



A-level FRENCH 7652/3T/3V

Paper 3 Speaking

Mark scheme

June 2025

Version: 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 Examiner.

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

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from [aqa.org.uk](https://www.aqa.org.uk)

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Level of response marking instructions

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

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

Step 1 Determine a level

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

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

Step 2 Determine a mark

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

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

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

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

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

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

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

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

Students asking questions

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

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

Assessment objective 2

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

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

Assessment Objective 4

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

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

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

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

Notes

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

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

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

Notes

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

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

Notes

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

Serious errors are defined as those which adversely affect communication.

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

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

Minor errors include:

incorrect genders and consequential errors of agreement.

Serious errors include:

incorrect verb forms especially irregular forms

incorrect use of pronouns

missing or incorrect agreements of adjectives or past participles.

Complex language includes:

use of pronouns of all types

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

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

use of present and past participles.

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

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

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of French-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

Question 1 *Que dit-on ici sur les pères monoparentaux en France ?*

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

- reference to upward trend in single parent families led by fathers
- the challenges facing lone fathers
- information about the impact on children of being brought up by a lone father.

Question 2 *Comment réagissez-vous aux informations données ici ?*

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

- reference to possible reasons why the trend in lone fathers is rising
- a judgement on the findings of the survey
- opinions on difficulties facing lone fathers.

Question 3 *Selon ce que vous en savez, quels sont les changements les plus importants dans la famille, en France, ou ailleurs dans le monde francophone ?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any French-speaking country. Responses could include:

- reference to other trends in family models in the French-speaking world and an evaluation of their impact
- an evaluation of whether the upward trend in lone fathers in France is reflected in other French-speaking countries
- difficulties lone fathers may face in different French-speaking countries
- any personal experience the student may have of family models in the French-speaking world.

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

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of French-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

Question 1 *Que dit-on ici sur le phénomène TikTok en France ?*

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

- reference to the statistics showing the popularity of TikTok
- the positive aspects of the TikTok app
- the negative effects of TikTok on French teenagers.

Question 2 *Que pensez-vous des informations données ?*

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

- opinions on the advantages and disadvantages of the app
- comparisons with other apps and why TikTok is so popular
- an evaluation of whether the advantages of the app outweighs its dangers.

Question 3 *Selon ce que vous en savez, quelle est l'importance des réseaux sociaux, en France, ou ailleurs dans le monde francophone ?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any French-speaking country. Responses could include:

- reference to the popularity of TikTok and other social media platforms throughout the French-speaking world
- some awareness of the importance of influencers on social media platforms in the French-speaking world
- information on how social media sites like TikTok influence teenagers in French-speaking countries other than France.

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

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of French-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

Question 1 *Que dit-on ici sur le bénévolat en Belgique ?*

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

- reference to the role of volunteers in this Belgian food bank
- problems of hunger and poverty in Liège
- importance of social engagement to help others.

Question 2 *Que pensez-vous de la mission de la banque alimentaire ?*

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

- reference to other similar organisations
- a judgement about the importance of this type of voluntary work
- an opinion about the benefits of such work for both the recipients of the food and the volunteers.

Question 3 *Selon ce que vous en savez, comment est-ce que le bénévolat, en France, ou ailleurs dans le monde francophone, contribue à la société ?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any French-speaking country. Responses could include:

- reference to other voluntary organisations and an evaluation of their role and significance
- the work of similar organisations in France and other parts of the French-speaking world
- some awareness of the increasing importance of the contribution of voluntary organisations in France and the French-speaking world.

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

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of French-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

Question 1 *Que dit-on ici sur Saint-Louis ?*

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

- why Saint-Louis has been classified as a World Heritage Site
- the dangers which threaten this unique site
- reference to sources of funding to protect the city's heritage.

Question 2 *Que pensez-vous des informations présentées ici ?*

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

- a discussion of whether money should be spent on restoring the city when many of its inhabitants live in poverty
- opinions on whether the French government should be spending money on preserving the colonial history of Saint-Louis
- a judgement on the importance of preserving such sites.

Question 3 *Selon ce que vous en savez, pourquoi est-il important de sauvegarder le patrimoine, en France, ou ailleurs dans le monde francophone ?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any French-speaking country. Responses could include:

- reference to other endangered sites of cultural significance
- the strategies which are being used to protect them
- some awareness of the threats to sites of historical importance in the French-speaking world.

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

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of French-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

Question 1 *Que dit-on ici sur les chanteurs francophones ?*

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

- their songs are always evolving
- francophone singers are creative
- they draw on the past for inspiration for their songs.

Question 2 *Quelle est votre réaction aux informations données ?*

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

- knowledge of French or francophone musicians who have re-released songs from the past eg Renaud released an album of covers of songs by Georges Brassens
- francophone singers who have made reference to history in their work eg Jean-Pax Méfret's references to French colonialism
- opinions about the level of creativity of French singers.

Question 3 *Selon ce que vous en savez, comment est-ce que les musiciens et les chanteurs, en France, ou ailleurs dans le monde francophone, reflètent la société ?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any French-speaking country. Responses could include:

- examples of francophone songs with a political message
- examples of how the work of francophone musicians reflects their heritage
- examples of the response in French music to events in wider society.

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

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of French-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

Question 1 *Que dit-on ici sur le cinéma en France ?*

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

- it is very popular
- comedies are the most popular type of film
- action films are also very popular.

Question 2 *Quelle est votre réaction aux informations sur cette carte ?*

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

- facts about cinema-going in francophone countries
- knowledge of recent popular francophone films
- opinions about why the cinema is so popular in France.

Question 3 *Selon ce que vous en savez, qu'est-ce qui explique la popularité du cinéma, en France, ou ailleurs dans le monde francophone ?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any French-speaking country. Responses could include:

- knowledge of schemes that have supported the film industry in francophone countries
- knowledge of the state of the francophone film industry
- opinions as to how important the francophone film industry is considered to be by governments and other bodies.

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

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of French-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

Question 1 *Que dit-on ici sur le Sénégal ?*

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

- it is a country of democracy and tolerance
- the government of Senegal works to promote inclusion and tolerance
- diverse cultures live there in peace and harmony.

Question 2 *Quelle est votre réaction aux informations données ?*

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

- issues surrounding tolerance of others in French-speaking countries
- knowledge of how tolerance is encouraged by governments and other bodies in French-speaking countries
- knowledge of the situation vis-à-vis tolerance of different cultures in the French-speaking world.

Question 3 *Selon ce que vous en savez, jusqu'à quel point est-ce qu'on encourage l'inclusion et la tolérance, en France, ou ailleurs dans le monde francophone ?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any French-speaking country. Responses could include:

- examples of initiatives to promote tolerance of all cultures in France and/or French-speaking countries, such as those of the organisation 'Coexister' in France, Belgium and Switzerland
- policies and laws adopted by French-speaking countries to ensure that racial intolerance is illegal eg the constitution of France ensures "the equality of all citizens before the law, without distinction of origin, race or religion"
- to what extent such initiatives and policies have been effective eg the jail sentence given to French comedian Dieudonné M'bala M'bala in Belgium in 2015 for using racist language during a show in Belgium was claimed to be a 'major victory' in the fight against antisemitism.

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

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of French-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

Question 1 *Que dit-on ici sur l'organisation « Toit à moi » ?*

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

- « *Toit à moi* » helps homeless people
- the organisation offers long-term housing, not temporary accommodation
- it now owns 31 flats in 6-French cities.

Question 2 *Que pensez-vous des organisations comme « Toit à moi » ?*

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

- opinion as to the need for projects such as this
- opinion as to whether the student thinks that this type of project is a good idea or not
- knowledge of the success or otherwise of such projects.

Question 3 *Selon ce que vous en savez, qu'est-ce qu'on fait, en France, ou ailleurs dans le monde francophone, pour aider les sans-abris ?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any French-speaking country. Responses could include:

- knowledge of policies to help homeless people in the French-speaking world eg the Luxembourg government has adopted a national strategy against homelessness and housing exclusion
- whether such policies and initiatives are effective and what more could be done eg the extent to which the actions of the government in Madagascar to help people made homeless as a result of the cyclone in 2017 were successful
- knowledge of the attitude of governments in the French-speaking world towards the issue of homelessness eg in April 2020 Quebec's Minister of Health and Social Services, announced additional funding to reduce the impact of COVID-19 on people experiencing homeless or at risk of becoming homeless.

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

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of French-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

Question 1 *Que dit-on ici sur la prison de Bordeaux ?*

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

- location for a television series showing life inside the prison
- attitude of prison officers towards inmates is one of respect
- the series shows the efforts made to rehabilitate offenders and prevent suicides.

Question 2 *Que pensez-vous des informations données ?*

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

- opinion as to whether such a series is a good or bad idea with reasons to support the view
- opinion about the respectful attitude of officers and their willingness to engage with offenders
- opinion about the importance of rehabilitation.

Question 3 *Selon ce que vous en savez, la prison de Bordeaux est-elle typique des prisons, en France, ou ailleurs dans le monde francophone ?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any French-speaking country. Responses could include:

- reference to suicide rates, violence among prisoners, and overcrowding in French prisons
- reference to the government's commitment to increase prison capacity
- possibly some knowledge of the prison system elsewhere in the French-speaking world eg French Canada.

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

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of French-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

Question 1 *Que dit-on ici sur le droit de vote à 16 ans en France ?*

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

- debate about lowering the voting age to 16 should be re-opened
- link between this issue and the approach of elections
- what a new law would require in terms of constitutional change.

Question 2 *Comment réagissez-vous aux informations données ?*

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

- an opinion about the issue with some justification for the stand taken
- possible reference to where 16-year-olds have successfully exercised the right to vote
- a personal reaction in terms of the importance of the right to vote.

Question 3 *Selon ce que vous en savez, quelle est l'attitude des gens, en France, ou ailleurs dans le monde francophone, envers le droit de vote à 16 ans ?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any French-speaking country. Responses could include:

- awareness that French teenagers have mixed views about this issue
- those in favour believe that political engagement is important; those against argue that 16-year-olds are not mature enough to vote
- awareness that some education about voting and politics would be needed but that impartiality is also crucial.

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

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of French-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

Question 1 *Que dit-on ici sur la situation des postiers et postières au Canada ?*

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

- postal workers in Canada are on strike
- demands include improved working conditions and paid overtime
- the position of the solidarity network mentioned about the right to strike.

Question 2 *Que pensez-vous des informations données ?*

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

- a personal opinion about the right to strike and, perhaps, agreement with it as a last resort
- a reaction to the law mentioned here that allows the government to forbid the strike
- an opinion about the effectiveness of strike action linked here to the postal services.

Question 3 *Selon ce que vous en savez, en France, ou ailleurs dans le monde francophone, comment les conflits au travail sont-ils résolus ?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any French-speaking country. Responses could include:

- awareness of France's recent history of strike action
- awareness that it often seems to be a position of first resort rather than last resort
- awareness that strikers in France often succeed in having their demands met through this action.

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

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of French-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

Question 1 *De quoi parle ici la présidente du Rassemblement National ?*

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

- an assault upon a woman by a migrant in Calais
- increase in the number of such assaults by migrants and the need for border controls
- extreme nature of the message in the text that firmness is needed to deal with migrants.

Question 2 *Que pensez-vous de ses opinions ?*

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

- opinion that this is to be expected of Marine Le Pen's politics
- personal reaction in terms of agreeing or disagreeing with this position
- opinion that migrant workers ought to be treated with more respect and dignity.

Question 3 *Selon ce que vous en savez, comment les politiques envers l'immigration sont-elles efficaces, en France, ou ailleurs dans le monde francophone ?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any French-speaking country. Responses could include:

- number of applications for asylum in France is on the increase
- there are calls for such asylum seekers to have better employment prospects in France
- there are calls to improve how immigration policies work with less harsh conditions for residency and less cumbersome administrative procedures.

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

Notes

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

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

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

Notes

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

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

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

Notes

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

Serious errors are defined as those which adversely affect communication.

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

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

Minor errors include:

incorrect genders and consequential errors of agreement.

Serious errors include:

incorrect verb forms especially irregular forms

incorrect use of pronouns

missing or incorrect agreements of adjectives or past participles.

Complex language includes:

use of pronouns of all types

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

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

use of present and past participles.

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

Notes

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

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

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

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

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

The presentation

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

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

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

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

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