



Mark Scheme (Results)

Summer 2023

Pearson Edexcel GCE
In French (9FR0)
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 A 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

The speaking assessment should last between 16 to 18 minutes. 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, the teacher-examiner 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 – Discussion on a theme

Three mark grids are applied to task 1:

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

The knowledge and understanding of society and culture mark grid assesses the 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. They are also assessed on their ability to respond critically and analytically to different aspects of the culture and society by selecting relevant material, presenting and justifying points of view, developing arguments, drawing conclusions based on understanding and evaluating issues, themes and cultural and social contexts.

When deciding how to reward an answer, examiners should consult both this mark grid as well as the **AL speaking task 1: indicative content** at the end of the mark scheme, which 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.

Knowledge and understanding of society and culture (AO4)

Marks	Description
0	No rewardable material.
1-3	<ul style="list-style-type: none">• Occasionally relevant, straightforward ideas, mostly generalised, occasionally supported by information/examples/references; frequent loss of focus on the cultural and social context.• Occasional evidence of analysis; points of view are given with limited justification, arguments may be made but not developed, occasionally leading to straightforward conclusions that may be contradictory; mainly relies on description rather than analysis.

4-6	<ul style="list-style-type: none"> • Relevant, straightforward ideas sometimes supported by information/examples/references; some loss of focus on the cultural and social context. • Some analysis of the cultural and social context is evident, with straightforward arguments and points of view which are sometimes developed and justified, sometimes drawing straightforward conclusions; relies on description rather than analysis in places.
7-9	<ul style="list-style-type: none"> • Relevant, occasionally perceptive ideas frequently supported by pertinent information/examples/references; focus predominantly maintained on the cultural and social context. • Analysis of cultural and social context demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions.
10-12	<ul style="list-style-type: none"> • Relevant, perceptive ideas consistently supported by pertinent information/examples/references; consistently focused on the cultural and social context. • Analysis of cultural and social context demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions.

Additional guidance

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, arguments, conclusions, are deemed to be those that give the standard, predictable response.

Task 1 – Discussion on a theme (continued)

Accuracy and range of language mark grid

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.

Accuracy and range of language (AO3)

Marks	Description
0	No rewardable language.
1-3	<ul style="list-style-type: none">Limited variation in the use of grammatical structures and vocabulary, limited or repetitive use of complex and idiomatic language, occasional variation of expression; communication is sometimes restricted/stilted.Limited sequences of accurate language; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed.Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.
4-6	<ul style="list-style-type: none">Some variation in the use of grammatical structures and vocabulary, with use of some repetitive complex and idiomatic language, resulting in some variation of expression; some sequences of articulate communication.Accurate sequences of language, resulting in some coherent speech; sometimes errors occur that hinder clarity of communication.Pronunciation and intonation are intelligible though sometimes inaccurate.
7-9	<ul style="list-style-type: none">Frequent variation in use of grammatical structures and vocabulary, including examples of complex and idiomatic language, resulting in frequent variation of expression and frequent sequences of articulate communication.Accurate language throughout most of the conversation, resulting in generally coherent speech; errors occur but rarely hinder clarity of communication.Pronunciation and intonation are intelligible and mostly accurate.
10-12	<ul style="list-style-type: none">Consistent variation in use of grammatical structures and vocabulary, including different types of complex structures and idiomatic language, expressing ideas in a variety of ways, resulting in articulate communication.Accurate language throughout resulting in coherent speech that is immediately understandable; any errors do not hinder clarity of the communication.Pronunciation and intonation are accurate, intelligible and authentic sounding.

Additional guidance

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

- all grammar and structures included in the grammar list that are specific to A Level.

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.

Task 1 – Discussion on a theme (continued)

Interaction mark grid

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.

Interaction (AO1)

Marks	Description
0	No rewardable material.
1-2	<ul style="list-style-type: none">Interacts with occasional spontaneity to some questions and statements, but requires frequent prompting; occasionally able to sustain the conversation, using communication strategies if necessary; frequent hesitation.Occasionally initiates communication but development often relies on the examiner's lead; may elicit points of view/check for understanding, though this may appear contrived.
3-4	<ul style="list-style-type: none">Interacts spontaneously for extended sections of the conversation, responding mostly with assurance but needing occasional prompting; able to sustain most of the conversation, using communication strategies if necessary; occasional hesitation.Initiates communication by frequently taking the lead to develop the conversation; elicits points of view/checks for understanding although occasionally at an inappropriate moment.
5-6	<ul style="list-style-type: none">Interacts spontaneously throughout, responding with assurance to questions and statements; able to sustain conversation throughout, using communication strategies if necessary; minimal hesitation.Initiates communication by consistently taking the lead to develop the conversation; elicits points of view/checks for understanding naturally and appropriately at different points in the conversation.

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 constraints 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, Part 1 – Independent research presentation

One mark grid is applied to this part of the task:

- responding to written language in speech (AO2).

Responding to written language in speech mark grid

This grid is used to assess the student's two-minute presentation **only**, it is not applied to the discussion that follows the presentation. This mark grid assesses students' ability to understand and respond in speech to written language that is drawn from a variety of sources and to summarise information from written sources in speech. The written sources will be those that students read as part of their independent research and they must refer to at least two named written sources during their presentation.

For guidance on what might be included in an oral presentation and how it may be structured, see **Indicative content for task 2 part 1, independent research presentation** at the end of the mark scheme.

Responding to written language in speech (AO2)

Marks	Description
0	No rewardable material
1-3	<ul style="list-style-type: none">• Summary makes limited reference to named written sources, makes generalised comments rather than being focused on authors' main points/ideas.• Gives a personal response with limited justification, loses focus on the written sources, straying into general opinion. <i>Responses that refer to just one single written source can be awarded a</i>

	<i>maximum of 3 marks only.</i>
4-6	<ul style="list-style-type: none"> • Summary refers to named written sources but lacks clarity or is uneven in its coverage of authors' main points/ideas. • Gives a mostly relevant personal response with occasional justification, some loss of focus on the written sources.
7-9	<ul style="list-style-type: none"> • Presents a mostly clear summary of named written sources, generally clear outline of authors' main points/ideas. • Gives a relevant personal response to the written sources supported with some justification.
10-12	<ul style="list-style-type: none"> • Presents a clear summary of named written sources, giving a clear outline of authors' main points/ideas. • Gives a convincing personal response to the written sources supported with clear justification.

Additional guidance

Personal response: this is considered to be giving justified opinions, demonstrating engagement with the written sources by making focused comments, giving a reaction to/expressing feelings and thoughts about the written sources.

Task 2, Part 2 – Discussion on independent research

Three mark grids are applied to this part of the task:

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

The knowledge and understanding of society and culture 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. They are also assessed on their ability to respond critically and analytically to different aspects of the culture and society by selecting relevant material, presenting and justifying points of view, developing arguments, drawing conclusions based on understanding and evaluating issues.

Knowledge and understanding of society and culture (AO4)

Marks	Description
0	No rewardable material

1-3	<ul style="list-style-type: none"> Occasionally relevant, straightforward ideas, mostly generalised, occasionally supported by information/examples/references; frequent loss of focus on the cultural and social context. Occasional evidence of analysis; points of view are given with limited justification, arguments may be made but not developed, occasionally, leading to straightforward conclusions which may be contradictory; mainly relies on description rather than analysis.
4-6	<ul style="list-style-type: none"> Relevant, straightforward ideas sometimes supported by information/examples/references; some loss of focus on the cultural and social context, Some analysis of the cultural and social context is evident, with straightforward arguments and points of view that are sometimes developed and justified, sometimes drawing straightforward conclusions; relies on description rather than analysis in places.
7-9	<ul style="list-style-type: none"> Relevant, occasionally perceptive ideas frequently supported by pertinent information/examples/references; focus predominantly maintained on the cultural and social context. Analysis of cultural and social context demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions.
10-12	<ul style="list-style-type: none"> Relevant, perceptive ideas consistently supported by pertinent information/examples/references; consistently focussed on the cultural and social context. Analysis of cultural and social context demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions.

Additional guidance

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, conclusions, arguments are deemed to be those that give the standard, predictable response.

Task 2, Part 2 – Discussion on independent research (continued)

Accuracy and range of language mark grid

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.

Accuracy and range of language (AO3)

Marks	Description
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Additional guidance

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- conceptually challenging tenses such as the pluperfect, future perfect
 - passive voice
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 - 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
 - all grammar and structures included in the grammar list that are specific to A Level.

Variation in use of grammatical structures/varied use of 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).

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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.

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Task 2, Part 2 – Discussion on independent research (continued)

Interaction mark grid

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

The constraints 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 a range of relevant ideas or opinions.

Task 1 Stimulus FR1

Statement	Indicative Content
A	<ul style="list-style-type: none">• The overall number of marriages (roughly 3.5 per 1000 inhabitants in 2018 - down from 7.8 in 1970)) has been declining for years despite a slight uplift in the last couple of years, possibly due to the rise in same sex marriages.• People are marrying later - some 9 years - co-habiting first (some 8 million are in a "union libre": roughly 50% 18 - 34-year olds).• The PACS is still popular (some 2 million people).• Other family units are single-parent families and "familles recomposées" (some as a result of re-marriage / some not).
B	<ul style="list-style-type: none">• The reaction to the "loi Taubira" shows that despite the emergence of different types of living arrangements, there is still a sizeable population that believes in traditional family values.• Things may be changing, with men doing more in the house and spending more time with children but France remains a fairly "macho" society, in that childcare is still seen as the woman's responsibility while men concentrate on their careers.• One study (Ifop/Consolab 2019) shows 73% of French women say they do more household chores than men. 16% of French men say they do.• Tasks appear to be "gendered" with women doing more of those associated with keeping the clothes and the house clean and taking greater responsibility for child-care, while men do "odd jobs" and look after the car.

Task 1 Stimulus FR2

Statement	Indicative Content
A	<ul style="list-style-type: none"> Some students are anxious because exams for some subjects start in their Year 12 and they wonder if they will be ready. However, they recognise that “continuous assessment” rewards those who work hard throughout the year. They appreciate the element of choice and not being forced to do so many subjects. The teaching unions, whilst not necessarily being opposed to the reforms, were unimpressed by the lack of detail on things like the impact of student choice on the survival of “unpopular” subjects, how “continuous assessment” would be paid for and what the effect of moving to a school year made up of semesters might be. The new BAC has 4 written papers and 1 twenty-minute oral, all taken in the final year, with marks being awarded on the basis of 60% for exams, 30% continuous assessment and 10% from “note du bulletin”. There are no more “séries” (except for those doing technology), in an attempt to avoid the notion of a hierarchy of qualifications. Instead there is a “tronc commun” - French/philosophy/history and geography/2 foreign languages/ethics/sport/computer science, supplemented with a choice of 3 options.
B	<ul style="list-style-type: none"> PISA results show that 50% of 15-year-olds in France are among the best in the world. 44% of students have a higher education qualification. This is the result of a competitive exam-based system best exemplified perhaps by “les Grandes Écoles” although the argument is also made that these are meritocratic institutions rather than merely “elite”. Critics point out that successful children come from the households of those who themselves succeeded in the system - 90% of the children of “cadres” get their “bac” - 40% of working-class children do and this is generally the “bac professionnel”. Competitive examinations also contribute to the charge of elitism. The term “educational segregation” is used. This segregation has to be addressed reformers say. Greater social and school integration should be the objective. Streaming should be abandoned. Resources should be increased and directed towards disadvantaged pupils. Teachers’ salaries should be increased to attract better teachers. Teacher training needs to be improved to develop a mentality that “all can succeed”.

Task 1 Stimulus FR3

Statement	Indicative Content
A	<ul style="list-style-type: none">• Employees can gain from not having to travel to work and being relatively free to organise their work routine. The home worker retains all rights enjoyed by those working on the premises - i.e. training, medical visits, accident indemnity, restaurant vouchers etc.• The employer gains by not having to provide office space and all that follows from that in terms of rates, professional taxes, maintenance etc.• Conditions for working from home are set out in the Code du Travail. The working arrangement is set up through an “accord collectif” or a charter agreed between the employer and social and economic committee (if there is one). Basically, the worker has to agree to it, it can be done anywhere but must be regular and substantial work. Individual arrangements are allowed to overcome short-term difficulties - i.e. strikes.• About a quarter of French businesses have arrangements in place for home working. These were reinforced during the pandemic of 2019 - 21 when many workers could not go in to their place of work.
B	<ul style="list-style-type: none">• The 35-hour week was supposed to reduce inequality by creating more jobs. It has not done that. France’s unemployment rate is among the highest in Europe.• Those on lower, hourly rates (i.e. SMIC) saw their wages drop over time, compared to those whose pay was calculated by the day. Hiring people also became more expensive if the employer wanted workers to work a 39-hour week.• The CGT is militating for the working week to be reduced to 32 hours - to create jobs, bring about equality between the sexes in terms of pay and opportunities, end part-time/precarious employment by enabling full-time contracts, improve the overall quality of life.• The Institut Montaigne (Employers’ body) would like to increase the working week and working day, do away with one public holiday and one week’s paid holiday.

Task 1 Stimulus FR4

Statement	Indicative Content
A	<ul style="list-style-type: none">• Anglo-American music is widely followed and copied, bringing with it new ways of looking at the world in terms of politics, society and relationships; especially in respect of the position of young women and homosexuals.• In commercial terms, the weight of the Anglo-American music industry makes it difficult for local talent to compete but national artists remain very popular and their fame is spreading under the banner of World Music.• France introduced la loi Toubon to protect French music but this has largely lapsed.• From Jeunesses Musicales de France to Les Fêtes de la Musique, the French state has always encouraged music in the belief that it is a civilising, cohesive influence. Music is an option at the Bac.
B	<ul style="list-style-type: none">• French adolescents (13 - 19) are said to spend roughly 2 hours a day listening to music from various sources - internet, radio, iphone, television.• Their interest in the world around them is somewhat difficult to gauge. Roughly 20% declare not to have any interest in politics. In the last Presidential election, half of those polled by OpinionWay said they found the debate uninteresting and yet 73% used social networks to follow what was happening.• Those who appear to influence French young people the most (according to OpinionWay 2015) come largely from the world of entertainment: Omar Sy / Zinedine Zidane/ David Guetta for example but Xavier Niel (founder of Free) and Christine Lagarde (director IMF) also appear in the top 10.• The common feature would appear to be that these people have overcome some form of handicap to reach the top.

Task 1 Stimulus FR5

Statement	Indicative Content
A	<ul style="list-style-type: none">• (The quotation is taken from an article on Francophone Africa). In some Francophone societies, the need to bring people together and create a sense of shared national values rather than local ones, will be stronger than in others, depending on their level of development. Nevertheless, to varying degrees the statement holds.• Depending on the nature of the Francophone society studied, television will be a more or less powerful political tool, used to impose a certain set of ideas.• The structure of television will differ from country to country but candidates could reflect the balance between state control and free-enterprise.• They might also describe the types of programmes that are on offer.
B	<ul style="list-style-type: none">• Although the Web is not easily accessible throughout the Francophone world, it has made global information readily available and been an important factor in allowing new ideas and values to circulate in Francophone countries.• All aspects of a country's way of life are subjected to comparison, scrutiny and criticism, challenging traditional practices. But it also can be used to bring Francophone countries to the world's attention and help them develop economically.• An obvious potential danger is that the Internet could lead to societies being de-stabilised politically and socially, leading possibly to conflict.• Unequal access to Internet could lead to greater inequality and create a divide between those who have the means to benefit from it and those who don't.

Task 1 Stimulus FR6

Statement	Indicative Content
A	<ul style="list-style-type: none">• Festivals are a major feature of cultural life - taking place mostly in summer but also throughout the year - attracting large numbers.• They have several roles - holidays / promoting tourism / providing employment / supporting artists and various art forms / acting as a spur to creative activity and fostering a sense of community in the places where they are organised.• Arguably, those with international reputations - Cannes / Avignon / Menton - could be said to have the greatest impact in one sense in that they focus the world's attention on France.• However, for French people, Les Fêtes de la Musique, Franco Folies, Les Vieilles Charrues, Carcassonne, Le Festival d'Automne in Paris might reach more people.
B	<ul style="list-style-type: none">• Traditions are important because they bring meaning to our lives and help us better understand who we are by providing a sense of belonging and security.• They can also have a stultifying effect, perpetuating outmoded attitudes and patterns of behaviour and discourage innovation and experimentation, holding a country back.• Of the religiously inspired traditional events, the most commonly observed that retain some spiritual content will be Christmas, Les Rois, Easter, Eid, Ramadan, All Saints, Whitsun, Hannukah etc.• Of the others Halloween, Mothers' Day, Pancake Day, July 14th are some of the most obvious but what to make of Labour Day / Poisson d'avril / la Sainte Catherine / la crémaille? Are they still observed to any degree?

Task 1 Stimulus FR7

Statement	Indicative Content
A	<ul style="list-style-type: none">• Academics agree that without the 1.5 million immigrants in the workforce, France would not be the 5th/6th largest economy in the world. A recent RTL survey revealed that 65% of French bosses said they could not operate without them.• There are in addition some 25,000 business leaders who are of immigrant descent providing employment and generating taxes.• They are largely found in low-status, poorly paid jobs shunned by the native population - security staff / care workers / cleaners / restaurant and hotel staff - as a result of poor language skills and low educational achievement.• However, contrary to popular belief many immigrants are highly qualified and can be found in sectors such as medicine and information technology companies.
B	<ul style="list-style-type: none">• Economically, immigration has benefitted France, rejuvenating the population and especially the workforce.• It has also enriched France culturally by opening people's eyes to other beliefs and values and forcing the French to re-evaluate their own.• A major problem for the French is how to accommodate Islam into a French Republican framework and the centrality of "laïcité" within this.• They also have to come to terms with contrasting values surrounding women's and children's rights which are not shared by some in the immigrant communities.

Task 1 Stimulus FR8

Statement	Indicative Content
A	<ul style="list-style-type: none"> • An early government measure was to create an Office for the promotion of Foreign Cultures as a way of bringing immigrants into the community. This was not entirely successfully. French governments have insisted on immigrants assimilating into French culture. This is proving challenging as many immigrants are reluctant to abandon the old ways and shun the programmes set up for them. Other bodies (e.g. Haut Conseil à l'Intégration) believe space must be made for ethnic cultures to exist side-by-side. • Subsequent administrations sought to promote better social integration through bodies like the Agency for the Development of Intercultural Relations. ZEPs were set up to make it easier for young immigrants to obtain qualifications and find work but an underlying objective was for immigrants to return to their home countries. Funding was reduced over time and integration became less of a priority than stopping illegal immigration and it is debatable whether real progress has been made, although some "immigrants" - Taubira / Dati / El Komry - have operated at the highest levels of state. • Immigrants are provided with a booklet <i>Vivre en France</i> before they arrive in France explaining what is expected of them. Since 2016 they have been expected to undertake a twice weekly 5-year period of supervised personal integration, learning about the principles and values of the French Republic and how to get a job. Language classes are also provided. But of those who have lived in France for more than 5 years, only a third have a job. • Edouard Philippe's government doubled the number of hours provided for the learning of French to 400 (600 for those who can't read or write). Getting a job is now the real priority. Currently the plan is to offer young immigrants (5000) a programme of language learning and job-seeking. More vigorous steps have been taken to make more housing available to immigrants.
B	<ul style="list-style-type: none"> • There are still deep cultural divisions surrounding religious beliefs, family values, customs and attitudes to democracy. Integration is proving very difficult and is rejected by many. • In general, immigrants see themselves as "second-class" citizens in terms of equality of opportunity in the spheres

	<p>of housing, education, jobs and cultural and social life. Discrimination at work and in life is still common.</p> <ul style="list-style-type: none"> • There are many obstacles. Immigrants face an arduous process to acquire resident status. For some, their lack of education and inability to communicate in French mean that finding work is very difficult. They often end up in rundown areas of the big cities, exposed to crime and precarity. • For second / third generation immigrants too there are problems with housing (ghettoisation); discrimination in the job market and in the work place; social exclusion; antagonistic attitudes towards their values and beliefs (religion / veil / scarves etc)
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Task 1 Stimulus FR9

Statement	Indicative Content
A	<ul style="list-style-type: none"> • It is said to be racist because it rejects anything that is not French and seeks to eliminate it from France. • For example, Marine Le Pen's party, the RN, claims that it is not racist but together with others, it promotes the idea that the white race is being wiped out by non-white, non-Christian waves of immigrants (The Great Replacement theory / Jean Camus). In the meantime, it pursues a programme at the national level that would send immigrants back to where they came from, limit access to certain social services and give French people preferential treatment in housing and job markets. • The French government's anti-racist (2017 - 20) plan included a joint EU approach to tackle the excesses seen on social media; bringing legal actions against the major platforms, forcing the closure of accounts propagating racial hatred; prosecuting organisations and individuals posting hate material. • The government intends to improve teacher training to combat the spread of racial stereotypes; create specially trained anti-racist teams within the police, heighten awareness of diversity in the media, reinforce educational measures to alert people to the dangers of conspiracy theorists.

B

- (There is an underlying philosophical question: - can a society of many cultures be defined as a society in the accepted sense of the term?). Traditionally French governments have been in favour of "assimilation" whereby immigrants abandoned some of their traditional values in favour of Republican ones. Under various administrations, France pursued policies on integration that acknowledged "the right to be different", which some say were exploited by a proportion of immigrants to create a parallel society with "different" rights and no real contact with the host society. They claim this has led to "communautarisme" and radicalisation.
- Recently, voices have been raised vaunting the fundamental principles of the Republic - solidarity (same rights for all: men and women), equality (between sexes) and freedom (of belief and association) and promoting a form of "ethnic nationalism". There is resentment and hostility from a large section of the host population towards those who do not share these values.
- This has meant that more recent French administrations have hardened their position regarding this matter to reflect more closely the views of parties of the right that reject "communautarisme".
- The demands made on immigrants to conform have become more insistent in areas such as wearing the veil/hijab, arranged marriages, halal meat in school canteens/bringing family members into the country. At the moment, with the rise of populism and nationalism, the prospects for a multicultural society would seem bleak.

Task 1 Stimulus FR10

Statement	Indicative Content
A	<ul style="list-style-type: none">• Overall, historians estimate that between 5 - 10% of French people were involved in one form or another of collaboration.• There were roughly 3 levels of collaboration: - the first by the Vichy regime, exemplified by the decision to order the police to enforce Nazi policies regarding Jews, homosexuals, political opponents etc; the second by French businessmen and banks; the third by ordinary people.• Political collaboration included enforcing Nazi policies regarding Jews- and other perceived undesirables - rounding them up and sending them off to concentration camps; contributing to the German war effort by enforcing the STO; business and finance collaborated by forging alliances with German industrialists.• Collaboration at an everyday level revolved around snooping on neighbours and denouncing them to the Milice; informing on resistance fighters; betraying the Jewish population.
B	<ul style="list-style-type: none">• Rationing was introduced on 23rd September 1940 followed swiftly by a distribution system based on age and whether the person was working or not. National priority cards were issued, with the system largely favouring young families• Everything was rationed. In 1938 the average Parisian was eating 3.4kg of meat a month. By 1943 that had fallen to 260g a month. Everything was affected; from heating homes to clothing to getting to work.• The black market is the most obvious consequence of these conditions. Virtually everyone took part in it in one form or another. A barter system also emerged.• Le système D was another means of combatting the deprivation. The “discovery” of distant cousins in the countryside who could send food parcels is an example among many others of how people got round the problems.

Task 1 Stimulus FR11

Statement	Indicative Content
A	<ul style="list-style-type: none">• The Vichy government, by signing the Armistice, brought hostilities to an end and ensured that total occupation - which at the time was expected only to last a few months because the Germans would quickly win the war - was not inflicted on the French. The French Navy and France's colonies remained in French control. The regime never joined the Axis powers and remained formally at war with Germany. It has been argued that these actions softened the blow for the French.• Vichy rejected everything the 3rd Republic had stood for, and became an authoritarian, racist, xenophobic regime drawing on a Catholic / Nationalist ideology that saw France's future in a withdrawal from the world back into its agrarian past. Education became the battle ground for imposing the new ideology with clerics being re-introduced into the classroom and women discouraged from pursuing their education in favour of the virtues of "... patience, persistence and resignation ...". Democratic freedoms were suspended. These actions came to be resented more and more.• Initially, the French accepted the authority of Vichy, in the main, largely because of Petain, although there was strong opposition from Socialist and Communist sympathisers.• Soon, food shortages, rationing, the STO, the persecution of minorities, the repressive nature of the state, the relegation of women to second-class citizen status, the tightening of divorce laws etc. brought about disenchantment and hostility resulting in acts of civil disobedience.
B	<ul style="list-style-type: none">• Petain was convicted of treason and sentenced to death in 1945. This was commuted to life-imprisonment. He was stripped of all his ranks but allowed to remain Maréchal de France. He died in 1951. Opinion is still divided on whether he was treated too harshly or too leniently.• Pierre Laval moved from being a pacifist socialist to a National Socialist sympathiser in the Vichy government. He was known as "the Germans' man" because he was at the

	<p>heart of negotiations with Germany. He was involved in setting up the STO and negotiated over the deportation of Jews. He was the leader of the Milice. He was tried in October 1945 in less than ideal circumstances as the authorities were keen to get things settled before the imminent elections. He was executed on October 15th. There was little sympathy for him.</p> <ul style="list-style-type: none"> • Pierre Pucheu was Minister of the Interior and responsible for an anti-Jewish police organisation, as well as persecuting Masons and Communists. • Rene Bousquet was convicted for his role in the Vel d'Hiv' raids and sentenced to "indignité nationale" in 1948. He was later murdered.
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Task 1 Stimulus FR12

Statement	Indicative Content
A	<ul style="list-style-type: none"> • At most the resistance movement actively involved 3% percent of the population, which would seem to suggest that there was a lack of enthusiasm for it. However, the movement was well supported in ways other than armed combat. Resistance fighters were protected and supplied by local people many of whom would undertake non-combat missions. • However, not everyone was in favour of the Resistance. Clearly those who hoped for a Nazi Germany victory were hostile to the activities of the resistance and when their activities brought about severe reprisals, such as at Oradour sur Glane and elsewhere, resulting in the deaths of civilians, then the populations concerned could turn against the Resistance. • The role of the Resistance was both military and civil. Fighters engaged in actions against the occupying forces and the "milices" of Vichy. These included assassinations, targeted strikes and sabotage. They were generally appreciated by the population at large as a manifestation of national pride. • Alongside these actions, unarmed Resistance members conducted a clandestine war against the invader, creating a press network, distributing tracts, providing false papers, organising strikes and street demonstrations and assisting prisoners of war to escape. These actions were widely supported.

B

- The French Resistance was fractured and disorganised - "a collection of French movements" with objectives that were not complementary, sometimes openly hostile. Their actions were sporadic and uncoordinated, so the efficiency of their actions was diminished. For example, the Communists took orders from Russia and in the initial stages of the war because of the Russo-German non-aggression pact, refrained from action.
- In January 1942 Jean Moulin met with the leaders of the Resistance and managed to get the groups Combat, Libération and Francs-Tireurs to form Mouvements unis de la Résistance (MUR) to unite. Later in 1943 he was able to incorporate 2 other Resistance groups and form the Conseil National de la Résistance (CNR) which included the Communists.
- The contribution of the Resistance to the final victory was limited but not negligible, as witnessed by the part they played in Operation Tortue.
- Their principal contribution was in the persistent level of minor acts of sabotage, which boosted the morale of the French people; and the communications networks that were effective in enabling certain aspects of the invasion.

Speaking task 2 part 1, independent research presentation – Indicative content

The example below is presented in written form in order to demonstrate what a student might include in their presentation and how it may be structured. The *Comment* column demonstrates how the presentation meets the requirements of the assessment criteria in the mark grid *Responding to written language in speech*.

Independent research question or statement: Les accords signés à la conférence sur le climat à Paris, la COP21, ne va pas assez loin pour répondre aux menaces posées par le changement climatique.

Student presentation (up to 2 minutes)	Comment
Je vais parler de la COP21, la vingt-et-unième conférence internationale sur le climat qui a eu lieu à Paris. Je vais parler de deux articles; 'Sauver la planète, protéger l'humanité, d'un site Web qui s'appelle 'gouvernement.fr' et un article de Simon Roger du journal, 'Le Monde,' qui s'intitule 'La COP 21: un succès à confirmer'.	Opening statement indicating topic and names of the two written sources to be summarised in the presentation.
Le premier document souligne les risques que la planète et l'humanité courent si on n'agit pas pour contrôler le changement climatique et réduire ses effets. Il insiste sur l'importance de l'accord historique de la COP21 et montre les contributions des différents agents principaux.	Summary of the first written source.
Le titre du second article annonce un certain scepticisme en ce qui concerne un succès à long terme de ces accords. L'article de Roger souligne que les accords de la COP21 représentent une victoire importante mais qu'il reste encore beaucoup à faire.	Summary of the second written source.
J'ai beaucoup apprécié le premier article parce qu'il met l'emphasis sur l'importance du rôle de la France et à mon avis la protection de la planète est loin d'être la priorité dans trop de pays. L'article du Monde est moins optimiste. Il dit qu'il est possible que les recommandations ne soient pas respectées et je comprends le point de vue de Roger. Avec tant d'autres accords, les pays reviennent sur leurs promesses.	Provides a personal reaction to the findings of the two written sources.

Other examples of possible questions/ statements for the Independent Research Project are:

- La réaction de la société française envers la montée de l'extrême droite.

Un portrait du Maréchal Pétain: est-il vrai de dire qu'il était un traître.