Indicative Content
Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCE
In French (9FR0) Paper 03
Speaking

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

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.

GCE A Level French

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

The speaking assessment should last between 16 to 18 minutes. 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, the teacher-examiner 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 − Discussion on a theme

Three mark grids are applied to task 1:

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

The knowledge and understanding of society and culture mark grid assesses the 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. They are also assessed on their ability to respond critically and analytically to different aspects of the culture and society by selecting relevant material, presenting and justifying points of view, developing arguments, drawing conclusions based on understanding and evaluating issues, themes and cultural and social contexts.

When deciding how to reward an answer, examiners should consult both this mark grid as well as the **AL speaking task 1: indicative content** at the end of the mark scheme, which 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.

Knowledge and understanding of society and culture (AO4)

Marks	Description
0	No rewardable material.
1–3	• Occasionally relevant, straightforward ideas, mostly generalised, occasionally supported by information/examples/references; frequent loss of focus on the cultural and social context. • Occasional evidence of analysis; points of view are given with limited justification, arguments may be made but not developed, occasionally leading to straightforward conclusions that may be contradictory; mainly relies on description rather than analysis.
4–6	• Relevant, straightforward ideas sometimes supported by information/examples/references; some loss of focus on the cultural and social context. • Some analysis of the cultural and social context is evident, with straightforward arguments and points of view which are sometimes developed and justified, sometimes drawing straightforward conclusions; relies on description rather than analysis in places.
7–9	• Relevant, occasionally perceptive ideas frequently supported by pertinent information/examples/references; focus predominantly maintained on the cultural and social context. • Analysis of cultural and social context demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions.

10–12	• Relevant, perceptive ideas consistently supported by pertinent information/examples/references; consistently focused on the cultural and social context. • Analysis of cultural and social context demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions.

Additional guidance

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, arguments, conclusions,* are deemed to be those that give the standard, predictable response.

Task 1 – Discussion on a theme (continued)

Accuracy and range of language mark grid

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.

Accuracy and range of language (AO3)

Marks	Description
0	No rewardable language.
1–3	• Limited variation in the use of grammatical structures and vocabulary, limited or repetitive use of complex and idiomatic language, occasional variation of expression; communication is sometimes restricted/stilted. • Limited sequences of accurate language; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed. • Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.
4–6	• Some variation in the use of grammatical structures and vocabulary, with use of some repetitive complex and idiomatic language, resulting in some variation of expression; some sequences of articulate communication. • Accurate sequences of language, resulting in some coherent speech; sometimes errors occur that hinder clarity of communication. • Pronunciation and intonation are intelligible though sometimes inaccurate.
7–9	• Frequent variation in use of grammatical structures and vocabulary, including examples of complex and idiomatic language, resulting in frequent variation of expression and frequent sequences of articulate communication. • Accurate language throughout most of the conversation, resulting in generally coherent speech; errors occur but rarely hinder clarity of communication. • Pronunciation and intonation are intelligible and mostly accurate.

10–12	• Consistent variation in use of grammatical structures and vocabulary, including different types of complex structures and idiomatic language, expressing ideas in a variety of ways, resulting in articulate communication.
	• Accurate language throughout resulting in coherent speech that is immediately understandable; any errors do not hinder clarity of the communication.
	• Pronunciation and intonation are accurate, intelligible and authentic sounding.

Additional guidance

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
- all grammar and structures included in the grammar list that are specific to A Level.

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.

Task 1 − Discussion on a theme (continued)

Interaction mark grid
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.

Interaction (AO1)

Marks	Description
0	No rewardable material.
1–2	• Interacts with occasional spontaneity to some questions and statements, but requires frequent prompting; occasionally able to sustain the conversation, using communication strategies if necessary; frequent hesitation. • Occasionally initiates communication but development often relies on the examiner's lead; may elicit points of view/check for understanding, though this may appear contrived.
3–4	• Interacts spontaneously for extended sections of the conversation, responding mostly with assurance but needing occasional prompting; able to sustain most of the conversation, using communication strategies if necessary; occasional hesitation. • Initiates communication by frequently taking the lead to develop the conversation; elicits points of view/checks for understanding although occasionally at an inappropriate moment.
5–6	• Interacts spontaneously throughout, responding with assurance to questions and statements; able to sustain conversation throughout, using communication strategies if necessary; minimal hesitation. • Initiates communication by consistently taking the lead to develop the conversation; elicits points of view/checks for understanding naturally and 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 constraints 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, Part 1 – Independent research presentation

One mark grid is applied to this part of the task:

- responding to written language in speech (AO2).

Responding to written language in speech mark grid

This grid is used to assess the student's two-minute presentation **only**, it is not applied to the discussion that follows the presentation. This mark grid assesses students' ability to understand and respond in speech to written language that is drawn from a variety of sources and to summarise information from written sources in speech. The written sources will be those that students read as part of their independent research and they must refer to at least two named written sources during their presentation.

For guidance on what might be included in an oral presentation and how it may be structured, see **Indicative content for task 2 part 1, independent research presentation** at the end of the mark scheme.

Responding to written language in speech (AO2)

Marks	Description
0	No rewardable material
1–3	• Summary makes limited reference to named written sources, makes generalised comments rather than being focused on authors' main points/ideas. • Gives a personal response with limited justification, loses focus on the written sources, straying into general opinion. *Responses that refer to just one single written source can be awarded a maximum of 3 marks only.*
4–6	• Summary refers to named written sources but lacks clarity or is uneven in its coverage of authors' main points/ideas. • Gives a mostly relevant personal response with occasional justification, some loss of focus on the written sources.
7–9	• Presents a mostly clear summary of named written sources, generally clear outline of authors' main points/ideas. • Gives a relevant personal response to the written sources supported with some justification.
10–12	• Presents a clear summary of named written sources, giving a clear outline of authors' main points/ideas. • Gives a convincing personal response to the written sources supported with clear justification.

Additional guidance

Personal response: this is considered to be giving justified opinions, demonstrating engagement with the written sources by making focused comments, giving a reaction to/expressing feelings and thoughts about the written sources.

Task 2, Part 2 − Discussion on independent research

Three mark grids are applied to this part of the task:

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

The knowledge and understanding of society and culture 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. They are also assessed on their ability to respond critically and analytically to different aspects of the culture and society by selecting relevant material, presenting and justifying points of view, developing arguments, drawing conclusions based on understanding and evaluating issues.

Knowledge and understanding of society and culture (AO4)

Marks	Description
0	No rewardable material
1–3	• Occasionally relevant, straightforward ideas, mostly generalised, occasionally supported by information/examples/references; frequent loss of focus on the cultural and social context. • Occasional evidence of analysis; points of view are given with limited justification, arguments may be made but not developed, occasionally, leading to straightforward conclusions which may be contradictory; mainly relies on description rather than analysis.
4–6	• Relevant, straightforward ideas sometimes supported by information/examples/references; some loss of focus on the cultural and social context, • Some analysis of the cultural and social context is evident, with straightforward arguments and points of view that are sometimes developed and justified, sometimes drawing straightforward conclusions; relies on description rather than analysis in places.
7–9	• Relevant, occasionally perceptive ideas frequently supported by pertinent information/examples/references; focus predominantly maintained on the cultural and social context. • Analysis of cultural and social context demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions.
10–12	• Relevant, perceptive ideas consistently supported by pertinent information/examples/references; consistently focussed on the cultural and social context. • Analysis of cultural and social context demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions.

Additional guidance

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, conclusions, arguments are deemed to be those that give the standard, predictable response.

Task 2, Part 2 – Discussion on independent research (continued)

Accuracy and range of language mark grid

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.

Accuracy and range of language (AO3)

Marks	Description
0	No rewardable language
1–3	• Limited variation in the use of grammatical structures and vocabulary, limited or repetitive use of complex and idiomatic language, occasional variation of expression; communication is sometimes restricted/stilted. • Limited sequences of accurate language; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed. • Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.
4–6	• Some variation in the use of grammatical structures and vocabulary, with use of some repetitive complex and idiomatic language, resulting in some variation of expression; some sequences of articulate communication. • Accurate sequences of language, resulting in some coherent speech; sometimes errors occur that hinder clarity of communication. • Pronunciation and intonation are intelligible though sometimes inaccurate.
7–9	• Frequent variation in use of grammatical structures and vocabulary, including examples of complex and idiomatic language, resulting in frequent variation of expression and frequent sequences of articulate communication. • Accurate language throughout most of the conversation, resulting in generally coherent speech; errors occur but rarely hinder clarity of communication. • Pronunciation and intonation are intelligible and mostly accurate.
10–12	• Consistent variation in use of grammatical structures and vocabulary, including different types of complex structures and idiomatic language, expressing ideas in a variety of ways, resulting in articulate communication. • Accurate language throughout resulting in coherent speech that is immediately understandable; any errors do not hinder clarity of the communication. • Pronunciation and intonation are accurate, intelligible and authentic-sounding.

Additional guidance

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
- all grammar and structures included in the grammar list that are specific to A Level.

Variation in use of grammatical structures/varied use of 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 definition above) 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 to what they can say, 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.

Task 2, Part 2 − Discussion on independent research (continued)

Interaction mark grid

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.

Interaction (AO1)

Marks	Description
0	No rewardable material.
1–2	• Interacts with occasional spontaneity to some questions and statements, but requires frequent prompting; occasionally able to sustain the conversation, using communication strategies if necessary; frequent hesitation. • Occasionally initiates communication but development often relies on the examiner's lead; may elicit points of view/check for understanding, though this may appear contrived.
3–4	• Interacts spontaneously for extended sections of the conversation, responding mostly with assurance but needing occasional prompting; able to sustain most of the conversation, using communication strategies if necessary; occasional hesitation. • Initiates communication by frequently taking the lead to develop the conversation; elicits points of view/checks for understanding although occasionally at an inappropriate moment.
5–6	• Interacts spontaneously throughout, responding with assurance to questions and statements; able to sustain conversation throughout, using communication strategies if necessary; minimal hesitation. • Initiates communication by consistently taking the lead to develop the conversation; elicits points of view/checks for understanding naturally and 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 constraints 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 a range of relevant ideas or opinions.

FR1 A	- it is said that children can suffer a crisis of loyalty or identity from the "loss" of one biological parent. - having to adapt to the remaining parent's new partner and possibly a new set of siblings and/or a new school and splitting their time equally between two households which is common in France. - not all French people accept the new types of family. Many are opposed to same-sex families, largely for religious reasons. - in the main, the loi Taubira is widely accepted.
FR1B	- the need for both parents to work means the woman can no longer stay at home. This means the caring and nurturing role is no longer the sole preserve of the mother and may involve other family members or even outsiders, possibly weakening family ties. - longer working days and altered work-patterns mean less family time together and increasing precarity in the workplace places strains on relationships which can lead to family break-ups. But RTT is one way of addressing this problem. - the loss of stigma surrounding divorce and easier access to it, results in different types of families – recomposées etc. being more easily accepted. - the dislocation of the inter-generational family brought about by personal choices (i.e. – further education/career moves) weakens the traditional bonds with grandparents for example and changes the notion of the traditional nuclear /extended family into something more akin to an association: 16,6% no longer live with their father / 18% live with one parent but the great majority are still with their biological parents

FR2A	• the system has not been widely taken up, slightly more than half the places on offer (2.5% of "*masse salariale*" as opposed to 4% provided for) and this is because the system is too complex, according to employers. • 70% of apprentices are in work 6 months after obtaining the Diploma and 75% of employers think it is a good investment. • apprenticeships provide structured pathways to skilled employment and are open to any young person between the ages 16 and 25, selected by a company or artisan/tradesman in service industries, industry, specialist trades and agriculture. The chances of being taken on at the end of the apprenticeship are good. • apprentices alternate between a Centre de Formation d'Apprentis (CFA) and the company to obtain the CAP Ingénieur (BAC +5).
FR2b	• Some parents maintain that it is personally damaging to separate pupils from their friends and label them as "failures" • 70% of parents and 64% of teachers thought it was beneficial allowing pupils to catch up and helping to create classes of equal attainment. • 28% of 15-year olds in France have done the repeat year. 80% of these found the experience positive in that it allowed them to improve their performance • but many, especially from disadvantaged backgrounds, also found it unfair, demotivating and bad for their self-esteem. Middle class families will find ways around the system – or take their children out of the state sector.

FR3A	• history would seem to suggest that governing France is not a comfortable occupation (1968 etc), although it is claimed that the French, despite basically believing that no politician is to be trusted feel they are best governed by a "strong man". • their history teaches them that it is the people who are sovereign and that it is their right to assert their will by all means possible – parliamentary, constitutional and, failing that, street protests. • An obvious impact of strikes is to make the government back down from its original proposals and provide money to help those in need. • However, strikes are disruptive both economically and socially and cause problems for political parties, even possibly bringing about a change in government or leadership as in 1968.
FR3B	• the current retirement age is 62; the extension of the working life beyond 60 was a necessary response to the demographic profile; an ageing population with fewer contributors to the system and a longer contribution period • the system was highly complicated (42 different regimes) and certain professions/trades had outdated privileges it was claimed • those who had "régimes spéciaux" - i.e. SNCF/ RATP / Banque de France were not happy, neither were civil servants who would have to pay more for their bonuses being incorporated into the scheme. In particular, teachers stood to lose heavily. • massive, lengthy strikes and street protests were organised.

FR4A Haiti zouk	• it is difficult to define what traditional music is – Piaf / Brel / Brassens etc or "folk"??? - "la chanson française" is less and less popular (51% in 2019 as against 66% in 2006). • according to Spotify, 9 of the top 10 artists streamed in France in 2019 were rappers Jul / PNL / Nekfeu etc and more and more these artists refuse to sign contracts with record companies and release their work online, undermining the traditional outlets. • the French think it is important for music to be protected for its effect on social cohesion (la loi Toubon), to bolster national culture and promote the international reputation of France. • the problem is that any government action is compromised by digital sources that for the moment are beyond the reach of national authorities.
FR4B	• French song writers are largely inspired by affairs of the heart – looking for love/ finding it or failing to / losing it etc • there is also a strong current of social comment – viz Renaud – dealing with social problems, largely around inclusion or exclusion of certain social groups and this is most obviously apparent in the rise of "rap" which is very often political too. • there are some artists who have taken the Anglo-Saxon route to find fame and fortune – Daft Punk; David Guetta and most successfully Michel Legrand – and their international success is then reflected at home. • there are others – Michel Sardou / Lara Fabian /Jean Ferrat / Alain Souchon – who have remained traditional in their approach and appeal to older generations. In this regard, Johnny Halliday is a prime example of how French "pop/rock" music has evolved its own style since the early imitative "yé – yé" generation. The impact of digital media and TV talent shows should not be overlooked

FR5A	• social networks are not necessarily a threat but, as in other countries, there are concerns about the reliability of what is on the net and the French government is seeking ways to protect individual privacy. • also, it has been shown that forces, both outside and inside, are attempting to use the net to influence the outcome of elections by spreading fake news. • YouTube is accessed by 78% of French population (93% 0f 18 – 24-year olds: 82% of 25 – 39-year olds: 59% all 40 – 59-year olds): Facebook = 74%: Instagram 35%. 44% daily use by Face bookers: 20% by Youtubers; 10% Twitterers. • Because the networks are good in France and phones are relatively inexpensive, politicians/political groupings are using them more and more to make contact directly with voters. Their messages arrive "unfiltered" by the critical eye of the traditional media and this can lead to misinformation spreading widely and being accepted as true.
FR5B	• the French use digital and non-digital media in much the same way as other, similar countries. The written press is in decline whilst on-line publications are increasingly popular and digital versions of traditional news outlets retain public confidence. • there is a general distrust of digital news outlets but organisations such as Mediapart have won themselves a sound reputation in the field of investigative journalism. • the French constitution supports freedom of expression and of the press which retains the trust of its readers. Satirical journals like Le Canard Enchainé have a large following. • Despite having less control over digital media, the authorities have plans to make the big platforms more responsible for the content posted and intend to tax multi-nationals, like Facebook, more whilst reducing taxes on newspapers and magazines.

FR6A	• Easter – Ascension - Whitsun - Assumption – All Saints -Christmas - Eid • many of the important festivals in France – i.e. Christmas - are no longer as "spiritual" in nature as they were but they still retain a residual religious sense. • their purpose may simply be to provide a release from work but they also promote regional economies and certain industries. • the obviously religious ones have retained some of their spiritual meaning despite the drop in observance and the commercialisation of these events.
FR6B	• certain religious festivals are less well observed than they used to be. • it is not true of others – Montreux / Avignon / Cannes / La Rochelle / Strasbourg on a national and international level – and local ones; every French village it seems has one • they endure because they fulfil a certain need – to raise the profile of an industry or an art; to entertain; to reward excellence – e.g. film, theatre, beer-making. • at a more local level they also encourage a sense of community and encourage tourism which is an additional source of finance.

FR7A	• After the 1998 and 2018 World Cup victories, there was a sort of coming together of the different communities – whether this effect is permanent is questionable. • Zinedine Zidane is still revered (as was Michel Platini) but most French sporting stars come from communities other than those traditionally identified with the term "immigration", so it is hard to make a pronouncement on the statement. • Paul Pogba and Karim Mbappé and several others were instrumental in helping France win the 2018 World Cup – Noah/Tsonga / Monfils in tennis etc. • 2nd generation immigrant athletes have long contributed to Track and Field sporting success – e.g. Marie-José Perec – Carole Zahi.
FR7B	• there are many "immigrant" artists in the world of entertainment –Anne Roumanov - Djamel Debbouze – Isabelle Adjani - Gad El Madeh in stand-up and cinema – Aznavour / Gainsbourg / Reggiani/ Macias / Brel / Vartan / M C Solaar / Diams / Zaz / etc in song, so they have had a big impact. • probably their greatest contribution has been to raise the profile of the immigrant and show that this category of person can be and is being integrated into French society. • it is probably the area where they have had the greatest impact – but sport and food are other areas where immigrants have excelled; not forgetting literature. • their contribution to the world of politics should not be ignored although this is difficult to assess – Sarkozy – Taubira – Dati – El Komry have all initiated, or attempted to - significant changes in French society, with varying degrees of success.

FR8A	- laïcité; the policy of governmental neutrality towards faith communities is often misunderstood. The ostentatious wearing of religious symbols in public is a measure designed to avoid inter-denominational conflict - not to suppress religious belief. - certain cultural practices (FGM/forced marriage) run counter to Republican beliefs and are considered un-acceptable. - the French approach to the issue of immigration is one of assimilation, meaning that immigrants are expected to accept all the values of French society and gradually, over time, lose their "otherness". - Anti-clerical feeling is less virulent than it was perhaps because religion is no longer the force it was but the power of the Catholic Church and the folk history of the Wars of Religion make the French wary still of making concessions on laïcité..
FR8B	- one explanation is clearly ignorance of the true facts which allows opinion to be manipulated by sections of the press and some political parties, playing on existing prejudice and resentment by deliberately mixing up legal immigrants with illegal ones. - another **i**s the high "visibility" of some immigrants in certain contexts – "pôle emploi" / hospitals - which leads people to make incorrect assumptions about the wider immigrant communities. However, it is a little appreciated fact that many aged immigrants do not draw their pensions through ignorance of the system. - Immigrants have the right to receive urgent medical attention but secondary treatments depend on qualifying in many ways; which are often impossible for immigrants. - In reality there is no automatic right to social services such as RSA etc. unless the person applying has the necessary papers, - visa de séjour / carte de resident (5 years residency) etc.

FR9A	• some commentators claim that the RN is fundamentally opposed to most of the values of the French Revolution.
	• others point to the fact that it rejects political violence as a means to an end and has modified its stance regarding issues such as abortion as it seeks to integrate into mainstream politics as a republican party.
	• the RN wants to restrict immigration / give priority to French people above all others in the context of housing / employment etc: and reject "other" communities by refusing funding and ending positive discrimination.
	• it is against globalisation and would seek to renegotiate France's connection with the EU and reform it from within but no longer wants to leave it or the eurozone - it is for people's referendums and proportional representation – for the death penalty potentially and life imprisonment to mean life.
FR9B	• Many political views are represented under the banner of "the Right" - from Civitas (Catholic fundamentalists) through Les Identitaires /Action Francaise via radical parties like the RN and Les Republicains to the MoDem and La Republique en Marche. They are defined by the level of importance they attach to nationalist / authoritarian solutions to problems.
	• it is not an easy matter to provide a simple definition of "far -right" but any party that rejects republicanism and calls into question its institutions, qualifies for such a description – i.e. Les Identitaires / Génération Identitaire / Action Française.
	• The openly extreme parties are estimated to have around 3000 militant members and are so are not so influential but with the rise of social media, their profiles and attractivity have been raised significantly.
	• Far left and Right parties in general declined in influence with the victory of LREM and even the RN has modified some of its positions but the centre-right has moved further right to distinguish itself from the LREM and to attract votes from RN supporters.

FR10A	• Petain's position was that in dividing the country at least some of it remained in French hands and loss of life would be less. He also thought he would be better placed to strike a good deal for France in the new European Order. He and others hoped to limit the damage. • in the end it was a pretty futile gesture that sullied the national conscience for years and achieved little in terms of protecting the population. • life in the occupied zone was harsh - shortages / repression/ persecution / pillage /. • This bred mistrust / betrayal but also led to creative solutions such as the "black market" and other racketeering ploys
FR10B	• the occupying forces took the lion's share of goods and materials leading to shortages and rationing based on need, according to category. Food prices rose as one of the consequences of having to pay off the debt to the occupying forces. • men were taken off to work for the Nazis and this meant there were fewer left to make things and run buses and trains. This further complicated people's working lives. • people were forced to find ways round the privations – le système "D" and the black market emerged, fostering criminal activity and resentment; whilst at the same time shop owners took advantage of the situation to raise prices. • the various parts of society were in competition against each other and this often led to denunciations or false accusations in the hope of reaping some reward.

FR11A	• the idea of a planned economy; the "comités d'entreprise"; the rise of "corporatisme"; the system of pensions at 60, minimum legal wage - were all introduced by the Vichy regime – • it promoted a regionalised approach to politics in terms of the economy and local culture and language. • the motto was "Travail, Famille, Patrie"; and society was to be organised around a return to the land and traditional patriarchal values and roles. • Vichy wanted to do away with the multi-party, parliamentary politics of the 3rd Republic and return to a monarchical, nationalistic regime.
FR11B	• the answer to this part of the question depends upon how the term patriot is interpreted. Laval was executed for high-treason after all. • their supporters argued that their actions in trying to preserve the French nation were a form of patriotism. • Petain, Laval and Darlan shared the fascist views expressed by other national leaders and were convinced that Germany would win the 2nd World War. They thought that by collaborating with the Nazis, they would save France from subjection to Germany. they differed in the degrees they were prepared to go to, to bring about the New World Order – Laval was the most openly committed to collaboration whilst Darlan, less convinced, refused to acquiesce to German demands - i.e., over sending workers to Germany and applying anti-Semitic policies. Petain was closer to Laval than to Darlan.

FR12A	• on one level because of the way women were seen at the time as being the embodiment of French values and racial purity, their conduct was seen as a betrayal of the nation.
	• and on another they were seen as having behaved opportunistically to their own advantage whilst others, refusing to do likewise, suffered.
	• "popular justice" – condoned by the Resistance - took several forms: - summary execution/public shaving of heads/ exposure to public humiliation by being paraded through town.
	• roughly 20% of those prosecuted by the authorities after the war for having collaborated were women – 6000 were interned after the war – accused of denouncing others, passing on information, racketeering and prostitution (although this was not a frequent reason for legal action). Mostly they received the same sentences – prison/hard labour/even death as men.
FR12B	• Oradour-sur-Glane shows that the population paid a heavy price for the actions of the resistance and this led to resentment.
	• In the main though, the French realised the importance of the Resistance and supported it, with many joining its ranks.
	• the Resistance was responsible for acts of sabotage (railway lines / trains/ bridges) – armed attacks on Nazi patrols/check posts etc – assassination of ranking military personnel and political personalities (militiamen etc)
	• it also organised acts of civil disobedience – strikes and demonstrations – whilst conducting a propaganda war and helping prisoners or victims of repression etc. to escape.

Speak task 2 part 1, independent research presentation – Indicative content

The example below is presented in written form in order to demonstrate what a student might include in their presentation and how it may be structured. The *Comment* column demonstrates how the presentation meets the requirements of the assessment criteria in the mark grid *Responding to written language in speech.*

Independent research question or statement: Les accords signés à la conférence sur le climat à Paris, la COP21, ne va pas pas assez loin pour répondre aux menaces poséespar le changement climatique.

Student presentation (up to 2 minutes)	Comment
Je vais parler de la COP21, la vingt-et-unième conférence internationale sur le climat qui a eu lieu à Paris. Je vais parler de deux articles; 'Sauver la planète, protéger l'humanité, d'un site Web qui s'appelle 'gouvernement.fr' et un article de Simon Roger du journal, 'Le Monde,' qui s'intitule 'La COP 21: un succès à confirmer'.	Opening statement indicating topic and names of the two written sources to be summarised in the presentation.
Le premier document souligne les risques que la planète et l'humanité courent si on n'agit pas pour contrôler le changement climatique et réduire ses effets. Il insiste sur l'importance de l'accord historique de la COP21 et montre les contributions des différents agents principaux.	Summary of the first written source.
Le titre du second article annonce un certain scepticisme en ce qui concerne un succès à long terme de ces accords. L'article de Roger souligne que les accords de la COP21 représentent une victoire importante mais qu'il reste encore beaucoup à faire.	Summary of the second written source.

J'ai beaucoup apprécié le premier article parce qu'il met l'emphase sur l'importance du rôle de la France et à mon avis la protection de la planète est loin d'être la priorité dans trop de pays. L'article du Monde est moins optimiste. Il dit qu'il est possible que les recommandations ne soient pas respectées et je comprends le point de vue de Roger. Avec tant d'autres accords, les pays reviennent sur leurs promesses.	Provides a personal reaction to the findings of the two written sources.

Other examples of possible questions/ statements for the Independent Research Project are:

- La réaction de la société française envers la montée de l'extrême droite.
- Un portrait de Marechal Pétain: est-il vrai de dire qu'il était un traitre ?