

AS
FRENCH
7651/3V+7651/3T

PAPER 3 SPEAKING

Mark scheme

V1.0

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' performances. Alternative performances not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual performances 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.

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

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 performance listen to it and note 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 performance meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's performance 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 performance. With practice and familiarity you will find that for better performances 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 performance and not look to pick holes in small and specific parts of the performance where the student has not performed quite as well as the rest. If the performance 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 a performance in the standardising materials which will correspond with each level of the mark scheme. This performance will have been awarded a mark by the Lead Examiner. You can compare the student's performance 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 performance based on the Lead Examiner's mark on the example.

You may well need to listen again to a performance 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.

A performance which contains nothing of relevance to the question must be awarded no marks.

Each assessment objective should be assessed independently.

The mark-scheme will be applied twice, once for the topic discussion on the first stimulus card and once for the topic discussion on the second stimulus card.

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

AOs	CARD 1	CARD 2	TOTAL
AO1	5	5	10
AO2	5	5	10
AO3	10	10	20
AO4	10	10	20

Students asking questions

During the discussion on each stimulus card students are required to ask a question – thus two questions across the test as a whole - arising from the content of the stimulus card and our instructions to candidates on the front of each card will direct them to consider possible questions in their preparation time. In each case this question will require only a brief response on the part of the examiner.

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

If the student fails to formulate a question arising from the content of the stimulus card, whatever mark in the AO2 grid the examiner awards will be reduced by 1 mark, thus taking the student's mark for AO2 down to the next band. For example, if the examiner would have awarded a mark of 4, he/she would reduce that to a mark of 3 if the student had not asked a question arising from the material on the card.

To meet the requirement to ask a question, a student must seek information or opinion. Asking for repetition or clarification will not meet the requirement. The student's question must contain a conjugated verb. Re-phrasing or repetition of the printed questions will not meet the requirement. Sample questions to show the sort of questions students could ask are shown in this mark scheme.

DISCUSSION – SUB-THEME 1 AND SUB-THEME 2		Assessment Objective 1
Mark	Descriptors	
5	A good pace of delivery that makes nearly all responses easy to follow. The ideas and opinions expressed are mostly developed. Students respond appropriately to most unpredictable elements.	
4	A reasonable pace of delivery that makes most responses easy to follow. The ideas and opinions expressed are often developed. Students respond appropriately to some unpredictable elements.	
3	Pace of delivery is such that some responses are easy to follow. The ideas and opinions expressed are sometimes developed. Students respond appropriately to a few unpredictable elements.	
2	Pace of delivery is such that most responses are difficult to follow. The ideas and opinions expressed are only occasionally developed. Students respond appropriately to few unpredictable elements.	
1	Pace of delivery is very slow and disjointed throughout. The ideas and opinions expressed are rarely developed. Students respond appropriately to very few unpredictable elements.	
0	Nothing in the performance is worthy of a mark.	

Notes

The pace of delivery refers to the hesitation and pauses that may occur to allow for a word to be found, for a phrase to be formulated or for self-correction and/or repair strategies to be used. The use of self-correction and/or repair strategies will not be penalised.

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

Notes

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

DISCUSSION – SUB-THEME 1 AND SUB-THEME 2		Assessment Objective 3
Mark	Descriptors	
9-10	A good range of varied vocabulary and complex language and some knowledge of appropriate idiom are demonstrated. Application of grammar is mostly accurate. Pronunciation and intonation are very good.	
7-8	Some variety of vocabulary and complex language is demonstrated. Application of grammar is often accurate. Pronunciation and intonation are good.	
5-6	Little variety of vocabulary and structures is demonstrated. Application of grammar is sometimes accurate. Pronunciation and intonation are fairly good.	
3-4	Predominantly simple language with limited variety of vocabulary and structures. Application of grammar is rarely accurate with some serious errors. Pronunciation and intonation are mostly intelligible.	
1-2	The range of vocabulary and structures is significantly limiting. Little evidence of accurate grammar with frequent serious errors. Pronunciation and intonation are poor.	
0	Nothing in the performance is worthy of a mark.	

Notes

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

Serious errors are defined as those which adversely affect communication.

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

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

Minor errors include:

incorrect genders and consequential errors of agreement

Serious errors include:

incorrect verb forms especially irregular forms

incorrect use of pronouns

missing or incorrect agreements of adjectives or past participles

Complex language includes:

use of pronouns of all types

tenses that support conceptual complexity (as in *si* sentences)

connectives supporting a range of subordinate clauses including those requiring subjunctive constructions with verbs and verbs followed by infinitive with correct preposition

use of present and past participles.

DISCUSSION – SUB-THEME 1 AND SUB-THEME 2		Assessment Objective 4
Mark	Descriptors	
9-10	<p>Very good critical response Very good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are mostly successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.</p>	
7-8	<p>Good critical response Good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are often successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.</p>	
5-6	<p>Reasonable critical response Reasonable knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are sometimes successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.</p>	
3-4	<p>Limited critical response Limited knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are occasionally successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.</p>	
1-2	<p>Very limited critical response Very limited knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are rarely successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.</p>	
0	Nothing in the performance is worthy of a mark	

Indicative 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 taux de divorce 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:

recent trends in the divorce rate in France; some awareness of how France compares with other European countries; factors which account for the increased divorce rate including greater tolerance; decreased influence of religion; divorce easier than in the past; changing role of women in society; greater tolerance towards other than conventional family models.

- *Comment réagissez-vous aux informations sur cette carte ?*

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:

general confirmation that the information is borne out by this wider study; reference to some knowledge that endorses/contradicts the information; reference to more recent evidence than that provided on the card; reference to the trend outside of mainland France but in the context of the French-speaking world; exemplification of the reference to *certaines grandes villes* ; an understanding of some city-life factors that might explain the statistic.

- *Selon ce que vous en savez, en France ou ailleurs dans le monde francophone, que pensent les jeunes du mariage ?*

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:

knowledge of young people's opinions about marriage; opinions explained by ethnicity and religious beliefs; opinions explained by young people's experiences (positive or negative) of their parents' marriage; young people's opinions about marriage in communities outside mainland France; knowledge of alternative partnerships and opinions about these.

Below are some examples of the sorts of questions students could ask.

- *Savez-vous si les statistiques sont les mêmes en Grande Bretagne qu'en France ?*
- *Etes-vous pour ou contre le mariage ?*
- *A votre avis, est-ce que le mariage doit être « pour la vie » ?*
- *A votre avis, est-ce qu'il est trop facile de divorcer ?*

Indicative content**Carte B : 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 les familles recomposées 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:

an explanation of the term *famille recomposée* and what new roles and relationships could be, including step-parents and siblings; knowledge of the scale of this trend in a French-speaking country studied by the student; some exemplification of the sort of tensions and problems created – questioning the authority of a “new” parent or tensions because of sibling rivalry and jealousies – and/or other exemplification.

- *Que pensez-vous de l'opinion donnée 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:

general confirmation that the information is borne out by this wider study; reference to some knowledge that endorses/contradicts the information such as a counter view with reference to the *richesses* aspect; reference to more recent evidence than that provided on the card; reference to the trend outside of mainland France but in the context of the French-speaking world; reference to case studies including children's or parents' views that have been read by students.

- *Comment la vie de famille est-elle en train de changer 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:

outline of decline of traditional family unit and reasons for that; changes in the way couples cohabit rather than marry; changing nature of couples and of conventional parenting; reference to aspects of this sub-theme as outlined in the specification such as *monoparentalité* and *homoparentalité*; how these trends differ or are similar in communities outside mainland France.

Below are some examples of the sorts of questions students could ask.

- *A votre avis, est-ce que les familles recomposées sont quelque chose de positif ?*
- *A votre avis, est-ce que les familles recomposées sont quelque chose de négatif ?*
- *A votre avis, est-ce que les nouveaux rôles sont plus difficiles pour les parents ou les enfants ?*
- *Selon vous, est-ce que la famille recomposée est une source de problèmes ou de richesses ?*

Indicative content**Carte C : 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 sur les habitudes des Français en ce qui concerne l'e-commerce ?*

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 sorts of goods the French buy on-line; the most popular stores or types of stores; recent trends in the popularity of on-line shopping; the number and range of on-line retail sites; the scale of the turn-over of on-line retailing; seasonal trends in on-line shopping and knowledge of peak-sales; specific items for specific age-groups; methods of accessing on-line retail sites.

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

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:

general confirmation that the information is borne out by this wider study; reference to some knowledge that endorses/contradicts the information; reference to more recent evidence than that provided on the card; reference to the trend outside of mainland France but in the context of the French-speaking world.

- *Plus généralement, quelles sont les attitudes des Français envers la « cyber-technologie » ?*

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:

knowledge of how the French use cyber-technology other than for on-line shopping; use of cyber-technology by age-group/socio-professional categories; scale of sales of mobile phones, tablets, computers etc; attitudes to and use of cyber-technology outside of mainland France but in the context of the French-speaking world; cyber-technology as an educational tool in a French-speaking context.

Below are some examples of the sorts of questions students could ask.

- *Savez-vous qui sont les premiers gros cyber-acheteurs d'Europe ?*
- *Avez-vous déjà fait des achats en ligne ?*
- *Préférez-vous acheter en ligne ou faire les magasins ?*
- *A votre avis, quelles sont les ventes traditionnelles dont on parle ici ?*

Indicative content**Carte D : 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 sur l'usage d'Internet ?*

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 scale of use of Facebook and possibly the age-profile of users; the trend over recent years and the increased popularity of sites such as Facebook; how users access such sites and the variety of ways of accessing the Internet; possibly student himself or herself accessing Facebook to communicate with French-speaking contacts.

- *Que pensez-vous des 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:

general confirmation that the information is borne out by this wider study; reference to some knowledge that endorses/contradicts the information; reference to more recent evidence than that provided on the card; reference to the trend outside of mainland France but in the context of the French-speaking world; personal reaction to the information eg nothing surprising given the popularity of/global accessibility of Facebook.

- *Selon ce que vous en savez, les réseaux sociaux ont-ils une influence positive 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:

some negative reaction to the mention of a meeting place with reference to the potential dangers involved; some understanding of how users are educated/made aware of these dangers; reference to widespread accessibility to social networks via mobile phones; possibly positive influence of instant and immediate availability of news across the world.

Below are some examples of the sorts of questions students could ask.

- *Est-ce que vous utilisez des réseaux sociaux ?*
- *Comment accédez-vous à Internet ?*
- *Comment utilisez-vous Internet ?*
- *A votre avis, est-ce que nous dépendons trop de la technologie ?*

Indicative content**Carte E : 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 ceux qui font du travail bénévole ?*

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 sort of work that volunteers do through their participation; how the participation differs between older and younger workers; how both groups of participants benefit from this work and how those they help benefit; possible knowledge and understanding of the impact of voluntary work in a particular community; awareness of sections of the population attracted to voluntary work; "topical" perspectives on voluntary work eg refugees, migrants.

- *Que pensez-vous des informations données 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:

general confirmation that the information is borne out by this wider study; reference to some knowledge that endorses/contradicts the information; reference to more recent evidence than that provided on the card; reference to the trend outside of mainland France but in the context of the French-speaking world; voluntary workers from France going and working elsewhere in the world; current and topical perspectives again in terms of countries in crisis attracting voluntary work.

- *Selon vous, comment est-ce qu'une communauté, en France ou ailleurs dans le monde francophone, bénéficie du bénévolat ?*

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:

assessment and evaluation of how a community – in mainland France or elsewhere in the French-speaking world – benefits from the contribution of voluntary workers; specific examples drawn from the student's study of the sub-theme might be cited here; this could be answered from the perspective of those giving their time for voluntary work or those receiving help and assistance.

Below are some examples of the sorts of questions students could ask.

- *Est-ce que le travail bénévole vous intéresserait ?*
- *Avez-vous déjà fait du travail bénévole ?*
- *Pourquoi s'agit-il de ces deux groupes – les retraités et les jeunes ?*
- *Savez-vous si le travail bénévole est aussi populaire en France qu'en Grande Bretagne ?*

Indicative content**Carte F : 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 l'organisation bénévole WWF 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:

knowledge of other types of voluntary work, sectors in which they operate and examples of those people that are helped through voluntary work; any knowledge of participation rates, age profile of those who volunteer; any particular projects that the student can explain; any particular "crisis" projects in which voluntary work has been especially significant.

- *Comment réagissez-vous au message sur cette carte ?*

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 other organisations and their dependence on volunteer workers; a personal reaction to the call to action included on the card; reference to specific case studies that the student has learned about during the course which may or may not be related to environmental issues; the way this kind of action can benefit from many volunteers each making a small contribution.

- *Quelle est la valeur, en France ou ailleurs dans le monde francophone, du travail que font les bénévoles ?*

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:

assessment and evaluation of how a community – in mainland France or elsewhere in the French-speaking world – benefits from the contribution of voluntary workers; the value could be explained from the perspective of those giving their time for voluntary work or those receiving help and assistance or both; students may also refer to the economic contribution of voluntary work through charitable organisations.

Below are some examples of the sorts of questions students could ask.

- *Avez-vous déjà fait du travail bénévole ?*
- *Est-ce que la protection de la nature est quelque chose qui vous intéresse ?*
- *Savez-vous si le travail bénévole est aussi populaire en France qu'en Grande Bretagne ?*
- *Selon vous, dans quel secteur est-ce que le travail bénévole est le plus efficace ?*

Indicative content**Carte G : 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:

- *Que dit-on ici sur le patrimoine culturel français ?*

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:

what knowledge or evidence the student can give about the pride France has or importance given to cultural heritage; knowledge and understanding of the role of the Unesco World Heritage sites; any knowledge the student has about specific examples (text or visual) on the card.

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

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:

general confirmation that the information is borne out by this wider study; a personal reaction to the scale of evidence given on the card – the number of sites, museums etc; reference to some knowledge that endorses/contradicts the information; reference to more recent evidence than that provided on the card; reference to the trend outside of mainland France but in the context of the French-speaking world.

- *Selon ce que vous en savez, qui bénéficie de la protection des sites culturels, 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:

knowledge and examples of local, regional, national cultural heritage projects and how communities have benefited; how initiatives can unite communities and reinforce identity and cultural awareness; general educational benefits in terms of history and cultural understanding; contribution to tourism and thus economic benefits.

Below are some examples of the sorts of questions students could ask.

- *A votre avis, est-ce que les trois images représentent les plus beaux trésors de la France ?*
- *Est-ce que les musées vous intéressent ?*
- *Avez-vous déjà visité Paris ?*
- *A votre avis, est-ce que les Britanniques apprécient leur patrimoine culturel de la même façon que les Français ?*

Indicative content**Carte H : 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:

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

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 France's reputation and standing in the world for its gastronomy; any knowledge or experience of specialities in French cooking; possible knowledge and understanding of influences from the French-speaking world on French cuisine; familiarity with references in the text to Mont St Michel and Versailles or reference to other famous sites and monuments; how gastronomy can reflect local and regional cultural heritage.

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

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:

general confirmation that the information is borne out by this wider study; reference to some knowledge that endorses/contradicts the information; a personal reaction that perhaps points to more obvious examples of cultural heritage than gastronomy; reference to more recent evidence than that provided on the card; reference to the trend outside of mainland France but in the context of the French-speaking world.

- *Selon ce que vous en savez, quelle est l'importance de la gastronomie pour le tourisme, 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:

variety and diversity of French cuisine in France and beyond in the French-speaking world; tourism and dependence on high-quality eating and drinking; tourism and regional produce including wine-producing areas; appeal to both French and foreign visitors; broader discussion about cultural heritage and tourism more generally.

Below are some examples of the sorts of questions students could ask.

- *Y a-t-il un plat français que vous préférez ?*
- *Qu'est-ce que vous appréciez le plus en ce qui concerne la gastronomie française ?*
- *Connaissez-vous le Mont Saint Michel ?*
- *Avez-vous déjà visité le château de Versailles ?*

Indicative content**Carte I : 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 ?*

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:

range and variety of francophone music and some knowledge perhaps of origins of different types of francophone music; some knowledge of different genres mentioned on the card and some examples or understanding of history of music; particular artistes or songs that the student has heard; popularity (or not) of francophone music beyond French-speaking audiences.

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

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:

general confirmation that the information is borne out by this wider study; a personal reaction about any or all of the statistical information and or the gender-divide; reference to some knowledge that endorses/contradicts the information; reference to more recent evidence than that provided on the card; reference to the trend outside of mainland France but in the context of the French-speaking world.

- *Selon vous, est-ce que ces statistiques reflètent les goûts de tous les âges, 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:

reference to tastes and preferences of other sections of society and age-groups; popularity of certain musical genres and how tastes have evolved; popularity of music other than *musique francophone* within a more globalised music-market and environment; some discussion perhaps of the threat to the future of francophone music.

Below are some examples of the sorts of questions students could ask.

- *Quel est votre genre de musique préféré ?*
- *Aimez-vous écouter la musique francophone ?*
- *Avez-vous un(e) artiste français(e) préféré(e) ?*
- *Que pensez-vous du rap / du reggae etc ?*

Indicative content**Carte J : 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 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:

the quotas initiative and what it means, its purpose and its effectiveness; reasons why the quotas are not applied – audience preferences, other musical influences; comparison between French-speaking Canada and other French-speaking countries.

- *Que pensez-vous des 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:

general confirmation that the information is borne out by this wider study; reference to some knowledge that endorses/contradicts the information eg questionable importance or influence of radio stations given other means of accessing music; reference to more recent evidence than that provided on the card; reference to the trend outside of mainland France but in the context of the French-speaking world.

- *Selon vous, est-ce que la musique francophone est en danger de disparaître ?*

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:

knowledge of current state of play in francophone music industry and of popularity of francophone music in French-speaking countries/audiences; perhaps some reference to or evidence of francophone music breaking into international markets; an appreciation of characteristics of francophone music and of its appeal; some reference to knowledge of specific artists, genres.

Below are some examples of the sorts of questions students could ask.

- *A votre avis, est-ce que les quotas sont une bonne idée ?*
- *Ecoutez-vous souvent de la musique francophone ?*
- *Comment obtenez-vous votre musique ?*
- *Ecoutez-vous souvent la radio ?*

Indicative content**Carte K : 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 les Français et le cinéma ?*

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:

trends over time and whether cinema is becoming more or less popular; alternative ways of viewing films and their impact; tastes and preferences of French cinemagoers; current state of French cinema in the world; French cinema as an art form.

- *Comment réagissez-vous aux informations sur cette carte ?*

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:

general confirmation that the information is borne out by this wider study; reference to some knowledge that endorses/contradicts the information; personal reaction to the rank order of nationalities and cinema statistics; reference to more recent evidence than that provided on the card; reference to the trend outside of mainland France but in the context of the French-speaking world.

- *Selon vous, est-ce que les films français sont appréciés hors de l'Hexagone ?*

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:

awareness of one or two box-office successes beyond France (*Le fabuleux destin d'Amélie Poulain* ; *Intouchables* for example); historical movements that have influenced and/or impacted on world cinema (*Nouvelle Vague*); personal preferences about films seen and discussion of these.

Below are some examples of the sorts of questions students could ask.

- *Allez-vous souvent au cinéma ?*
- *Quelles sortes de films aimez-vous regarder ?*
- *Quel est votre film français préféré ?*
- *Préférez-vous les films français aux films britanniques ?*

Indicative content**Carte L : 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 les ciné-clubs ?*

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:

how the existence of cine-clubs reflect how the French-speaking public view cinema; tastes and preferences of French-speaking cinema audiences; are they loyal to French-speaking directors and film-makers or do they have more varied tastes; any knowledge of French-speaking directors outside France.

- *Que pensez-vous des 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:

general confirmation that the information is borne out by this wider study; reference to some knowledge that endorses/contradicts the information; a personal reaction to the idea of cine-clubs; reference to more recent evidence than that provided on the card; reference to the trend outside of mainland France but in the context of the French-speaking world.

- *Selon vous, comment les films francophones sont-ils différents d'autres films ?*

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 from films students have seen might be the evidence used in responses; reference to cinema as the 7th art form and what this means; artistic value of cinema versus other countries' output eg big budget American films; some reference to historical trends and cinematographic movements.

Below are some examples of the sorts of questions students could ask.

- *Avez-vous déjà assisté à un ciné-club ?*
- *Avez-vous un film français préféré ?*
- *Préférez-vous des films français ou britanniques ?*
- *Quel est votre réalisateur préféré ?*

