with the examiner by giving relevant responses based on what they have heard, by initiating communication and eliciting points of view.

Marks	Description
0	No rewardable material.
1–2	• Responds to questions and statements with inconsistent spontaneity, needs regular prompting; may rely on rehearsed language not relevant to the question; sustains some of the conversation using communication strategies if necessary but often relies on the examiner's lead. • Occasionally initiates communication by developing the conversation, often relies on the examiner's lead; may elicit points of view/check for understanding, though this may appear contrived.
3–4	• Interacts spontaneously by responding readily to most questions and statements, with occasional prompting; sustains most of the conversation using communication strategies if necessary, some hesitation. • Frequently initiates communication by developing the conversation, occasional intervention by examiner needed; elicits points of view/checks for understanding although occasionally at an
5–6	• Interacts spontaneously by responding readily to questions and statements, able to sustain conversation, using communication strategies if necessary; minimal hesitation. • Consistently initiates communication, developing the conversation without reliance on examiner intervention; elicits points of view/checks for understanding appropriately at different points in the conversation.

Additional guidance

Interacts spontaneously: responds to questions and statements that arise as a natural part of the conversation; gives a relevant, impromptu response based on what they have heard.

Communication strategies: strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

Elicit points of view/check for understanding: as part of the language of genuine discourse, students are required to engage the examiner in the conversation by asking for their points of view and

checking that their own point of view has been understood. They are expected to do this throughout the oral assessment at appropriate points during the conversation.

This constitutes questions such as:

- *'Seriez-vous d'accord avec moi?'*
- *'N'est-il pas correct de penser que...?'*
- *'Peut-on dire que...?'*
- *'Que pensez-vous de...?'*
- *'Est-ce que vous me comprenez?'*

The timing of the assessment mean that the teacher/examiner should contribute only brief opinions in response to these types of questions, in order to give students the maximum length of assessment time.

Task 2 *(discussion on Theme La culture politique et artistique dans les pays francophones)*

Three mark grids are applied to this task:

- ☐ knowledge and understanding of society and culture (AO4)
- ☐ accuracy and range of language (AO3)
- ☐ interaction (AO1).

Knowledge and understanding of society and culture (AO4)

This mark grid assesses students' ability to communicate information about and demonstrate appreciation of different aspects of culture and society related to the countries/communities where the language is spoken. Students are also assessed on their ability to respond critically to different aspects of the culture and society by presenting and justifying points of view, developing arguments and drawing conclusions based on understanding.

When deciding how to reward an answer, examiners should consult both this mark grid as well as the **AS speaking task 2: indicative content** which is associated with each question, This can be found in the document *Pearson Edexcel Level 3 Advanced Subsidiary GCE in French Sample Assessment Materials (SAMs)*. Indicative content contains points that students are likely to use to construct their answer, though they may provide alternative responses that fulfil the requirements of the question.

Marks	Description
0	No rewardable material.
1–3	• Occasionally relevant, straightforward ideas supported by information/examples/references that are sometimes stereotypical; often loses focus on the cultural and social context.
	• Viewpoints expressed with limited justification, arguments and conclusions limited and may be contradictory, response relies on general description.
4–6	• Relevant, straightforward ideas supported by information/examples/references, loses focus on the cultural and social context in places, occasional irrelevance.
	• Viewpoints expressed with straightforward justification, occasional argument briefly developed, leading to straightforward conclusion.
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Marks	Description
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1–3	• Occasional variation of straightforward grammatical structures and vocabulary with some repetition of expression; communication is sometimes constrained. • Accurate sequences of straightforward language, less accurate when using complex language; errors occur that often hinder clarity of communication and sometimes prevent meaning being conveyed. • Pronunciation and intonation are inconsistent, leading to
4–6	• Some variation of grammatical structures and vocabulary, resulting in some variation of expression; mostly straightforward language with intermittent, repetitive examples of complex and idiomatic language; communication is occasionally constrained. • Frequent sequences of accurate language though errors sometimes occur that hinder clarity of communication and may occasionally prevent meaning being conveyed. • Pronunciation and intonation are intelligible, though sometimes inaccurate.
7–9	• Frequent variation of grammatical structures and vocabulary, with examples of complex structures and idiomatic language, frequent variation of expression; sequences of articulate communication. • Language is mostly accurate, resulting in mostly coherent speech; infrequent errors occur that may hinder communication. • Pronunciation and intonation are intelligible and mostly accurate
10–12	• Consistent variation of grammatical structures and vocabulary, including complex structures and idiomatic language, expressing ideas in a variety of ways; articulate communication. • Language consistently accurate, resulting in coherent speech; any errors do not hinder clarity. • Pronunciation and intonation are accurate, intelligible and authentic- sounding.

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☐ conceptually challenging tenses such as the pluperfect, future perfect
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- ☐ use of relative pronouns
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- ☐ using synonyms and a variety of expressions to say things in different ways.

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Errors: students are not expected to produce perfect, error-free speech in order to access the top band. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity**:

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Interaction (AO1)

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of view.

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3–4	• Interacts spontaneously by responding readily to most questions and statements, with occasional prompting; sustains most of the conversation using communication strategies if necessary, some hesitation. • Frequently initiates communication by developing the conversation, occasional intervention by examiner needed; elicits points of view/checks for understanding although
5–6	• Interacts spontaneously by responding readily to questions and statements able to sustain conversation, using communication strategies if necessary; minimal hesitation. • Consistently initiates communication, developing the conversation without reliance on examiner intervention; elicits points of view/checks for understanding appropriately at

Additional guidance

Interacts spontaneously: responds to questions and statements that arise as a natural part of the conversation; gives a relevant, impromptu response based on what they have heard.

Communication strategies: strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

Elicit points of view/check for understanding: as part of the language of genuine discourse, students are required to engage the examiner in the conversation by asking for their points of view and checking that their own point of view has been understood. They are expected to do this throughout the oral assessment at appropriate points during the conversation. This constitutes questions such as:

- *'Seriez-vous d'accord avec moi?'*
- *'N'est-il pas correct de penser que…?'*
- *'Peut-on dire que…?'*
- *'Que pensez-vous de…?'*
- *'Est-ce que vous me comprenez?'.*

The timing of the assessment mean that the teacher/examiner should contribute only brief opinions in response to these types of questions, in order to give students the maximum length of assessment time.

Speaking Task 1 − Indicative content

Indicative content is not exhaustive. Students should be rewarded for any valid response and may draw on a range of relevant ideas or opinions.

Task 1 stimulus FR1

Question number	Indicative content
1	- Divorces and break-ups affect an average of 170,000 children per year. - In 80% of cases, there is a consensus on child custody. - Shared custody is the outcome for only 17% of children in cases of separation, while custody is generally granted to the mother.
2	- When a divorce is amicable.
3	**Accept any plausible personal response/opinion with justification, for example:** Agree: - Shared custody is very disruptive, and prevents children from establishing extracurricular routines, for example regular sports or music classes at the weekend. - A child is not an object to be divided and shared equally between parents. In reality, there will always be one parent who takes on a more dominant role in the child's upbringing after a divorce. Disagree: - Shared custody allows a more effective division of parenting roles, and challenges the traditional approach of the father operating merely as a "papa loisirs". - The principle of establishing a base for a child at each parent's residence, in line with the 2002 law, ensures equality of access for each parent.
4	**Accept any plausible personal response/opinion with justification, for example:**

| | - 33% of French partnerships end in divorce due to infidelity, which is particularly common in the first few years of marriage.

 - In a survey carried out by a French lifestyle magazine in 2017, 11% of people said that difficulties in their relationship with the in-laws caused insurmountable problems for their marriage.

 - Domestic abuse, which is often a reason for the breakdown in relationships, affects around 1 in 10 French women. A law introduced in France in 2010 now criminalises psychological bullying in the home. |

Task 1 stimulus FR2

Question number	Indicative content
1	- According to a survey by the National Institute of Demographic Studies marriage trends among French couples are changing. - In the case of those born in the post-war generations it was common to marry by the age of 25. - These figures dropped significantly for those born between 1978 and 1982.
2	- Fewer couples are opting for religious ceremonies (6 out of 10 marriages today compared to 9 out of 10 in the 1970s).
3	**Accept any plausible personal response/opinion with justification, for example:** Agree: - French law is favourable to those who opt for marriage, for example a minimum of 2 days' holiday must be granted when an employee gets married. - A recent environmental report highlighted the negative impacts of the trend for living alone, with individual consumption of resources such as electricity and gas much less efficient than that of a family. Disagree: - In France, a third of people are single, and various studies show that they tend to have a higher level of education and higher income than their married counterparts. - Many single people point to the greater independence and simplicity of living alone.
4	**Accept any plausible personal response/opinion with justification, for example:**

	- Since the 1970s in France there has been a shift in the nature, and quantity, of single parent families. Previously, single parent families were rare and, if they existed tended to be due to the death of a spouse. Nowadays in 3 out of 4 cases, single parent families exist due to a breakdown in relationships. - Nowadays there is much more financial state support for single parent families, which makes this option possibly more feasible for those who would have previously remained in an unhappy relationship.

Task 1 stimulus FR3

Question number	Indicative content
1	- The Minister of Education plans to ban mobile phones in all schools and colleges. - He is also in favour of reinstating a uniform for schools that want it. - He opposes the wearing of religious symbols by parents accompanying school trips.
2	- He knows of schools that have successfully banned mobile phones and outcomes have been positive for students.
3	**Accept any plausible personal response/opinion with justification, for example:** Agree: - Smartphones are increasingly popular in France. (The annual report of "l'Arcep et du Conseil général de l'Economie" showed that 58 % of the population now have one). Schools and parents should therefore encourage pedagogical use of such technology, which would help young people make good use of their time online. - In a time of dwindling budgets for school resources, it makes sense to take advantage of the technology that almost every teenager has in his/her pocket. Disagree: - According to an article in Le Figaro, young French people spend around 2 hours per day on their smartphone, the equivalent of a whole day per week. It is clear that many young people are addicted to their devices and schools should intervene to tackle the issue.

	- According to studies, 4 out of 5 French teenagers sleep next to their smartphone, which can cause sleep problems. Until teenagers can learn to use this technology sensibly, society should encourage limits on the amount of exposure young people have to their devices.
4	**Accept any plausible personal response/opinion with justification, for example:** Agree: - In recent years there has been a focus on teaching IT and digital skills, from primary through to secondary level. This pragmatic shift from the more traditional teaching methods ensures that students emerge with useful digital skills for the workplace. - The French baccalaureate offers a wide-ranging education, and gives pupils more choice when they come to deciding on their post-school options, whether university or a vocational route. Disagree: - A study carried out by France's national council responsible for assessing the school system (CNESCO) showed that more than 10% of school pupils are leaving school without passing any exams. - A Pisa study carried out in 2016 highlighted the problem of inequality in France's education system between its privileged and disadvantaged pupils.

Task 1 stimulus FR4

Question number	Indicative content
1	- An international survey has highlighted a decline in the reading and comprehension skills of French children. - The survey, conducted every five years, compares attainment in about fifty countries. - The survey focuses on students who have completed four years of compulsory schooling.
2	- Students in these countries have shown a decline in their scores over the past fifteen years, according to the survey.
3	**Accept any plausible personal response/opinion with justification, for example:** Agree: - School support groups in France cite an increase in demand for their services. The number of primary school aged children requiring help for stress conditions has doubled in 10 years. - Child psychologists point to the role of the parents in adding to the stress of the very young as they leave the family nest to start school. Children can feel guilty for participating in school activities, for fear of "betraying" their mothers, who are sad to be parted from them. Disagree: - French parents are, apparently, more stressed than their children. According to a study by "l'Association des parents d'élèves de l'enseignement libre" 31% of parents felt their child was stressed at school, but 52% admitted that they themselves were anxious about their child's academic performance. - Interactions with peers in a school environment encourage young people to develop a strong sense of self and community.

	Particularly in the French system, the focus on being able to debate and present to one's peers helps students to develop important life skills.
4	**Accept any plausible personal response/opinion with justification, for example:** Agree: - Preparation for the French baccalaureate is rigorous and leaves little time in the school timetable for extra-curricular activities. This overwhelming focus on academic achievement can lead to stress and can cause students to burn out, possibly facing the prospect of "redoublement". - A greater focus on extracurricular activities would revitalise the largely traditional methods employed in the "lycée" system and would expose students to a broader range of interests than is the case in the current system. Disagree: - Many students in the French system already benefit from one afternoon a week to devote to sporting activities. - The academic quality and rigour of the French "lycée" system would be compromised if the school timetable had to be adapted to cater for an extra-curricular programme. Students are free to engage in activities at the weekend or in the evenings, but school time should be protected for academic matters.

Task 1 stimulus FR5

Question number	Indicative content
1	- The gender inequality gap is narrowing in France, according to a study by the World Economic Forum. - France came 11th in the global study. - The 2017 result is an improvement on the previous year.
2	- The increasingly important role played by French women in politics, notably in Parliament and the ministries.
3	**Accept any plausible personal response/opinion with justification, for example:** Agree: - Despite the positive steps forward, there remains a significant pay gap between French men and women who do the same job. - Laws exist to ensure equal pay, but they are not enforced by many businesses. French Equality Minister, Marlène Schiappa, is considering imposing financial penalties in the case of the worst offending businesses. Disagree: - There are many positive examples of French women in senior roles who earn just as much as their male counterparts, e.g. Isabelle Kocher, CEO of a leading French energy company. - It is difficult to make a fair comparison of male-female pay as many women take time out of work to bring up children and therefore their skills and experience are often different to that of their male counterparts.
4	**Accept any plausible personal response/opinion with justification, for example:** Agree:

	- Many people, notably employers, support Emmanuel Macron's changes to the labour laws governing France.
	- Significant sections of French public opinion believe that the changes are needed to modernise the world of work and cut unemployment rates in France, which have been high for decades.
	Disagree:
	- Many French public sector workers have rallied against the proposed changes to the « Code du Travail » and see the reform as a threat to their rights.
	- Jean-Luc Mélenchon, leader of "La France Insoumise", has called the reform a "social coup d'état" and his supporters are concerned that France's socialist tradition is under attack.

Task 1 stimulus FR6

Question number	Indicative content
1	- There are many factors, such as noise, lack of privacy and the spreading of illness, that make working an office unpleasant. - A recent study has found a link between poor office air quality and lower worker performance.
2	- The fewest complaints are made about the movement of employees within the workspace.
3	**Accept any plausible personal response/opinion with justification, for example:** Agree: - Increasingly, French companies are showing more flexibility by offering employees the chance to work from home, recognising the benefits this has for their mental health and productivity. - Working at home allows individuals to concentrate on projects without the constant distraction of colleagues. Disagree: - Recent studies by the "Observatoire des conditions de travail et de l'ergostressie" show that working from home can have long-lasting damage on one's career, as the development of professional relationships, and therefore promotion opportunities, are affected.
4	**Accept any plausible personal response/opinion with justification, for example:** Agree: - There are plenty of examples of good practice in French businesses. For example, ten French companies, including L'Oréal and BNP Paribas, are in the top 50 of an international ranking of the most gender-friendly companies in the world.

| | - Upon coming to power in 2017, Emmanuel Macron stated that the question of gender equality would be a "cause nationale" during his five-year term. In the National Assembly, women's representation rose from 27% to 39%.

Disagree:

- There is still a significant pay gap between the sexes. For example, French women are paid around 25% less than men for the same job and 3 out of 4 French women earn less than their husband
- Women account for more than 80% of the part-time workforce in France, and are often subject to poor pay and conditions. |

Speaking Task 2 − Indicative content

Indicative content is not exhaustive. Students should be rewarded for any valid response and may draw on a range of relevant ideas or opinions.

Task 2 stimulus FR7

Indicative content
- Many Francophone musicians strive to make a political point in their music, and this can have a profound effect on people's everyday lives. For example, globally acclaimed musician Youssou N'Dour of Senegal has produced music to accompany malaria awareness campaigns.   - Singer Angélique Kidjo, from Benin, is a UNICEF ambassador and many of her songs deal with important social issues such as homelessness, poverty and AIDS.   - In many Francophone countries music plays an increasingly important role in the lives of young people in particular, as the spread of new technology makes it accessible.   - Political engagement has continued from the likes of Léo Ferré and Renaud in the 60s and 70s, although the style today may take the form of rap.

Task 2 stimulus FR8

Indicative content
- Since the global success of Air and Daft Punk in the 1990s, France has become a key exporter of electronica and house music, with a new genre "French touch" indicating the proliferation of French talent in this area. This trend has continued, with French DJs such as David Guetta, Laurent Garnier and Martin Solveig tapping into the music trends of a young international audience, playing sell-out festivals across the world.   - There are many other Francophone artists whose popularity is due to their creativity and cutting edge approach. For example, Manu Chao, a French-born musician of Spanish origin, sings in several languages, playfully weaving poetic thoughts with messages about social justice. MC Solaar, a French rapper of Senegalese and Chadian origin, focuses on the experience of African migrants in France, and the history of colonial oppression. He is one of the few French hip-hop artists to have successfully tapped into the lucrative American music scene.   - For Francophone artists, the choice of language in their music may play a role in their success, as Anglophone audiences do not tend to favour lyrics in a foreign tongue.   - A key challenge for Francophone artists will be how to ensure that their careers are sustainable, as the growth of new streaming technologies forces a shift in the way that audiences interact with music. Artists may no longer rely on merely selling their records to make money.

Task 2 stimulus FR9

Indicative content
• In many countries across the Francophone world, the written press is undergoing significant changes. Consumer methods and tastes are changing, with the focus on digital consumption of news on smartphones and tablets overtaking traditional media.   • Regional newspapers have remained popular, e.g. Ouest France, as certain specialist publications have chosen not to go on line.   • In order to survive, the written press must listen carefully to the needs of its readers and adapt its approach. There are some markets, for example cookery and lifestyle magazines in France, which are still popular in non-digital form. Marketing departments for such publications often have a strong social media presence, for example on Instagram and Facebook, to entice possible readers of their magazines.   • Perhaps newspapers will be forced to make money saving changes to the frequency and nature of their publications, for example producing a weekly, rather than daily, round up of the news.

Task 2 stimulus FR10

Indicative content
• The use of new media played a key role in many Arab Spring countries, for example Tunisia and Algeria, as protesters used social media to organize demonstrations.   • In an era of "fake news" many worry that freedom of expression has gone too far, and the general public are being actively misinformed. For example, in the run up to the 2017 French election Le Monde found that a quarter of the political stories shared on Twitter were based on misinformation.   • The rise in new media has forced changes in the way in which people interact, in friendship groups and family environments, with a move away from shared experiences and a trend towards individualistic endeavours.   • In the Republic of Congo social media have been used to create public and international pressure on the regime. For example, the government backed down on its attempts to arrest Sassou Nguesso's main challenger in the 2016 elections after news of his imminent arrest went viral online before it happened.

Task 2 stimulus FR11

Indicative content
- Many festivals face an uncertain future, as sponsors and funding are increasingly difficult to find. For example, ChantEauFête in Quebec and Switzerland's Médaille d'Or de la Chanson have recently signalled the end of their respective festivals due to budget issues.   - Seeking commercial sponsors may prove necessary but this could be at odds with the values of certain festival organisers and audiences.   - In France the wide range of festivals, from arts and film to puppetry and grape harvesting, respond to the diversity of the French landscape and traditions. For many, respecting the tradition of attending festivals with friends and family is important. However, in an increasingly secular society, some religious traditions are affected.   - Increasingly, music festivals are growing in popularity in several Francophone countries, with picturesque locations becoming the site of revelry with young international audiences.

Task 2 stimulus FR12

Indicative content
• Across the Francophone world, customs and traditions are woven into the social fabric, and are an important part of people's identity, e.g. Swiss National Day takes place on 1st August. • Traditions range from national celebrations, e.g. Senegal celebrates its independence from France with military parades. Other focus on ancient tales of rivalry, e.g. on August 9th, a 'tree of joy' must be planted in Brussels before the clock strikes 5pm. This ritual stretches back to the early 13th century when the people of Brussels are said to have fought off an attack during a wedding celebration and planted a young beech to celebrate. • In some countries, younger generations are less concerned about the preservation of older traditions, as the rise of social media focuses their attention away from family-oriented activities. Certain regional traditions, e.g. Breton traditional costume, are less commonly observed. • With religion playing a less important role for many in today's society, those traditions linked to the church are becoming less popular, e.g. fewer people observe Lent nowadays.