



A-LEVEL French

7652/3T/3V – Paper 3 Speaking
Mark scheme

June 2018

Version/Stage: 1.0 Final

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

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

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Level of response marking instructions

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

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

Step 1 Determine a level

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

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

Step 2 Determine a mark

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

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

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

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

The mark scheme corresponds to the two parts of the NEA in speaking

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

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

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

Students asking questions

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

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

Assessment objective 2

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

Sample questions to show the sort of questions students could ask are shown in this mark scheme.

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

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

Notes

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

DISCUSSION OF SUB-THEME		Assessment Objective 2
Mark	Descriptors	
5	Students' responses show that they have a very good understanding of the material on the card.	
4	Students' responses show that they have a good understanding of the material on the card.	
3	Students' responses show that they have some understanding of the material on the card.	
2	Students' responses show that they have a limited understanding of the material on the card.	
1	Students' responses show that they have a very limited understanding of the material on the card.	
0	Nothing in the performance is worthy of a mark.	

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

Notes

The material on the card is defined as the text containing the target-language heading, any

statement of opinion, any factual/statistical information and the printed questions.

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

Notes

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

Serious errors are defined as those which adversely affect communication.

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

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

Minor errors include:

incorrect genders and consequential errors of agreement

Serious errors include:

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

Complex language includes:

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

DISCUSSION OF SUB-THEME		Assessment Objective 4
Mark	Descriptors	
5	<p>Very good critical and analytical response Very good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students consistently select relevant information to support their arguments. They consistently use appropriate evidence to justify their conclusions, demonstrating a very good evaluation of the sub-theme.</p>	
4	<p>Good critical and analytical response Good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students often select relevant information to support their arguments. They often use appropriate evidence to justify their conclusions, demonstrating a good evaluation of the sub-theme.</p>	
3	<p>Reasonable critical and analytical response Reasonable knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students sometimes select relevant information to support their arguments. They sometimes use appropriate evidence to justify their conclusions, demonstrating a reasonable evaluation of the sub-theme.</p>	
2	<p>Limited critical and analytical response Some knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students occasionally select relevant information to support their arguments. They occasionally use appropriate evidence to justify their conclusions, demonstrating a limited evaluation of the sub-theme.</p>	
1	<p>Very limited critical and analytical response A little knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students rarely select relevant information to support their arguments. They rarely use appropriate evidence to justify their conclusions, demonstrating a very limited evaluation of the sub-theme.</p>	
0	Nothing in the performance is worthy of a mark.	

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

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

Points related to specific questions:

- *Que dit-on ici sur le rôle des grands-parents en France ?*

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

The statistics show that more and more parents are relying on grandparents to take care of their children while they are out at work. Students could advance reasons for this trend: as the picture shows, grandchildren trust their grandparents and know them well, and it is a less anonymous form of childcare than being in a crèche. It is also useful for parents to call upon the grandparents when their child is ill, or where they are unable to secure a place in a crèche. If the grandparents look after the grandchildren, it is free childcare, and parents generally trust them more than other agencies for childcare because they have a close family tie. Thorough preparation of the card will address the idea of élément essentiel.

- *Que pensez-vous des informations données ?*

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

The fact that 4% of children under 3 years old are looked after mainly by their grandparents shows how important grandparents are within the family unit. Students might be surprised by the 9% of children who are looked after by grandparents when both parents work full time. Reactions to the statistics could include opinions on whether it is better for children to be looked after by grandparents or in a crèche where they will have contact with other children of the same age. Students might also discuss the benefits for the children of being looked after by grandparents and also the benefits (and perhaps disadvantages) for the grandparents. There is also scope for giving opinions on whether it is right that grandparents have to step in because the government does not fund enough childcare options for children under 3.

- *Selon ce que vous en savez, comment sont les rapports entre grands-parents et petits-enfants en France ou ailleurs dans le monde francophone ?*

This question provides an opportunity for students to demonstrate wider knowledge of the sub-theme studied. This knowledge can relate to any French-speaking country. Students may argue that relationships between grandparents and their grandchildren in France are generally good. They have more time for them than their parents, are less stressed and can play an important emotional and educational role. They have much life experience and grandchildren benefit from this. They provide stability in an unstable world. Students might contrast the generally positive relationship today with the

hostility of young people in 1968 to older generations. They might also give examples of positive grandparent-grandchildren relationships which they have witnessed while spending time in France. For French-speaking countries reference could be made to tight-knit family units, for example in Francophone Africa, where the older generation is respected and even revered. The grandparents will often live with the family and all generations will help each other. The grandparents will often act as emotional, physical and intellectual anchor, seeing it as their role to transmit cultural and moral values to the younger generation.

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

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

Points related to specific questions:

- *Que dit-on ici au sujet des attitudes des jeunes Français envers leur portable ?*

Students' answers will be based on the opinions expressed on the card and may cover the following:

The students should speak about the statistics listed from the report, particularly relating to mobile phone usage during the night. The fact that teenagers can never "switch off" from their phones is reflected in the statistics and specific reference should be made to the 44% of teenagers who sleep with their phones. Reference could also be made to favourite uses of mobiles during the night: sending text messages and using social networks. Comment could be made on the picture, which reflects perfectly what the statistics are pointing out.

- *Comment réagissez-vous aux informations données ?*

Here the student should evaluate the information on the card and given in the statistics and express opinions. Well-developed answers could include supported arguments. Students might argue that it is shocking that so many teenagers are apparently addicted to their phones. They might give reasons for the large numbers who sleep with their phones: the need to keep in touch with friends all the time, the desire to be part of a group, and the addictive influence of social networking. They could give anecdotes from their personal experience and talk of the extent to which their lives are governed by their phones. They might give reasons why teenagers wish to stay in touch all the time, and discuss whether this contributes to the stress which many young people suffer from.

- *Selon ce que vous en savez, quels sont les dangers des portables pour les ados en France ou ailleurs dans le monde francophone ?*

This question provides an opportunity for students to demonstrate wider knowledge of the sub-topic studied. The knowledge can relate to any French-speaking country. They could include:

Addiction to their phones as evidenced in the inability to go to sleep without having the phone close by; the impact excessive night-time use can have on school and exam success because of fatigue; excessive use of mobile phones leads to less human interaction and increasing isolation; and more and more young people are suffering from stress and anxiety because of their dependence on their phone. The students could also mention the possible danger to health of sleeping with one's phone (brain tumours). And even when the young people do sleep, research has shown that sleep is less deep when there is light from mobile devices in the bedroom. Students might also mention that it is concerning that a new word has had to be invented for an illness relating to mobile phone addiction: "la nomophobie". There is also scope for the candidate to counter-balance the negative aspects by mentioning some advantages of phones. In French-speaking African countries there has been a huge

economic impact: economic growth due to better communication; doing business is easier; people use the phone networks to connect to internet; countries have benefited from RAFT (Réseau Afrique Francophone pour la Télémédecine) and mobiles have helped in the field of education through interactive lessons. Pupils can also now access books through their mobiles.

Possible content**Carte C: Le rôle du bénévolat****General:**

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

Points related to specific questions:

- *Que dit-on ici sur le rôle de l'association Restos du Coeur ?*

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

Reference to the statistics of the number of volunteer workers, the number of Restos centres, the fact that a wide range of different people at different stages of life volunteer for the organisation, and that everyone can find his/her place in the organisation because all skills are needed. Reference can be made to the picture which advertises the food collection weekend for 2017 in which numerous volunteers are involved and the logo of the organisation which includes a heart. The students should also talk about the many activities in which volunteers for the charity can involve themselves: it is not just about distributing hot meals.

- *Que pensez-vous des informations données ?*

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

Students could point out the range of activities which volunteers can help out with, including helping people to find jobs and volunteering in the annual food collection day. They could give their opinions on the benefits both for volunteers and for those being helped. Volunteers become more aware of problems in society through volunteering and can find volunteer work which enables him/her to improve his/her skills. Helping others gives them a better sense of self-esteem and more confidence in their dealings with others. Volunteering can also give volunteers skills which are useful for their CVs and can help them to find a paid job. Students might wish to talk about volunteering which they have done and state which activity they would prefer to help out with at Restos du Coeur, if they could choose. They might also wish to point out the drawbacks of volunteer work: organisations may take advantage of unpaid volunteers to do work which they should be paying people for, and there is the risk that people only volunteer for selfish reasons ie to make themselves feel better about themselves. Students could also give their opinions on the fact that anyone can volunteer at Restos du Coeur, young or old, working or retired, male or female, and the benefits of this for everyone concerned.

- *Que savez-vous d'autres organisations bénévoles en France ou ailleurs dans le monde francophone ?*

The question provides an opportunity for students to demonstrate wider knowledge of the sub-theme studied. This knowledge can relate to any French speaking country. Responses could include supported arguments and justified conclusions in relation to:

Knowledge of the different charities which depend on volunteers in France and in other French-speaking countries, especially in Africa, where there are many problems with poor medical care, famines, droughts and natural disasters. Specific reference could be made to the Croix Rouge Française and to Médecins sans Frontières and to the types of help that they offer both for emergencies and for long-term problems. Students could talk about a particular charity which they have researched and give some statistics about numbers volunteering for the charity and the help which it offers. They could also refer to the range of charities in the French-speaking world which rely on volunteer support. Students could talk more generally about a range of organisations or could give detailed information about one particular charity which operates both in France and French-speaking countries, including an explanation of the different roles which volunteers can fulfil and the types of people which this organisation is helping.

Possible content**Carte D: Une culture fière de son patrimoine****General:**

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

Points related to specific questions:

- *Qu'est-ce qu'on apprend ici sur le patrimoine et le tourisme en France ?*

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

Reference to all the statistics: students should cite the number of visitors to the principal monuments in Paris. Reference should also be made to the economic benefits not just for Paris but for the country as a whole. They might also want to comment on the picture which shows tourists queueing to enter the Louvre museum, and the fact that as a holidaymaker, this is a very negative experience. They might also allude to any personal experiences of a trip to Paris in this respect. They could also comment on whether they are surprised by the statistics which show just how popular Paris is as a tourist destination.

- *Comment réagissez-vous à ces chiffres ?*

This question invites the students to evaluate the information on the card and to express opinions. Answers could include details about the specific tourist sites mentioned – how the Louvre is a world-famous museum and contains the Mona Lisa, perhaps the most famous painting in the world, or how the Eiffel Tower is France's most iconic monument and therefore a must-see for tourists. Reference could also be made to how popular Paris has always been with American tourists. Students could refer to one particular statistic which they find especially surprising and explain why this is the case. They should refer to the amount spent by tourists in Paris in 2014 and give some ideas about how they think this money should be spent: for the benefit of the country as a whole, or used to improve the infrastructure in Paris to help the city to cope with tourism on this mass scale. They might also talk about how mass tourism impacts on the everyday lives of those living and working in Paris.

- *Quels sont les désavantages du tourisme en France ou ailleurs dans le monde francophone ?*

This question provides an opportunity for students to demonstrate wider knowledge of the sub-theme studied. This knowledge can relate to any French-speaking country. Reference could be made, in the French context, to other important tourist sites for example Mont-Saint-Michel, the Camargue and the Grotte de Lascaux. They could cite some of the problems associated with mass tourism:

Environmental issues eg the silting up of the bay because of car parks built round Mont-Saint-Michel and the damage to the delicate eco-system of the Camargue because of mass tourism. They could also mention the decision to close the Lascaux cave because of damage caused by tourism to the delicate paintings. They might mention that the large number of visitors to the Louvre is causing damage to paintings because of the quantities of CO₂, dust and heat given off by the tourists. Mass

tourism in Paris puts a strain on the city's infrastructure and has a negative impact on Parisians' quality of life. For the wider French-speaking world, reference could be made to the fact that despite the disadvantages, in many of these countries tourism is essential for the local economy – eg in the Seychelles, Mauritius, Madagascar, Morocco, La Réunion and the Caribbean - and replaces industries which are now less successful e.g. growing sugar cane in Mauritius. Tourism provides work for local people and much needed revenue in the Third World. But again, the environmental impact needs to be considered: the impact of long-haul flights and the damage to delicate fauna and flora caused by large numbers of tourists, for example in Madagascar with its unique national parks.

Possible content**Carte E : La musique francophone contemporaine****General:**

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

Points related to specific questions:

- *Que dit-on ici sur la musique francophone contemporaine ?*

Student responses will take the information in the text as a starting-point and then some of the following points may be brought into the discussion by the examiner with reference to France or another French-speaking country depending on how the student responds:

Knowledge of contemporary Francophone groups and singers who sing in English, or in a mixture of French and English. Francophone groups and singers who have been influenced by Anglophone musicians. Collaboration between Francophone and Anglophone singers and groups.

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

A thoughtful and developed response to this type of question will include supported arguments and justified conclusions. It will link the information on the card to the knowledge gained through the student's study of the sub-theme and therefore this could prompt:

Opinions about the extent of the truth of the statement that many French groups sing in English; opinions as to the reasons why French language groups sing in English, or in a mixture of French and English (eg ability to reach a wider market, French-speaking young people have a higher opinion of English language songs than ones written in French, etc).

- *A votre avis, quelle est l'importance de la musique francophone contemporaine à l'échelle mondiale ?*

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

Examples of Francophone music, groups and singers that have found success on a global scale; the extent of the influence and/or success of contemporary Francophone music compared with that of Anglophone music/the relative success of Francophone music in different countries and regions of the world.

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

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

Points related to specific questions:

- *Que dit-on ici sur la popularité du cinéma dans le monde francophone ?*

Student responses will take the information in the text as a starting-point and then some of the following points may be brought into the discussion by the examiner with reference to France or another French-speaking country depending on how the student responds:

Examples of films that have enjoyed success; the importance of the Cannes festival for global cinema.

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

A thoughtful and developed response to this type of question will include supported arguments and justified conclusions. It will link the information on the card to the knowledge gained through the student's study of the sub-theme and therefore this could prompt:

Opinions about the extent of the truth of the statement that cinema is becoming more popular in France; opinions as to reasons for the increasing popularity of cinema (eg a desire to escape from reality, the increased skill and appeal of Francophone film makers etc).

- *Selon ce que vous en savez, qu'est-ce qui explique la popularité du cinéma en France ou ailleurs dans le monde francophone ?*

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

Reasons why people prefer to go to the cinema rather than watch a film at home; the extent of the success of contemporary Francophone films/directors/actors and the influence of this success on visits to the cinema; steps taken to promote Francophone cinema.

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

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

Points related to specific questions:

- *Que dit-on ici sur le multiculturalisme au Canada ?*

Student responses will take the information in the text as a starting-point and then some of the following points may be brought into the discussion by the examiner with reference to France or another French-speaking country depending on how the student responds:

The positive benefits of multiculturalism for society; what may be the reasons for Canada having been the first country to adopt an official multiculturalism policy (eg the fact that there are two official languages in Canada, that for centuries people from all over the world have settled in Canada etc).

- *Quelle est votre réaction à l'expérience canadienne ?*

A thoughtful and developed response to this type of question will include supported arguments and justified conclusions. It will link the information on the card to the knowledge gained through the student's study of the sub-theme and therefore this could prompt:

Why an official policy of multiculturalism was needed in a society such as Canada; opinions about the extent of the success and the reasons for success of multiculturalism policies in Canada or elsewhere.

- *A votre avis, que fait-on afin d'encourager le multiculturalisme en France ou ailleurs dans le monde francophone ?*

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

Examples of Francophone countries/communities which have encouraged multiculturalism eg education, schools or through inter-faith meetings, official events such as the Mois de l'histoire des Noirs and the Mois du patrimoine asiatique (both in Canada) which celebrate and honour Canadians from different backgrounds. Examples do not need to be specific to Canada.

Possible content**Carte H : Quelle vie pour les marginalisés ?****General:**

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

Points related to specific questions:

- *Que dit-on ici sur le rôle de La Baratte ?*

Student responses will take the information in the text as a starting-point and then some of the following points may be brought into the discussion by the examiner with reference to France or another French-speaking country depending on how the student responds:

The organisation helps disadvantaged people by providing hot and frozen meals; the organisation's work is a positive response to a need in society; this is a not-for-profit organisation.

- *Que pensez-vous des informations données ?*

A thoughtful and developed response to this type of question will include supported arguments and justified conclusions. It will link the information on the card to the knowledge gained through the student's study of the sub-theme and therefore this could prompt:

Services such as this help people who cannot help themselves; state resources are not sufficient to help all those who are in need and so services such as these are essential; there are many people in all countries who do not earn enough or cannot earn enough to feed their families.

- *Selon ce que vous en savez est-ce que les gouvernements des pays francophones font assez afin d'aider les marginalisés en France ou ailleurs dans le monde francophone ?*

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

Examples of what authorities in Francophone countries/communities are doing to help disadvantaged people; opinion as to whether what the governments do is sufficient and why/why not; the need for charity provision of facilities such as food banks and homeless shelters is evidence that government resources are not sufficient to help all those in need.

Possible content**Card I : Comment on traite les criminels****General:**

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

Points related to specific questions:

- *Que dit-on ici sur l'âge de la responsabilité pénale en France ?*

Student responses will take the information in the text as a starting-point and then some of the following points may be brought into the discussion by the examiner with reference to France or another French-speaking country depending on how the student responds:

In France there are already a lot of minors convicted of crimes; they want to reduce the age for punishment to 12; should children be treated as adults if they commit adult crimes or are they still children?

- *Quelle est votre réaction aux informations données ?*

A thoughtful and developed response to this type of question will include developed arguments and justified points of view. It will link the information on the card to the knowledge gained through the student's study of the sub-theme and therefore this could prompt:

Knowledge of situation in France regarding juvenile crime; their opinion on whether the age should be reduced or not and reasons why; children are growing up faster and therefore should be treated as adults or they are children and not fully aware of their actions?

- *Selon vous, qu'est-ce qu'on fait assez en France ou ailleurs dans le monde francophone pour aider les jeunes délinquants ?*

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

Education is essential – more programmes in school to teach about the consequences of crime; rehabilitation rather than prison to stop re-offending; need to look at the reasons why the children commit crimes in the first place – problems of la banlieue parisienne.

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

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

Points related to specific questions:

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

Student responses will take the information in the text as a starting-point and then some of the following points may be brought into the discussion by the examiner with reference to France or another French-speaking country depending on how the student responds:

Young people in France are the least likely to vote; older people are more politically engaged than young people; young people in France are not interested in the elections; does not voting necessarily mean lack of commitment?

- *Quelle est votre réaction aux informations données ?*

A thoughtful and developed response to this type of question will include developed arguments and justified points of view. It will link the information on the card to the knowledge gained through the student's study of the sub-theme and therefore this could prompt:

Reasons why they agree with this statement – young people in France are disillusioned with politics; they feel politicians are out of touch with the reality of young people's lives; young people are too focused on their own lives and don't think about the bigger picture.

- *Selon ce que vous en savez, est-ce que ce manque d'intérêt dans la politique est très répandu dans le monde francophone ?*

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

Examples where young people have taken a keen interest in political issues realising they can only change things if they get involved; the attitude that politics in France will never change and young people will never be able to have their say; evidence of recent political issues that have particularly affected young people in France or elsewhere in the French-speaking world.

Possible content**Carte K: Manifestations, grèves - à qui le pouvoir ?****General:**

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

Points related to specific questions:

- *Que dit-on ici sur les manifestations des forces de police ?*

Student responses will take the information in the text as a starting-point and then some of the following points may be brought into the discussion by the examiner with reference to France or another French-speaking country depending on how the student responds:

Show awareness of the general dissatisfaction of the French police force and their reasons to protest; show awareness of the climate of unrest in France and its causes; show knowledge of the extra pressures put on the police force?

- *Comment réagissez-vous aux informations présentées ici ?*

A thoughtful and developed response to this type of question will include developed arguments and justified points of view. It will link the information on the card to the knowledge gained through the student's study of the sub-theme and therefore this could prompt:

Personal reaction to these demonstrations and the potential dangers for the government and country; personal reaction to the supportive attitude of the French population; reaction to what the government is blamed for.

- *Selon ce que vous en savez, quelle est l'attitude des gouvernements, en France ou ailleurs dans le monde francophone, envers les grèves ?*

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

Comment on the potential advantages and drawbacks of demonstrations for the police and the general public; explain why the situation is particularly critical if the police themselves are demonstrating; discuss the relative benefits of strike action when frequently held; discuss if there is a governmental crisis across all francophone countries/globally or just France, if known.

Possible content**Carte L: La politique et l'immigration****General:**

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

Points related to specific questions:

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

Student responses will take the information in the text as a starting-point and then some of the following points may be brought into the discussion by the examiner with reference to France or another French-speaking country depending on how the student responds:

Show awareness of the specificity of the latest French law regarding immigration; show knowledge of the situation of illegal migrants in France and the dismantling of Calais camp.

- *Comment réagissez-vous aux informations présentées ici ?*

A thoughtful and developed response to this type of question will include developed arguments and justified points of view. It will link the information on the card to the knowledge gained through the student's study of the sub-theme and therefore this could prompt:

Personal reaction to the objectives of the March 2016 law on immigration; arguing the pros and cons of this law; personal reaction to the number of illegal migrants quoted; reaction to this policy in the light of the latest presidential elections results.

- *Selon vous, quelles conséquences ont les lois sur l'immigration, en France ou ailleurs dans le monde francophone ?*

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

Comment on whether French people are worried or not by immigration; explain why they are or not; discuss other francophone countries' political attitudes; explain the benefits and disadvantages of immigration and mass immigration; discuss broad consequences (short/long term) on French population. Discuss political impact in elections.

PRESENTATION OF INDIVIDUAL RESEARCH PROJECT		Assessment Objective 4
Mark	Descriptors	
5	Thorough knowledge and understanding of the area of study are evident in the presentation.	
4	Good knowledge and understanding of the area of study are evident in the presentation.	
3	Reasonable knowledge and understanding of the area of study are evident in the presentation.	
2	Limited knowledge and understanding of the area of study are evident in the presentation.	
1	Very limited knowledge and understanding of the area of study are evident in the presentation.	
0	Nothing in the presentation is worthy of a mark.	

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

Notes

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

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

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

Notes

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

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

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

Minor errors include:

incorrect genders and consequential errors of agreement

Serious errors include:

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

Complex language includes:

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

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

Notes

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

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

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

The presentation:

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

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

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

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

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