



AS FRENCH 7651/3T/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

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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:

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

Students asking questions

During the discussion on each stimulus card students are required to ask a question – thus 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	Very good critical response Very good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are mostly successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.	
7–8	Good critical response Good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are often successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.	
5–6	Reasonable critical response Reasonable knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are sometimes successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.	
3–4	Limited critical response Limited knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are occasionally successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.	
1–2	Very limited critical response Very limited knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are rarely successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.	
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 rôle des grands-parents dans les pays francophones ?***

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

- the difference between the role of parents and grandparents
- how grandparents contribute to the upbringing of their grandchildren
- the importance of letting the parents make their own decisions.

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:

- grandparents have more time to spend with their grandchildren
- parents are often busy working as well as looking after their children
- life nowadays is very different to how it was when most grandparents were bringing up their own children.

Question 3 ***Selon ce que vous en savez, est-ce que les grands-parents, en France, ou ailleurs dans le monde francophone, jouent de nos jours un rôle plus important qu'avant dans la vie de leurs petits-enfants ?***

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:

- grandparents are living longer, healthier lives than in the past and, by the age of 70, 80% of French people are grandparents
- grandparents are celebrated each year in France with La fête des grand-mères in March and La fête des grand-pères in October
- changes to the traditional family model have led to changes in the role of grandparents, with some children having multiple grandparents due to blended families.

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 la famille traditionnelle au Mali ?***

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

- multigenerational homes are no longer as common
- young people increasingly move away from the family home for economic reasons
- families are more geographically distant than previously.

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 changes to families in French-speaking Africa
- it has become more acceptable for children to move away from home and live independently
- sometimes this is through necessity but also increasingly through personal choice.

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:

- Mali has a young population with 63% of the population under the age of 25 in 2020
- young people are increasingly looking for opportunities outside their communities thanks to education programmes launched by UNICEF Mali in conjunction with the Ministry of Education
- with the increasing use of technology it is easier for people to stay in touch with their families if they move away.

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 l'attitude des Français envers l'intelligence artificielle ?*

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

- AI is becoming very popular amongst young people to help with schoolwork
- many young people are concerned about the impact of AI on their future careers
- they are still unsure whether AI has more benefits than disadvantages.

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 AI is so popular amongst young people
- what the main benefits of AI are
- why some people are worried about the increasing use of AI.

Question 3 *Selon ce que vous en savez, pourquoi est-ce que les avis sur l'intelligence artificielle sont partagés, 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:

- AI is still a developing technology with many new apps being launched in France and other francophone countries (for example Genmo, Colorize, Splitter.ai)
- awareness of how it is being used in the French-speaking world (for business, education, health)
- opinion on how AI and the increased use of technology in general could affect people in the French-speaking world in the future.

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 la mobidépendance en France ?*

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

- young people spend a large amount of time on their phones
- many people cannot do without their phone for a whole day
- the use of smartphones is increasingly causing mental health problems for young people.

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:

- having a smartphone has become the norm for young people in France
- young people have become too dependent on their phones
- possible reasons why this dependence has become a problem.

Question 3 *Selon ce que vous en savez, comment est-ce que les jeunes, en France, ou ailleurs dans le monde francophone, utilisent la technologie numérique ?*

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 social media use has led to many young people using this as their principal means of communicating and socialising (particularly via WhatsApp, Instagram and Snapchat)
- phones are also used increasingly for online shopping and streaming services (Canal +, Salto, OCS)
- 24-hour access to the Internet has become an essential part of everyday life for young people.

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 le bénévolat proposé à Monaco ?***

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

- volunteers will help in the organisation of the Formula 1 Grand Prix in Monaco
- an outline of the requirements to be eligible to work as a volunteer
- the fact that this is voluntary work, but transport and meal costs will be reimbursed.

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

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

- an opinion that this is not the usual sort of work associated with voluntary work
- a personal opinion as to whether this work would be appealing or not
- a view that for those keen on Formula 1 this would be an excellent opportunity.

Question 3 ***Selon ce que vous en savez, comment est-ce que les bénévoles, en France, ou ailleurs dans le monde francophone, bénéficient de leur participation à une action de bénévolat ?***

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:

- across the French-speaking world, campaigns to attract voluntary workers all cite similar benefits for those who take part
- these include giving back to the community, feeling useful, acquiring new skills, gaining in self-confidence and keeping in contact with others
- in general, older volunteers are motivated by the search for companionship and employment, younger ones by the opportunity to develop skills and improve their CVs.

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 le mouvement Cœur2bouchons ?*

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

- it is a voluntary organisation that collects plastic lids and bottle-tops
- these are then sold on and the money made goes towards paying for equipment for disabled people
- involvement in this movement has a dual benefit – helping others and improving the quality of the environment.

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:

- most responses will probably be in favour of such an initiative for the two reasons given
- responses will also acknowledge the way disabled people benefit from the scheme
- a personal opinion as to whether the student would be interested in volunteering for this or not.

Question 3 *Selon ce que vous en savez, dans quels secteurs, en France, ou ailleurs dans le monde francophone, le bénévolat a-t-il le plus d'impact ?*

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:

- 25% of volunteers in France work in organisations associated with sport
- in Belgium, Luxembourg and France, the second largest sector attracting voluntary workers is education, including providing lessons for refugees
- the third largest sector in France is divided equally between health and helping the homeless.

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 les journées du Patrimoine ?*

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

- these take place on the second weekend in September
- programmes include guided visits and cultural discoveries including of places that are normally closed to the public
- each year the number of visitors is increasing and some attractions are only available through booking in advance.

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:

- an opinion that this weekend of activities is a good idea and an effective way of attracting the public
- a view that as well as promoting cultural attractions, this initiative will be good for the economy of the capital
- possibly some reservations about the initiative on the basis that too many visitors can have a negative impact on sites.

Question 3 *Selon ce que vous en savez, quelle importance est-ce qu'on attache, en France, ou ailleurs dans le monde francophone, à la promotion du patrimoine ?*

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:

- Campus UNESCO YouTube clips, addressed particularly at young people, promote the importance of France's cultural heritage
- the *patrimoine immatériel* is becoming increasingly important across the French-speaking world with the promotion of, for example, the French baguette and couscous in the Maghreb
- France has an abundance of local, regional and national festivals that promote both the material and the intangible cultural heritage.

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 château de Chenonceau ?*

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

- this gem of a château can now be visited virtually from the comfort of one's home
- this is a good thing for those unable or unwilling to travel to the château
- more and more sites are reducing visitor numbers to protect them from damage caused by excessive numbers of visitors.

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

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

- an opinion that a virtual visit cannot really match the real-life experience
- seeing a place is not the same as being in a place
- an opinion that this does nevertheless make cultural heritage sites accessible to all people.

Question 3 *Selon ce que vous en savez, quels exemples des efforts pour contrôler la surfréquentation des sites touristiques y a-t-il, 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:

- car-parking and free shuttle-service transport have been introduced in ski resorts in the Haute Savoie so that the flow of visitors is better managed
- quotas and limits on visitor numbers have been introduced in the Parc Astérix and Futuroscope, meaning that entry is by prior reservation. Corsica has introduced fines of up to 30 000 euros for tourists threatening the safety of birds on the islands of Lavezzi as well as stopping access to a number of footpaths
- Bruges is going to have more events to attract tourists out of season and has limited the number of cruise passengers allowed to arrive each day (from five to two ships). In Québec city the mayor is trying to reduce the number of properties available for tourists to rent in the old town and to encourage locals to come and live there by providing funding for additional shops and businesses.

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 festival Rock en Seine ?*

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

- it happens every year on the last weekend in August
- originally designed to promote rock music, it now offers a variety of francophone music
- this year Stromae is among the artists performing at the festival.

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:

- an opinion that music festivals are generally something positive
- some expression of personal preferences in music
- some awareness of the artist Stromae.

Question 3 *Selon ce que vous en savez, quelle est la popularité des festivals 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:

- the *Génération Voyage* website lists the 16 Summer festivals in France not to be missed, suggesting this is a thriving attraction
- the annual *fête de la musique*, originally organised just in France, has now spread across the French-speaking world
- between 6 and 7.5 million people, which represents 10% of the French population, go to music festivals each year.

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 la musique de Bretagne ?*

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

- music is linked to the history and economic development of the area
- Breton music is thriving thanks to the involvement of young musicians through various associations, schools of music and festivals
- it is a genre of music that is constantly developing and changing.

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:

- an appreciation that music is a positive aspect of life in a region
- a personal opinion, either positive or negative, about this sort of music
- support for the work of these young people contributing to the development of music.

Question 3 *Selon ce que vous en savez, quel rôle est-ce que la musique joue, 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 French spend on average 17 hours a week listening to music and the music industry generated 766 million euros in 2022
- previously, the radio was the most common source for listeners but now, especially among the younger audiences, streaming has taken over
- increasing numbers of artists originally from francophone African countries are performing their music in French and attracting large audiences.

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 Cinémania ?*

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

- it is designed to promote the best of francophone cinema
- more than 100 films are shown to an audience of 30 000
- the festival also promotes French language and culture in Canada.

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:

- support for the idea of a festival such as this
- some understanding of the need to promote French language and culture in Canada
- an opinion, positive or negative, about French films.

Question 3 *Selon ce que vous en savez, quelle valeur est-ce qu'on attache au 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:

- the French are renowned, historically, for their love of cinema, and French directors have had a significant impact on the development of the art form
- the industry has been supported in law through the creation of the CNC (Centre national du cinéma), which takes 10% of all box office sales and reinvests this in French film creation
- currently this represents around 800 million euros of investment annually.

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 le cinéma en France ?*

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

- fewer and fewer 18 to 25-year-olds are watching films in cinemas in France
- streaming has become the main rival to the cinema especially for young people
- home-viewing can be just as good as viewing films in the cinema thanks to technological advancements.

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:

- agreement that online viewing has replaced trips to the cinema especially for young people
- possibly reference to personal viewing habits to support this
- some awareness of other factors that could result in smaller cinema audiences.

Question 3 *Selon ce que vous en savez, que fait-on pour encourager le public à consommer leurs films dans des salles de 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 launched a campaign *On a tous besoin d'aller au cinéma* to try and return to pre-pandemic audience levels
- cinema-going is subsidised through reduced subscriptions, reduced-rate showings of films and special age-related tariffs, to attract as wide a public as possible
- film-production is managed so that as diverse a range of films as possible are produced that will have wide appeal and attract cinema audiences.