



# **Mark Scheme (Results)**

## **Summer 2017**

Pearson Edexcel Level 3 Advanced Subsidiary  
GCE

In French (8FR0) Paper 03

Speaking

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

## GCE AS Level French

### Paper 3 mark scheme

For this paper, there are a number of levels-based mark schemes to be applied to each task.

#### General guidance on using levels-based mark schemes

##### Step 1 Decide on a band

- You should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level you should look at the overall quality of the answer and not focus disproportionately on 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 bands 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, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

##### Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

## **Guidance on timing of the speaking assessment**

It is your responsibility to cover all parts of each task and ask appropriate questions to ensure that the candidate is able to access the maximum amount of marks available. The speaking assessment should last between 12 to 15 minutes in total and you must ensure that timings are followed. The timing of the assessment begins with the candidate's first utterance in relation to Task 1. Once the maximum stipulated assessment time has passed, you must bring the assessment to a natural end, allowing the candidate to complete their last sentence.

You must **stop** marking at the end of the sentence once the maximum assessment time has passed, even if the recorded conversation has gone beyond the maximum time.

**Task 1: (responding to written language and discussion based on the Theme *Les changements dans la société française*)**

Four mark grids are applied to task 1:

- responding to written language in speech (AO2)
- knowledge and understanding of society and culture (AO4)
- accuracy and range of language (AO3)
- interaction (AO1).

**Responding to written language in speech (AO2)**

This grid is used to assess the student's response to the first three questions **only**, it is not applied to the discussion that follows the questions. The first three questions assess the student's ability to understand and respond in speech to written language drawn from a variety of sources and to summarise information from written sources in speech. The written sources are the two texts on the stimulus card given to students at the start of the exam.

When deciding how to reward an answer, examiners will consult both this mark grid as well as the AS speaking task 1: indicative content grid for questions 1-3. This can be found in the document Pearson Edexcel Level 3 Advanced Subsidiary GCE in French Sample Assessment Materials (SAMs). There is an indicative content grid is associated with each question. Indicative content contains points that students are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points, as long as students provide alternative responses that fulfil the requirements of the question.

Marks	Description
0	No rewardable language.
1-3	<ul style="list-style-type: none"><li>• Limited ability to summarise; over-reliance on indiscriminate repetition of source material.</li><li>• Limited relevant response to questions on the texts, little evidence of understanding of texts.</li></ul>
4-6	<ul style="list-style-type: none"><li>• Summary makes reference to some main points/ideas but relies frequently on indiscriminate repetition of source material.</li><li>• Partially relevant responses to questions on the texts, some misunderstanding of text or texts evident.</li></ul>

7-9	<ul style="list-style-type: none"> <li>• Mostly clear summary of text, giving a generally clear outline of main points/ideas; occasional indiscriminate repetition of source material.</li> <li>• Mostly relevant responses to questions on the texts, showing a generally clear understanding of the texts.</li> </ul>
10-12	<ul style="list-style-type: none"> <li>• Clear summary of text, giving a clear outline of main points/ideas; avoids indiscriminate repetition of source material.</li> <li>• Relevant responses to questions on the texts, showing a clear understanding of the texts.</li> </ul>

### **The knowledge and understanding of society and culture (A04)**

This mark grid assesses students' ability to communicate information about, and demonstrate appreciation of, different aspects of culture and society related to the countries/communities where the language is spoken. Students are also assessed on their ability to respond critically to different aspects of the culture and society by presenting and justifying points of view, developing arguments and drawing conclusions based on understanding.

When deciding how to reward an answer, examiners will consult this mark grid as well as the **AS speaking task 1: indicative content** grid for **question 4**. This can be found in the document *Pearson Edexcel Level 3 Advanced Subsidiary GCE in French Sample Assessment Materials (SAMs)*. There is an indicative content grid associated with each question. Indicative content contains points that students are likely to use to construct their answer, though they may provide alternative responses that fulfil the requirements of the question.

<b>Marks</b>	<b>Description</b>
0	No rewardable material.
1-3	<ul style="list-style-type: none"> <li>• Occasionally relevant, straightforward ideas supported by information/examples/references which are sometimes stereotypical; often loses focus on the cultural and social context.</li> <li>• Viewpoints expressed with limited justification, arguments and conclusions limited and may be contradictory, response relies on general description.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Relevant, straightforward ideas supported by information/examples/references, loses focus on the cultural and social context in places, occasional irrelevance.</li> <li>• Viewpoints expressed with straightforward justification, occasional argument briefly developed, leading to straightforward conclusion.</li> </ul>

7-9	<ul style="list-style-type: none"> <li>• Relevant ideas predominantly focused on the cultural and social context and supported by information/examples/references.</li> <li>• Viewpoints and arguments on some aspects are developed and justified, leading to some convincing conclusions.</li> </ul>
10-12	<ul style="list-style-type: none"> <li>• Relevant ideas, some of which are perceptive, consistently focused on the cultural and social context and supported by information/examples/references.</li> <li>• Viewpoints and arguments consistently well developed and justified, leading to convincing conclusions.</li> </ul>

**Perceptive:** demonstrates an in-depth understanding by making connections between ideas and information; goes beyond the standard, predictable response; shows insight/originality.

**Ideas** include thoughts, feelings, impressions, opinions.

**Straightforward ideas** are considered to be thoughts and opinions that give the standard, predictable response.

### Accuracy and range of language (A03)

This mark grid assesses students' ability to use a range of grammatical structures and vocabulary in order to produce articulate communication with a range of expression. It also assesses students' ability to apply grammar and syntax accurately, and accuracy of pronunciation.

Marks	Description
0	No rewardable language.
1-3	<ul style="list-style-type: none"> <li>• Occasional variation of straightforward grammatical structures and vocabulary, with some repetition of expression, communication is sometimes constrained.</li> <li>• Accurate sequences of straightforward language, less accurate when using complex language; errors occur that often hinder clarity of communication and sometimes prevent meaning being conveyed.</li> <li>• Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.</li> </ul>



4-6	<ul style="list-style-type: none"> <li>• Some variation of grammatical structures and vocabulary, resulting in some variation of expression; mostly straightforward language with intermittent, repetitive examples of complex and idiomatic language; communication is occasionally constrained.</li> <li>• Frequent sequences of accurate language, though errors sometimes occur that hinder clarity of communication and may occasionally prevent meaning being conveyed.</li> <li>• Pronunciation and intonation are intelligible, though sometimes inaccurate.</li> </ul>
7-9	<ul style="list-style-type: none"> <li>• Frequent variation of grammatical structures and vocabulary, with examples of complex structures and idiomatic language, frequent variation of expression; sequences of articulate communication.</li> <li>• Language is mostly accurate, resulting in mostly coherent speech; infrequent errors occur that may hinder communication.</li> <li>• Pronunciation and intonation are intelligible and mostly accurate.</li> </ul>
10-12	<ul style="list-style-type: none"> <li>• Consistent variation of grammatical structures and vocabulary, including complex structures and idiomatic language, expressing ideas in a variety of ways; articulate communication.</li> <li>• Language consistently accurate, resulting in coherent speech; any errors do not hinder clarity.</li> <li>• Pronunciation and intonation are accurate, intelligible and authentic sounding.</li> </ul>

**Complex language** is considered to include the following:

- conceptually challenging tenses such as the pluperfect, future perfect
- passive voice
- subjunctive mood
- use of relative pronouns
- using extended sentences to express abstract ideas/convey justified arguments that require a range of lexis and structures, for example conjunctions and pronouns
- using synonyms and a variety of expressions to say things in different ways.

**Variation in use of grammatical structures and vocabulary:**

the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. Examiners should judge in which mark band to place students and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become, (see definition of *articulate* below).

Examples of a variety of grammatical structures and vocabulary are: a selection of different verbs, tenses, adjectives, vocabulary and complex language (see above for definition of complex language) for a variety of purposes such as to present and justify points of view, develop arguments, draw conclusions based on understanding and evaluating issues.

**Articulate:** articulate communication is fluent, effective and coherent as students control/manipulate the language to express with some ease what they want to say for a number of different purposes. If students are restricted by their language skills they may not be able to express themselves for all purposes, for example to develop arguments.

**Errors:** students are not expected to produce perfect, error-free speech in order to access the top band. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity:**

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood) or errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed:**

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person or the verb
- mother-tongue interference.

**NB:** these are provided as examples only and do not constitute a finite list.

## **Interaction (AO1)**

This mark grid assesses students' ability to interact with the examiner by giving relevant responses based on what they have heard, by initiating communication and eliciting points of view.

Marks	Description
0	No rewardable material.
1-2	<ul style="list-style-type: none"> <li>• Responds to questions and statements with inconsistent spontaneity, needs regular prompting; may rely on rehearsed language not relevant to the question; sustains some of the conversation using communication strategies if necessary but often relies on the examiner's lead.</li> <li>• Occasionally initiates communication by developing the conversation, often relies on the examiner's lead; may elicit points of view/check for understanding, though this may appear contrived.</li> </ul>
3-4	<ul style="list-style-type: none"> <li>• Interacts spontaneously by responding readily to most questions and statements, with occasional prompting; sustains most of the conversation using communication strategies if necessary, some hesitation.</li> <li>• Frequently initiates communication by developing the conversation, occasional intervention by examiner needed; elicits points of view/checks for understanding although occasionally at an inappropriate moment.</li> </ul>
5-6	<ul style="list-style-type: none"> <li>• Interacts spontaneously by responding readily to questions and statements, able to sustain conversation, using communication strategies if necessary; minimal hesitation.</li> <li>• Consistently initiates communication, developing the conversation without reliance on examiner intervention; elicits points of view/checks for understanding appropriately at different points in the conversation.</li> </ul>

### **Additional guidance**

***Interacts spontaneously:*** responds to questions and statements that arise as a natural part of the conversation; gives a relevant, impromptu response based on what they have heard.

***Communication strategies:*** strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

***Elicit points of view/check for understanding:*** as part of the language of genuine discourse, students are required to engage the examiner in the conversation by asking for their points of view and

checking that their own point of view has been understood. They are expected to do this throughout the oral assessment at appropriate points during the conversation.

This constitutes questions such as:

- 'Seriez-vous d'accord avec moi?'
- 'N'est-il pas correct de penser que...?'
- 'Peut-on dire que...?'
- 'Que pensez-vous de...?'
- 'Est-ce que vous me comprenez?'

The timing of the assessment mean that the teacher/examiner should contribute only brief opinions in response to these types of questions, in order to give students the maximum length of assessment time.

### **Task 2 (discussion on Theme La culture politique et artistique dans les pays francophones)**

Three mark grids are applied to this task:

- knowledge and understanding of society and culture (AO4)
- accuracy and range of language (AO3)
- interaction (AO1).

#### **Knowledge and understanding of society and culture (AO4)**

This mark grid assesses students' ability to communicate information about and demonstrate appreciation of different aspects of culture and society related to the countries/communities where the language is spoken. Students are also assessed on their ability to respond critically to different aspects of the culture and society by presenting and justifying points of view, developing arguments and drawing conclusions based on understanding.

When deciding how to reward an answer, examiners should consult both this mark grid as well as the **AS speaking task 2: indicative content** which is associated with each question, This can be found in the document *Pearson Edexcel Level 3 Advanced Subsidiary GCE in French Sample Assessment Materials (SAMs)*. Indicative content contains points that students are likely to use to construct their answer, though they may provide alternative responses that fulfil the requirements of the question.

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***Elicit points of view/check for understanding***: as part of the language of genuine discourse, students are required to engage the examiner in the conversation by asking for their points of view and checking that their own point of view has been understood. They are expected to do this throughout the oral assessment at appropriate points during the conversation. This constitutes questions such as:

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- *'Peut-on dire que...?'*
- *'Que pensez-vous de...?'*
- *'Est-ce que vous me comprenez?'*

The timing of the assessment mean that the teacher/examiner should contribute only brief opinions in response to these types of questions, in order to give students the maximum length of assessment time.

## **Speaking task 1 – Indicative content**

Indicative content is not exhaustive. Students should be rewarded for any valid response and may draw on a range of relevant ideas or opinions.

### **Task 1 stimulus FR1**

Q1

- Increasing popularity of PACS in France may mean that it will overtake number of traditional marriages in the future
- Traditional marriage still considered the best way to celebrate love and to build a family unit
- PACS considered by some as a half-way house between cohabitation and traditional marriage

Q2

- PACS is a useful financial and legal contract but much easier to terminate than traditional marriage

Q3 **Accept any plausible personal response/opinion with justification, for example:**

- Yes, because marriage does not mean a great deal and divorce is common and too easy
- Yes, because there are other ways of living together such as cohabitation, "union libre" or PACS
- No, because marriage represents a lasting commitment and provides stability for families and children

Q4 **Accept any plausible personal response/opinion, for example:**

- PACS was created partly to enable same sex couples to join in a legal union
- Civil marriage between homosexual couples was legalised in 2013
- There is a lot of popular support for gay marriage in France, but there have also been frequent demonstrations against
- The French Catholic Church is against it, but the French Protestant Church agrees to bless homosexual couples in some cases.

### **Task 1 Stimulus FR2**

Q1

- Description of a large blended family
- Description of how they all get on in spite of numbers and mixed parentage
- Other people's mixed views and opinions of this kind of family

Q2

- Some wonder how they cope, some admire them and some think there is something wrong with that kind of family

**Q3 Accept any plausible personal response/opinion with justification, for example:**

- Yes, because children need both masculine and feminine influences whilst growing up
- No, better to have only one parent rather than living with constant argument and strife
- No, both fathers and mothers equally able of bringing up children on their own

**Q4 Accept any plausible personal response/opinion with justification, for example:**

- French children are highly valued by society are large
- French state supports family with children through generous family allowances and special financially advantageous status of "famille nombreuse"
- State education starts early at 3 in "écoles maternelles"
- Children have rights and special courts to protect them

### **Task 1 Stimulus FR3**

Q1

- Some students had to take their Bac exam twice in Northern France
- Some papers had been leaked on the internet by some official who has been arrested
- Candidates in the centre affected had to retake the papers and three students have been disqualified for life

Q2

- It is the unavoidable gateway to higher education

**Q3 Accept any plausible personal response/opinion with justification, for example:**

- Yes, there too many, virtually every year, and exams should be replaced by coursework which gives a better indication of learning
- No, exams are needed to indicate the true capacity of students for learning and coping with stress, a necessary part of preparation for working life

**Q4 Accept any plausible personal response/opinion with justification, for example:**

- Yes (or no), because French students have a broader level of education up to the last year of secondary schooling and only really specialise after the Baccalaureat. This gives a better grounding for future career

- Yes (or no), because although universities are overcrowded, further education is virtually free and open to more
- Yes, because there are professional and technical options of the Baccalaureat, good post-Bac qualifications such as BTS and some highly-rated technical colleges such as IUTs
- Yes (or no) the Grandes Ecoles are very elitist, guarantee a high-level job for most, but are extremely competitive to get into

### **Task 1 Stimulus FR4**

Q1

- All under-18 French citizens have to attend a national defence day
- This is necessary in order to sit the Bac exam, a driving test or to go onto higher education
- It includes other activities such as first aid and an introduction to voluntary service

Q2

- No, they also receive some first aid training and are told about the possibilities of volunteering in a national civilian service

Q3 **Accept any plausible personal response/opinion with justification, for example:**

- Disagree: the most important part of schooling is about academic studies and you learn about how to be a good citizen at home and outside school
- Agree: civic education should be taught at school, as well as moral education and respect for others
- Sport and the arts can also contribute to turning a young person into a good citizen

Q4 **Accept any plausible personal response/opinion with justification, for example:**

- No: the academic curriculum has always been the most important part of French school programmes
- No: French teachers do not see their job as being more than teaching their subjects
- Yes: PE and Music are part of the official curriculum
- Yes: more and more extra-curricular activities are being organised in some schools to encourage inclusion

### **Task 1 Stimulus FR5**

Q1

- Traditional paper CVs are no longer considered adequate
- Most companies expect on line applications with links to CV and social network addresses
- CVs need to be modified to fit the requirements of each job applied for

Q2

- Because each vacancy applied for may require different skill requirements

**Q3 Accept any plausible answer/opinion with justification, for example:**

- Yes: experience is essential, but you have to start some time
- Yes: both are preferable and even ideal
- No: qualifications are more important, particularly for highly specialised jobs
- No: personality and motivation are the most important attributes (and some would also say it's who you know...)

**Q4 Accept any plausible answer/opinion, for example:**

- No: there is a high level of unemployment in France (10% of active population) and competition is fierce
- No: employers are faced with high employment taxes and charges and are reluctant to take people on
- No: CDIs are very difficult to get; part-time and temporary jobs more prevalent
- Yes?: some signs of moderate improvement in job creation figures according to the INSEE recently

### **Task 1 Stimulus FR6**

Q1

- In spite of their poor reputation, hypermarkets are recruiting a lot of young people
- Training and internal promotion can lead to permanent jobs of responsibility
- E-commerce offers some attractive job possibilities

Q2

- By starting as an ordinary employee and/or taking on a training/apprenticeship based contract

**Q3 Accept any plausible personal response/opinion with justification, for example:**

- Yes: jobs in supermarket are often short term and low-skilled
- Yes: working at a cash-till or stacking shelves is a last resort
- No: there are opportunities in management if you are prepared to work hard and show commitment
- No: hypermarket chains offer worthwhile career paths

**Q4 Accept any plausible personal response/opinion with justification, for example:**

- Yes: some job creation is happening, particularly in health, logistics and communications industries according to the INSEE
- Yes: a lot of older workers/baby-boomers will be retiring soon and making space

- No: employers are still reluctant to recruit full time staff because of high employment taxes and charges
- No: main unions (CGT/CFDT) are strong and demanding and can put off employers
- No: economic growth in Europe is uncertain

## **Speaking task 2 – Indicative content**

### **Task 2 Stimulus FR7**

- Rap originates from American inner-city life which fascinates young people, particularly from the "banlieues", as it is considered "hip" and in tune with their generation
- Rap is seen as anti-society, anti-authority, sometimes violent, and fits in with a desire for rebellion against older generations and institutions
- French speaking rappers such as McSolaar, Diam, NTM, Gradur and Sch have been very successful and even copied by some American artists
- Traditional singers (Brassens, Brel, Piaf) still attract a limited audience as well as ballad singers (Mylène Farmer, Celine Dion).
- There is some interest in regional folkloric music such as Zouk from Guadeloupe and Rai from Algeria

### **Task 2 Stimulus FR8**

- Free on-line music, including video-clips, via many websites such as Deezer, Spotify, exFM, YouTube, Musique Radio etc...
- They can also listen to radio on-line such as Fun Radio, NRJ and Nostalgie as well as TV on-line (TF1, BFM TV or France 24 accessible everywhere in the world)
- Large number of music festivals of all kinds in every region of France and in francophone countries, especially in the Summer around the official music festival (Fête de la Musique) in June (les Nuits de Fourvière in Lyon, le festival de Jazz in Bruxelles, Montréal etc...)
- Numerous popular concert halls (Olympia and Bataclan in Paris, Cirque Royal in Brussels, Arena in Geneva)

### **Task 2 Stimulus FR9**

- A large choice of stations. Five publicly owned (France 2,3,4,5,LCP) and many private (TF1, M6, Arte etc). Most people watch free to air TNT channels (about 18) which include all the main ones and a few specialist stations
- Encrypted pay TV channels : Canal + and associated stations. Three companies (TPS, Canal Satellite and AB Sat) offer packages of satellite or cable based stations. Many are specialist sport stations (Eurosport) or offer films ( Canal+ Cinema, Paris Premiere) news (iTele,LCI). Satellite operators are Astra, Eutelsat and France Telecom
- All main channels carry advertising. Most watched are still generalist channels such as TF1, France 3 (with a regional component) and M6. France O is a public TV network featuring programming from French

overseas departments. TV5Monde and France 24 are international Francophone stations

- Young francophones will watch a lot of dubbed English language programmes such as NCIS, Grey's Anatomy, Friends. French soap is popular : Plus Belle la Vie, les Mysteres de l' Amour are the two longest running examples. So is reality TV : Star Academie, The Voice, TF1's survivor based reality game Koh Lanta. So are TV games like Fort Boyard, Une Famille en Or, Qui veut gagner des millions. Music and sport programmes will also be watched through on-line access to TV channels

### **Task 2 Stimulus FR10**

- Freedom of expression is one of the fundamental tenets of the French Republic
- Many respected high-quality daily newspapers (Le Monde, Le Figaro, Libération, l'Humanité) and weekly magazines (Le Point, l'Express) and their on-line versions
- A large number of francophone newspapers published in Africa (Ivory Coast, Cameroon, Senegal, Algeria, Tunisia etc)
- Strength and world-wide popularity of satirical press (Le Canard Enchaîné, Charlie Hebdo)
- Charlie Hebdo terrorist attack provoked by Mohammed caricatures
- Loi Gayssot of 1990 forbids any racist, anti-Semitic or xenophobic comments in the press
- December 2004 law punishes material causing hatred or violence against people because of sexual orientation or handicap

### **Task 2 Stimulus 11**

- Still very much recognised as such through attendance at church services, although this is on the decline
- End of year festivities are sometimes seen as an excuse for over-indulgence, particularly during the "Réveillon de Noël" and the night of the Saint-Sylvestre. Xmas is also heavily commercialised and can resemble more a pagan festival than a Christian one. Easter is dominated by chocolate consumption and egg searches. The religious link can be tenuous.
- Nationalism/patriotism: on 14<sup>th</sup> July in France, 24<sup>th</sup> June for la Saint-Jean in Quebec, the celebration of independence of Senegal on 4<sup>th</sup> April.
- Love: Valentine's day; youth on 11<sup>th</sup> February in Cameroon. Jokes and tricks : 1<sup>st</sup> April; horror/death with the increasingly popular Halloween; work : 1<sup>st</sup> May and its attendant tradition of offering bunches of lily of the valley.

### **Task 2 Stimulus FR12**

- Example : the Nice Carnival is one of the largest carnivals in the world. There are 15 days of carnival parades with decorated floats and gigantic papier-maché figurines. During the flower parade, extravagantly dressed

characters throw flowers into the crowd along the Promenade des Anglais. Very colourful and original, also quite multi-cultural.

- Example : the Cannes Film Festival was established to rival the Venice Film Festival. Today, more than 30 000 professionals from all over the world meet at the festival. Many prizes are awarded, including the famous Palme d'Or. Interesting to see all the famous actors. Very international. Impressive range of films
- Example : Zythos Beer Festival in Leuven, Belgium. You can taste more than 500 types of beer in just one week-end in the city of Leuven, home to Stella Artois and also the longest bar in the world. Around the city you find restaurants offering dishes cooked with beer, beer walks and beer workshops. Great fun. Very convivial
- You can learn about the French interest in circus skills at the Cirque de Demain Paris festival, the lemon industry at the Menton Lemon Festival, French medieval history, customs and architecture at the Festival Medieval de Sedan, music, theatre and dance at the Carcassonne Festival, music at the Fete de la Musique on 21<sup>st</sup> June, throughout France, when thousands of musicians gather in streets and bars to play a variety of music from classic, to folkloric to electronic, music and theatre at the Gentse Feesten in Ghent, one of the biggest city carnivals in the world, the history and culture of French speaking Wallonia at the Festival de Wallonia in Namur etc...