

**AS**  
**FRENCH**  
**7651/3T/3V**

Paper 3 Speaking

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**Mark scheme**

June 2023

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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.

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

<b>AOs</b>	<b>CARD 1</b>	<b>CARD 2</b>	<b>TOTAL</b>
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 2 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.

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	<b>Very good critical response</b> 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.	
7–8	<b>Good critical response</b> 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.	
5–6	<b>Reasonable critical response</b> 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.	
3–4	<b>Limited critical response</b> 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.	
1–2	<b>Very limited critical response</b> 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.	
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 le taux de naissance en France ?***

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

- reasons why French couples are choosing to have fewer children
- economic factors, particularly since 2014
- women are having children later in life.

**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 reasons for lower birth-rate
- the impact of the higher cost of living
- women want to pursue a career before having children.

**Question 3 *Selon ce que vous en savez, pour quelles autres raisons les couples, en France, ou ailleurs dans le monde francophone, ont-ils moins d'enfants de nos jours ?***

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:

- high costs of childcare
- increasing importance of independence for women
- it has become more socially acceptable to choose not to have children, and the influence of the Catholic Church in France has declined.



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**Possible content****CARTE B : 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 familles recomposées en France ?***

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

- increase in divorce rate in France
- increasing number of children living in blended families
- increase in the number of people living with a new partner's children.

**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 the issues related to blended families in France
- divorce and consequently blended families have become a normal part of life for many children
- the problems experienced by some children in blended families.

**Question 3 *Selon ce que vous en savez, comment est-ce que la famille traditionnelle a changé ces dernières années, 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:

- the traditional family model is changing
- given changes in the law, many different types of family exist and are accepted in France and elsewhere (same sex parents, single parent families)
- awareness of the benefits this brings to many children, for example, promotes integration, social skills and provides a wider support network.

**Possible content****CARTE C : 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 la popularité de l'application TikTok ?***

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

- creative/expressive aspects of TikTok
- popularity amongst young people
- popularity amongst women in particular.

**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:

- reasons why TikTok is so popular
- why it appeals mainly to young people
- apps that are popular with older age groups.

**Question 3 *Selon ce que vous en savez, pourquoi est-ce que les applications de ce genre sont devenues si populaires, 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:

- social media but with the ability to be creative
- short videos that can be entertaining but also informative; vlogging is on the increase in France and francophone countries
- more appealing and more fun than other more traditional apps such as Facebook, Twitter etc.

**Possible content****CARTE D : 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 l'introduction de la 5G à Madagascar ?*

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

- the advantages of 5G technology
- the importance of Internet access in Madagascar
- how Madagascar is leading the way with 5G technology among African countries.

**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 the main Internet use in francophone Africa
- the increasing importance of high-speed Internet access
- possible reasons why Madagascar is ahead of other African countries.

**Question 3** *Selon ce que vous en savez, comment est-ce que les gens, en France, ou ailleurs dans le monde francophone, bénéficient des nouvelles technologies ?*

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:

- increased access to the Internet via 5G benefits rural communities
- increased access to resources for education, especially in francophone African countries
- positive impact on the economy as more people can access services online.

**Possible content****CARTE E : 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 Caritas Luxembourg ?***

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

- Caritas Luxembourg is looking for volunteers for a number of roles
- a girl of eight needs help with maths from a male or female volunteer
- help is also needed in the learning of French for the father of a family and for a couple.

**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 view that the organisation seems to specialise in recruiting voluntary workers for educational purposes
- an opinion in favour of such voluntary work both for those offering it and those receiving it
- an opinion that the offer of help to refugees is a positive contribution.

**Question 3 *Selon ce que vous en savez, à part les réfugiés, quels gens est-ce que le bénévolat aide, 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:

- understanding the various groups that volunteers help including those who are hungry or short of food, via Restos du Coeur and perhaps more local foodbanks
  - associations that offer volunteers to visit the elderly and house-bound such as departmental *Foyers pour les Personnes Agées*
  - associations that offer volunteers to help the disabled and those who care for them.
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**Possible content****CARTE F : 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 les bénévoles de la ville de Bourges ?***

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

- volunteers come from a range of backgrounds and age-profiles with the retired being the most common
- they offer their time, experience and energy in a range of projects
- these include environmental projects, support for the vulnerable, help for job-seekers and for sport and/or cultural associations.

**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:

- the prevalence of retired people will no doubt come as no surprise
- candidates will probably identify the popularity of voluntary work among young people
- there might be some surprise that retired volunteers get involved in environmental projects as these tend not to feature in coursebook materials whereas the other examples here do.

**Question 3 *Selon ce que vous en savez, comment est-ce que les bénévoles bénéficient du travail qu'ils font, 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:

- retired people benefit through meeting and socialising with other retired or non-retired people and using their time in a productive way, helping other people
  - volunteers invariably benefit from working in teams: foodbanks in Luxembourg; home-visiting in rural areas in France
  - young people in particular can use voluntary work to develop new skills and this can often be an introduction to the world of work.
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**Possible content****CARTE G : 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 la protection de ce bâtiment historique ?***

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

- this is an example of not just an historic building being preserved but the views of the building also
- the project has been launched by the department of the Eure-et-Loir to protect the views of Chartres cathedral
- there can be no construction that would block the view of the cathedral within a 30 kilometre wide perimeter of the cathedral.

**Question 2 *Que pensez-vous de cette initiative ?***

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

- the initiative could prompt support or lack of support
- protecting views of monuments is important but so too, perhaps, is allowing developments around such monuments
- significant and attractive tourist centres need to have the infrastructure to support visitors.

**Question 3 *Selon ce que vous en savez, quelles autres mesures est-ce qu'on prend, en France, ou ailleurs dans le monde francophone, pour sauvegarder les bâtiments historiques ?***

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:

- the Lascaux caves and Mont-Saint-Michel are often quoted as examples of sites that have taken measures to mitigate the effects of visitors
  - online virtual tours of, for example, Parisian monuments and sites are being developed but there might be a view that these do not really replace the 'real thing'
  - grants and subsidies from central and local governments as well as private donations are encouraged and there is also a lottery fund specifically for the restoration of historic sites and buildings.
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**Possible content****CARTE H : 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 le patrimoine culturel en France ?***

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

- cultural heritage is not just about monuments and buildings
- there is the immaterial cultural heritage of local and national traditions, festivals, and customs
- these help to create and preserve the identity of communities which could be threatened by globalisation.

**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:

- candidates will probably agree with the point that immaterial cultural heritage is as important as material
- communities can take pride in preserving their traditions from generation to generation
- a view that this cultural identity educates young people about their specific community's traditions and folklore.

**Question 3 *Selon ce que vous en savez, que fait-on, en France, ou ailleurs dans le monde francophone, pour faire apprécier le patrimoine culturel immatériel ?***

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:

- there will perhaps be some awareness of the many and diverse local festivals and celebrations in France that are often linked to local crafts or agriculture
  - some understanding of the July 14 celebrations and awareness of important historical events
  - some awareness of UNESCO recognised immaterial cultural phenomena such as the iconic French baguette and/or local and regional gastronomy.
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**Possible content****CARTE I : 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 le concours musical ?***

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

- it is a competition for young artists
- entrants must write a song in French
- songs should reflect the hopes and dreams of young people.

**Question 2 *Quelle est votre réaction à ce concours ?***

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

- opinions as to the importance of insisting that songs entered in the competition should be written in French
- new songwriters need opportunities such as this to ensure that their music is heard
- opinions as to the importance of this competition being supported by a radio station.

**Question 3 *Selon ce que vous en savez, quelle est l'importance des concours de musique, 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 TV competitions such as « *The Voice : la plus belle voix* »
- examples of winners of competitions such as this, for example Nolwenn Leroy, who has gone on to have a very successful career
- the significance of the continuing popularity of music competitions.



**Possible content****CARTE J : 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 attitudes des jeunes Français envers la musique ?***

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

- nearly three quarters of young people in France said that music is a favourite activity
- music is a source of pleasure and a way of connecting with a group
- young people like to share music at a birthday celebration, for example.

**Question 2 *Comment réagissez-vous 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:

- reactions to the results of this survey
- examples of the effect of music on young people
- opinions about how young French people access music.

**Question 3 *Selon ce que vous en savez, comment est-ce que les attitudes envers la musique sont en train de changer, 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:

- current attitudes to music in francophone countries
  - changes in the relative popularity of different types of music in francophone countries; according to a recent survey by the streaming service Deezer, classical music is becoming more popular amongst French listeners, but hip-hop is decreasing in popularity
  - the resurgence in popularity of francophone artists who were first famous in the last century, such as Jacques Dutronc and Johnny Hallyday.
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**Possible content****CARTE K : 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 festival de Cannes ?***

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

- it is a famous cinema festival
- it is a showcase for high quality films
- it is a glamorous event whose primary purpose is to celebrate cinema.

**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:

- the popularity of the Cannes film festival reflects the importance given to cinema as an art form in France
- it reflects the glamour and celebrity associated with the film industry
- francophone film directors are very keen to have their work shown at the festival.

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

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:

- festivals are an important showcase for new films
- though the Cannes film festival is perhaps the most famous in the world, there are other important film festivals in francophone countries, such as the Montreal film festival
- the film industry in France and other French-speaking countries needs the support of festivals such as this.

**Possible content****CARTE L : 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 l'industrie cinématographique au Maroc ?***

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

- in Morocco, they are working to promote the country's film industry
- the film industry there reflects the country's culture and also provides employment and wealth
- the Moroccan film industry has a high profile internationally.

**Question 2 *Quelle est votre réaction 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:

- it is important to respect and to reflect the culture of a country when making films there
- the cinema industry can represent a valuable contribution to the economy
- Morocco is right to be proud of its film industry.

**Question 3 *Selon ce que vous en savez, quelle est l'importance 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:

- France has a long tradition of being a leader in the world cinema industry
  - in many francophone countries, not only in Morocco, the cinema industry is an important source of revenue
  - going to the cinema remains a very popular form of entertainment in France and other francophone countries.
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