



# A level French



## A Level French 2016 onwards

### Subject content

The A-level specification builds on the knowledge, understanding and skills gained at GCSE. It constitutes an integrated study with a focus on language, culture and society. It fosters a range of transferable skills including communication, critical thinking, research skills and creativity, which are valuable to the individual and to society.

Students will develop their knowledge and understanding of themes relating to the culture and society of countries where French is spoken, and their language skills. They will do this by using authentic spoken and written sources in French. Students following this specification will develop their language knowledge, understanding and skills.

Students must also study either one book and one film or two books. They must appreciate, analyse and be able to respond critically in writing in French to the work they have studied. Their understanding of the work must include a critical appreciation of the concepts and issues covered and a critical and analytical response to features such as the form and the technique of presentation as appropriate to the work studied (eg the effect of narrative voice in a prose text or camera-work in a film).

### Assessments

#### Weightings

The marks awarded on the papers will be scaled to meet the weighting of the components.

Students' final marks will be calculated by adding together the scaled marks for each component. Grade boundaries will be set using this total scaled mark. The scaling and total scaled marks are shown in the table below.

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Paper 1: Listening, reading and writing	100	x2	200
Paper 2: Writing	80	x1	80
Paper 3: Speaking	60	x2	120
Total scaled mark:			400

## Paper 1: Listening, reading and writing - 100 raw marks

### What's assessed

- Aspects of French-speaking society: current trends
- Aspects of French-speaking society: current issues
- Artistic culture in the French-speaking world
- Aspects of political life in French-speaking society
- Grammar

### How it's assessed

- Written exam: 2 hours 30 minutes
- 100 marks
- 50% of A-level
- No dictionaries allowed

### Questions

- Listening and responding to spoken passages from a range of contexts and sources covering different registers and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail. The content will be based on the themes/sub-themes in this specification. Questions will include the need to infer meaning and will include abstract material such as opinions, emotional reactions and personal experiences.
- For one question students will need to summarise in French what they have understood from the passage they have heard and marks will be awarded for the quality of French. Students must write in full sentences and use their own words as far as possible in this question.
- In the remaining questions requiring a response in French, students should give only the information required by the question.
- Across the passages for listening, reference will be made to at least two French-speaking countries other than France.

All questions are in French, to be answered with non-verbal responses or in French (30 marks)

- Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail. Texts will include contemporary and historical material and will cover non-fiction and literary fiction and/or material based on literature. The content of the stimulus texts will be based on the themes and sub-themes in this specification, except in the case of literary texts where the content may fall outside of these themes and sub-themes.
- Questions will target main points, gist and detail and will require either non-verbal responses or responses in French. Questions will include the need to infer meaning and will include abstract material such as opinions, views, emotional reactions and personal experiences.
- For one question students will need to summarise in French what they have understood from the stimulus text and marks will be awarded for the quality of French used. Students must write in full sentences and use their own words as far as possible in this question.
- Across the stimulus texts for reading, reference will be made to at least one French-speaking country other than France.

All questions are in French, to be answered with non-verbal responses or in French (50 marks)

Translation into English; a passage of minimum 100 words (10 marks)

Translation into French; a passage of minimum 100 words (10 marks).

## Translation

Students will translate a passage of at least 100 words from French into English. The content will be based on the themes and sub-themes in this specification.

Students will translate a passage of at least 100 words from English into French. The content will be based on the themes and sub-themes in this specification and students will be provided with a supporting text in French, giving them some of the vocabulary and structures which they will need for the translation.

## Assessment Criteria

### Paper 1 Language

Mark	Description
5	The language produced is mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately where required by the task.
4	The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately where required by the task.
3	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex language accurately where required by the task.
Mark	Description
2	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately where required by the task.
1	The language produced contains many errors of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex language accurately where required by the task.
0	The student produces nothing worthy of credit.

## Paper 2: Writing – 80 raw marks

### What's assessed

- One text and one film or two texts from the list set in the specification
- Grammar

### How it's assessed

- Written exam: 2 hours
- 80 marks in total
- 20% of A-level

### Questions

- **Either** one question in French on a set text from a choice of two questions and one question in French on a set film from a choice of two questions **or** two questions in French on set texts from a choice of two questions on each text.
- All questions will require a critical appreciation of the concepts and issues covered in the work and a critical and analytical response to features such as the form and the technique of presentation, as appropriate to the work studied (eg the effect of narrative voice in a prose text or camera work in a film).

No access to texts/films or a dictionary during the assessment.

Students are advised to write approximately 300 words per essay. Everything that students write will be marked; there is no word limit. Students writing the recommended number of words will have access to the full range of marks.

## Assessment Criteria

### Language (20 marks)

Mark	Description
17–20	The language produced is mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately. The student uses a wide range of vocabulary appropriate to the context and the task.
13–16	The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately. The student uses a good range of vocabulary appropriate to the context and the task.
9–12	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex language accurately. The student uses a reasonable range of vocabulary appropriate to the context and the task.
5–8	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately. The student uses a limited range of vocabulary appropriate to the context and the task.
1–4	The language produced contains many errors of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex language accurately. The student uses a very limited range of vocabulary appropriate to the context and the task.
0	The student produces nothing worthy of credit.

**Critical and analytical response (20 marks)**

Mark	Descriptors
17–20	<p>Excellent critical and analytical response to the question set.</p> <p>Knowledge of the text or film is consistently accurate and detailed. Opinions, views and conclusions are consistently supported by relevant and appropriate evidence from the text or film. The essay demonstrates excellent evaluation of the issues, themes and the cultural and social contexts of the text or film studied.</p>
Mark	Descriptors
13–16	<p>Good critical and analytical response to the question set.</p> <p>Knowledge of the text or film is usually accurate and detailed. Opinions, views and conclusions are usually supported by relevant and appropriate evidence from the text or film. The essay demonstrates good evaluation of the issues, themes and the cultural and social contexts of the text or film studied.</p>
9–12	<p>Reasonable critical and analytical response to the question set.</p> <p>Knowledge of the text or film is sometimes accurate and detailed. Opinions, views and conclusions are sometimes supported by relevant and appropriate evidence from the text or film. The essay demonstrates reasonable evaluation of the issues, themes and the cultural and social contexts of the text or film studied.</p>
5–8	<p>Limited critical and analytical response to the question set.</p> <p>Some knowledge of the text or film is demonstrated. Opinions, views and conclusions are occasionally supported by relevant and appropriate evidence from the text or film. The essay demonstrates limited evaluation of the issues, themes and the cultural and social contexts of the text or film studied.</p>
1–4	<p>Very limited critical and analytical response to the question set.</p> <p>A little knowledge of the text or film is demonstrated. Opinions, views and conclusions are rarely supported by relevant and appropriate evidence from the text or film. The essay demonstrates very limited evaluation of the issues, themes and the cultural and social contexts of the text or film studied.</p>
0	<p>The student produces nothing worthy of credit in response to the question.</p>

## Paper 3: Speaking – 60 raw marks

### What's assessed

- Individual research project
- One of four sub-themes ie Aspects of French-speaking society: current trends, Aspects of French-speaking society: current issues, Artistic culture in the French speaking world, Aspects of political life in the French-speaking world

### How it's assessed

- Oral exam: 21–23 minutes (including 5 minutes preparation time)
- 60 marks in total
- 30% of A-level

### Questions

- Part 1: Discussion of a sub-theme with the discussion based on a stimulus card (5–6 minutes). The student studies the card for 5 minutes at the start of the test (25 marks).
- Part 2: Presentation (2 minutes) and discussion (9–10 minutes) of individual research project (35 marks).

No access to a dictionary during the assessment (including 5 minutes preparation).

Students may take the assessment only once before certification.

Assessments will be conducted by either the centre or a visiting examiner and marked by an AQA examiner.

## Part one

In Part one, the teacher-examiner gives the student two cards, following the sequencing table provided as part of the assessment material and avoiding the topic of the student's individual research project. Each card is based on a sub-theme and the two cards are drawn from different themes. The student chooses one of the two cards.

The stimulus card will form the basis for the discussion. The content of each card will be based on one of the sub-themes in this specification. Cards will contain images, text and three questions. The teacher-examiner will ask the student the questions during the discussion.

The student must ask the teacher-examiner two questions arising from the material on the card.

To meet the requirement to ask questions, a student must seek information or an opinion. Asking for repetition or clarification will not meet the requirement. The student's questions must contain a conjugated verb. Rephrasing or repetition of the printed questions will not meet the requirement.

Students may make notes during the 5 minute supervised preparation time and may make reference to these notes during the discussion of the sub-theme.



## Part two

In Part two the student will present the findings of his or her research for up to two minutes. This will be followed by a discussion of the findings of the student's research.

Students will provide in advance on the *Research project form* a list of headings to indicate the scope of their research and the sources used. Apart from the names of published sources, any headings must be in English. The teacher may help the student to complete the form. Students must use at least two sources and at least one of them must be an online source. Apart from the two required sources, any remaining sources and/or headings must not exceed 80 words. Sources could be visual, audio or written (in any combination) and must be capable of leading to findings that will form the basis of a 9–10 minute discussion.

Teachers are allowed to:

- provide suggestions for the subject of students' individual research
- discuss, guide and advise students on their proposed project title (including language of the title) and the scope of the research
- correct the language of the project title where necessary
- give feedback to students on the extent to which their provisional titles will or will not meet the assessment criteria
- suggest sources of reference, including but not limited to websites, books and magazines
- provide support/guidance on research techniques, including how best to manage the storing and assimilation of knowledge and information that has been researched
- provide guidance on planning and timescales, including deadlines or milestones according to which research outcomes can be monitored and checked
- monitor students' progress according to such deadlines or milestones
- provide general advice on the type of language which students might use in the presentation and discussion.

Teachers must not:

- provide the student with material that they have designed specifically for the student's project
- download and give the student specific source materials or copied and pasted extracts
- provide specific advice on the language of the student's presentation and discussion
- give feedback orally or in writing on any written notes, drafts or preparatory work produced by the student for the presentation or discussion
- give feedback orally or in writing on any oral practice presentation by the student, beyond informing the student if it exceeds 2 minutes.

General advice is defined as guidance which the teacher would include in the teaching and learning of the class and which would apply to all projects. Specific advice is defined as guidance which relates to a particular project and is tailored to an individual student or group of students.

During the presentation and discussion of their research project, students may only have access to their completed *Research project form*. No other notes are allowed.

Access to dictionaries is not allowed at any time during the assessment or preparation time.

## Individual research project

Students must identify a subject or a key question which is of interest to them and which relates to a country or countries where French is spoken. They must select relevant information in French from a range of sources including the internet. The aim of the research project is to develop research skills. Students will demonstrate their ability to initiate and conduct individual research by analysing and summarising their findings, in order to present and discuss them in the speaking assessment.

Students may choose a subject linked to one of the themes or sub-themes or to one of the works. However, students must not base their research on the same literary text or film that they refer to in their written assessment. Students within a school or college should each choose a different subject for their research. The A-level Content Advisory Board (ALCAB) has published illustrative examples of individual research topics at [alCab.org.uk](http://alCab.org.uk).

## Assessment Criteria

### Discussion of sub-theme

#### Understanding & Responding (5 marks)

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.
Mark	Descriptors
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.

### Understanding & Responding (Written stimulus) (5 marks)

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 Understanding & Responding. If a student asks no questions, a maximum of 3 marks can be awarded for Understanding & Responding.

### Language (10 marks)

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.
Mark	Descriptors
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.

### Critical & Analytical Response (5 marks)

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

### Research-based topic presentation

#### Critical & Analytical Response (5 marks)

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.
0	Nothing in the presentation is worthy of a mark.

### Research-based topic discussion

#### Understanding & Responding (10 marks)

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.

### Language (10 marks)

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.

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

### Critical & Analytical Response (10 marks)

Mark	Descriptors
9-10	<p>Excellent critical and analytical response.</p> <p>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.</p>
7-8	<p>Good critical and analytical response.</p> <p>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.</p>
Mark	Descriptors
5-6	<p>Reasonable critical and analytical response.</p> <p>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.</p>
3-4	<p>Limited critical and analytical response.</p> <p>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.</p>
1-2	<p>Very limited critical and analytical response.</p> <p>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.</p>
0	<p>The student fails completely to engage with the discussion.</p>

## Assessment of Individual Research Project

Students will provide a two-minute presentation of their chosen research project. This will be followed by a discussion lasting 9–10 minutes.

The presentation will be assessed for Critical & Analytical Response and the discussion for Understanding & Responding, Language & Critical and Analytical Response.

### 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.

Level	Descriptor
Thorough knowledge	<ul style="list-style-type: none"><li>• 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.</li></ul>
Good knowledge	<ul style="list-style-type: none"><li>• 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.</li></ul>
Reasonable knowledge	<ul style="list-style-type: none"><li>• 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.</li></ul>
Limited knowledge	<ul style="list-style-type: none"><li>• A brief outline of key findings with little development and showing little understanding and assimilation of research based knowledge.</li></ul>
Very limited knowledge	<ul style="list-style-type: none"><li>• The briefest outline of key findings with very little development and showing very little understanding and assimilation of research-based knowledge.</li></ul>



## The discussion

The examiner may use points made in the presentation as well as information given on the *Individual Research Project Form* to initiate the discussion.

From there on, the examiner proceeds on the basis of points made in response to questions.

Questions can be informed by knowledge of the topic area, or 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 they 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, evaluate and draw conclusions on those aspects of the topic area that have been researched.

**Table 1: Levels of performance for the discussion**

Level	Descriptor
Excellent level of performance	<ul style="list-style-type: none"><li>• The student will respond readily to all opportunities to explain, develop further, justify and defend opinions and views expressed about the topic under discussion.</li><li>• Response to questions inviting the student to evaluate critically aspects of what has been researched will be supported by relevant factual knowledge.</li><li>• Knowledge of the topic under discussion will be used consistently and effectively to support views and opinions.</li><li>• 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.</li></ul>

Level	Descriptor
Good level of performance	<ul style="list-style-type: none"> <li>• The student will respond well to most opportunities to explain, develop further, justify and defend opinions and views expressed about the topic under discussion.</li> <li>• 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.</li> <li>• 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.</li> </ul>
Reasonable level of performance	<ul style="list-style-type: none"> <li>• The student will respond well to some opportunities to explain, develop further, justify and defend opinions and views expressed about the topic under discussion.</li> <li>• 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.</li> <li>• 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.</li> </ul>
Limited level of performance	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>
Very limited level of performance	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>

## **Social issues and trends**

Students must study the following themes and sub-themes in relation to at least one French-speaking country. Students must study the themes and sub-themes using a range of sources, including material from online media.

### **Aspects of French-speaking society: current trends**

Students may study all sub-themes in relation to any French-speaking country or countries.

#### **The changing nature of family (La famille en voie de changement)**

- Grands-parents, parents et enfants – soucis et problèmes
- Monoparentalité, homoparentalité, familles recomposées
- La vie de couple – nouvelles tendances

#### **'Cyber-society' (La « cyber-société »)**

- Qui sont les cybernautes ?
- Comment la technologie facilite la vie quotidienne
- Quels dangers la « cyber-société » pose-t-elle ?

#### **The place of voluntary work (Le rôle du bénévolat)**

- Qui sont et que font les bénévoles ?
- Le bénévolat – quelle valeur pour ceux qui sont aidés ?
- Le bénévolat – quelle valeur pour ceux qui aident ?

### **Aspects of French-speaking society: current issues**

Students may study all sub-themes in relation to any French-speaking country or countries.

#### **Positive features of a diverse society (Les aspects positifs d'une société diverse)**

- L'enrichissement dû à la mixité ethnique
- Diversité, tolérance et respect
- Diversité – un apprentissage pour la vie

#### **Life for the marginalised (Quelle vie pour les marginalisés ?)**

- Qui sont les marginalisés ?
- Quelle aide pour les marginalisés ?
- Quelles attitudes envers les marginalisés ?

#### **How criminals are treated (Comment on traite les criminels)**

- Quelles attitudes envers la criminalité ?
- La prison – échec ou succès ?
- D'autres sanctions

### **Political and artistic culture**

Students must study the themes and sub-themes below in relation to at least one French-speaking country.

#### **Artistic culture in the French-speaking world**

Students may study all sub-themes in relation to any French-speaking country or countries.

##### **A culture proud of its heritage (Une culture fière de son patrimoine)**

- Le patrimoine sur le plan national, régional et local
- Comment le patrimoine reflète la culture
- Le patrimoine et le tourisme

##### **Contemporary francophone music (La musique francophone contemporaine)**

- La diversité de la musique francophone contemporaine
- Qui écoute et apprécie cette musique ?
- Comment sauvegarder cette musique ?

##### **Cinema: the 7th art form (Cinéma : le septième art)**

- Pourquoi le septième art ?
- Le cinéma – une passion nationale ?
- Evolution du cinéma – les grandes lignes

#### **Aspects of political life in the French-speaking world**

Students may study all sub-themes in relation to any French-speaking country or countries.

##### **Teenagers, the right to vote and political commitment (Les ados, le droit de vote et l'engagement politique)**

- Pour ou contre le droit de vote ?
- Les ados et l'engagement politique – motivés ou démotivés ?
- Quel avenir pour la politique ?

##### **Demonstrations, strikes – who holds the power? (manifestations, grèves – à qui le pouvoir ?)**

- Le pouvoir des syndicats
- Manifestations et grèves – sont-elles efficaces ?
- Attitudes différentes envers ces tensions politiques

##### **Politics and immigration (La politique et l'immigration)**

- Solutions politiques à la question de l'immigration
- L'immigration et les partis politiques
- L'engagement politique chez les immigrés