



Mark Scheme (Results)

Summer 2024

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 (A03)

| 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. <p><i>Responses that refer to just one single written source can be awarded a maximum of 3 marks only.</i></p> |
| 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 |
|--------------|---|
| 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/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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Task 2, Part 2 – Discussion on independent research (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. |
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Additional guidance

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- 'Seriez-vous d'accord avec moi?'

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- *'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.

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.

| | |
|-------|---|
| FR1 A | <ul style="list-style-type: none">• Whilst with the younger generation, men appear to be taking on more household duties, women are still responsible for running the home, looking after children and caring for ageing family members.• There is a distressing level of domestic violence still, which appears not to be taken seriously too often, both by the authorities and the wider society.• They suffer from sexism still In the wider world, resulting in harassment and often physical aggression which is frequently downplayed. This has given rise to movements like #balancetonporc and frequent street protests demanding greater action.• They would like existing laws to be enacted. In law, women have the same rights as men but in practice, at work for example, they earn less, they work part-time more, they get promoted less often, are kept out of top jobs and are let go more frequently than men. |
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|------|--|
| FR1B | <ul style="list-style-type: none"> • The number of French people marrying has been dropping steadily for many years and stands at about 220,000 for heterosexual couples (down 60,00 a year from 2004) and 6000 for same-sex couples. Marriage between transgender individuals is not allowed unless the persons are of opposite sexes. • The age at which people marry has moved up to about 31 for men and 29 for women. Roughly half of marriages end in divorce. The average length of a marriage is also down although estimates vary as to the actual length, which is generally put at about 7/8 years. • Interpreting the statistics is made difficult by the fact that these take no account of mixed-race marriages where there has been a strong increase, driven largely by immigration and naturalisation. Therefore, care should be taken in interpreting the figures • Changes in the condition of women in society – better education / greater job opportunities / better social provision - making it easier for women to live independently – is one explanation. Another would be changes in social attitudes; less pressure to marry from parents and society / other alternatives (concubinage/PACS) / less stigma around being unmarried / greater acceptance of unmarried mothers. |
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|------|---|
| FR2A | <ul style="list-style-type: none"> • The figures for the secondary section are lower at around 7%. But this takes no account of the fact that much of the bullying goes unrecorded because the victims are too scared to raise the matter with their teachers. Girls and children from ethnic minorities are the main victims. • The number of victims is going down. The problem is further complicated by the existence of cyberbullying which is often an extension of what is happening at school. • Bullying in school was made a crime in 2014. In 2020 a 10-point plan was introduced, including raising awareness of bullying / better training for teachers / setting up teams of students to help prevent incidents / providing resources and expert advice where needed / setting up helplines are other approaches. • In 2023 the Borne government created a helpline 3018, made bullying an offence involving the Public Prosecutor and directed that the mobiles of offenders be confiscated. |
| FR2B | <ul style="list-style-type: none"> • Roughly 13% of French school children leave school without any qualifications. Twice as many boys as girls “drop out”. They are likely to become unemployed and therefore a burden on the state. They are also likely to become involved in crime and thus a source of instability and unrest. • The Education ministry has decreed that every school must have a protocol for detecting possible “décrocheurs”. This involves personalised learning programmes that take account of the individual difficulties of each student. • There are multiple causes: disadvantaged family background; lack of equipment; poor educational facilities; teachers’ attitudes; perception of job prospects poor. • The resulting psychological or behavioural problems are also a factor. |

| | |
|------|---|
| FR3A | <ul style="list-style-type: none"> • Ever since the 35-hour law was brought in there has been vigorous debate surrounding the issue. The Institut Montaigne (employers) argues for an increase to make France more competitive. The government foresees fewer workers coming onto the market with consequences for the financing of pensions. • Others argue for a 32-hour week allowing workers to improve the quality of their lives and creating more jobs that in turn bring down the high levels of unemployment. • Things are not as simple as at first, they seem. Legally the working week is 35 hours and runs from Monday to Friday generally from 8.30/9.30 – 17.30/18.30. However, certain categories – e.g. travelling salesmen, directors of small businesses, domestic staff, are exempt from this law. Simplification of this situation is an argument in favour of change. • The 35 hours are not a maximum but simply a reference point for calculating overtime entitlement. Depending on the type of business, there is a variety of individual arrangements. Workers can choose to do more hours in return for time off in lieu (RTT) |
| FR3B | <ul style="list-style-type: none"> • The right to strike is written into the Constitution but it is not absolute. It becomes illicit if it is in pursuit of political ends. The culture of street protest is well established in France going back to the Revolution and beyond. It has become a hallowed tradition almost. It is a way of expressing feelings immediately in an attempt to influence projected changes in the law, such as “le mariage pour tous” or setting the speed limit at 80 kph (Gilets Jaunes); or in response to an event like “Charlie Hebdo”. • Supporters of the right to strike (CGT / FO / CFDT) point out that what is recognised today as democracy is the result of previous actions to obtain rights and that striking to protect these rights is a fundamental democratic right; and that the modern world is set up in favour of the wealthy which means workers have no real voice. Another point is that they are often the spontaneous result of conflict that arises in people’s working lives as a result of government policy. Critics point out that when a section of society exercises its democratic right to strike, it deprives other sections of their rights – i.e., to move about freely, to work, to be informed or entertained etc. |

| | |
|--|--|
| | <ul style="list-style-type: none">• Trades Unions in France are still quite powerful, mostly in the public sector which means transport, education, health etc. Strikes in these areas affect the public directly causing disruption to everyday life and often leading to violent confrontations.• There is also the economic cost in hours worked being lost, leading to problems of productivity. Also, the consequences for a government that has to abandon policy changes in the face of direct challenge are not negligible. |
|--|--|

| | |
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| FR4A | <ul style="list-style-type: none"> • Streaming on the internet, often illegal, affects sales of CD's which affects the amount of money available to promote new, indigenous talent and also hits the artists' earning power. • The global nature of the internet means that it is dominated by countries with the biggest markets – i.e., USA which means it is difficult for artists from other countries to break in; to do so they often have to adopt the Anglo-Saxon idiom. • Some countries, such as France have tried to protect their home production (Toubon) but this has been largely ineffective. • Governments have a role to play in promoting native talent and multiplying the occasions when these artists can be seen or heard – such as La Fête de la Musique in France. |
| FR4B | <ul style="list-style-type: none"> • It would appear at first that popular French music reflects the fractures in French society along cultural lines and so may not bring people together. Music means different things to different generations – i.e. rap is rejected by many, if not all, the older generations, much as the “musique yé-yé” in the 60's as. • However, many singers of the younger generation are from mixed backgrounds – Stromae / Iams - and are universally popular; this would seem to suggest that certain types of music do unite society – at least at certain levels. • France has a variety of musical styles – starting with Gregorian chant through the troubadours, folk and regional music (particularly Alsatian, Basque, Breton, Corsican – supporting local cultures) to the present day. • All these styles are to be found still but the most popular would be la chanson française / rock / rap / Raï. Classical music enjoys widespread support and French composers for films have enjoyed great success – e.g., Francis Lai / Michel Legrand. |

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| FR5A | <ul style="list-style-type: none"> • Use of social media is widespread in French political circles from the Elysée outwards, contributing to improved awareness and understanding. Current affairs programmes (C'est dans l'air etc) make use of them to allow viewers to react to programme content. • Non-traditional news outlets such as Mediapart have large followings and promote discussion outside the usual channels which are also now well represented online. • The reliability of what appears on social media is probably the most constant criticism. Another criticism is that politics are reduced to single issues. • People also complain that the nature of the contributions on social networks degrades the level of debate and say that is detrimental to the democratic process. |
| FR5B | <ul style="list-style-type: none"> • Like many other societies, Francophone countries have had to contend with the power of American media, in film and music especially, for decades. The sheer weight of their production and the cheapness of the offer, has meant that smaller nations' equivalent industries have struggled to compete. • A glance at a magazine like TV Grandes Chaînes, for example, reveals the amount of American content on French TV. Apart from Netflix and Amazon - Disney, Discovery and CNN are household names and their production is not especially French in terms of focus. • Sport is very popular of course. Most evenings the various channels propose a film or two. There are soaps like "Plus belle la vie", talent shows like "The Voice"/Danse avec les Stars" and talk shows "C'est à vous" / Quotidien" are popular too. "Recherche Appartement/Maison" • A typically French form of entertainment is the "Variétés", typified by Patrick Sebastian's spectacles; another prime example of this is "Dimanche Après-midi" a long running show hosted by Michel Drucker. French TV also attempts to promote "culture" with programmes on books, cinema and music. Live theatre features frequently too. |

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| FR6A | <ul style="list-style-type: none"> • There appears to be a greater level of visibility as the various regions of France recognise the economic advantages of promoting their areas – Festivals de la bière / des Vendanges du citron etc. • Pride in one's regional culture ensures that local customs are maintained. An increased interest in preserving local churches and castles speaks to the same motivation. • Generally speaking, those areas that have preserved a strong sense of identity are where local traditions are strongest; Corsica / Brittany / the Basque country. • But one also thinks of cities like Nice famous for its Carnaval and others for their Christmas markets. In the same category, the many and varied Foires (Agricoles etc) that take place around the country attest to the attachment to preserving local customs. |
| FR6B | <ul style="list-style-type: none"> • One reason for the lack of interest may be the decline in religious sentiment overall as many festivals are associated with holy days or events. • Another could be that some traditions have been overtaken by events, such as "La Sainte Catherine" and "le poisson d'avril". • Big music festivals such as Hellfest OpenAir / Eurockéennes / Lollapalooza Paris draw the crowds. The word "festival" is becoming almost synonymous with popular music. • The biggest festival is probably Le Festival Interceltique which is an expression of identity as much as anything else. There are other festivals such as Avignon but whether many young people go there is open to question. Political festivals like La Fête de l'Humanité are declining in popularity as old allegiances are re-designed. |

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| FR7A | <ul style="list-style-type: none"> • Studies show that without its legal immigrant workers, France would not be the 5th/6th economy in the world. Some 2/3rds of French employers say they could not operate without them. Furthermore, an increasing number of workers from immigrant backgrounds are operating their own businesses and making their contribution to the French economy. • Apart from keeping the economy running, immigrant workers pay taxes and are consumers and so contribute to the economy in these ways too. • They are to be found mostly, although increasingly less so, in menial jobs; domestic work, cleaning premises, security work, hospitality sector, construction and haulage; principally because native French people do not want to do them. Also, these positions do not require academic/professional qualifications and require minimum knowlledge of the language. • On the other hand, there is sizeable number of well qualified people in non-manual jobs, especially in IT and the medical profession, ensuring that hospitals etc can operate. |
| FR7B | <ul style="list-style-type: none"> • Arguably the most important recent contribution would be that of Christiane Taubira who had a long and distinguished career at European and national levels rising to be Justice Minister from 2012 to 2016. Her legacy is "la loi Taubira" which made same sex marriages legal in France. • Another prominent politician would be Myriam El Komry and her "loi du travail". • In the first Macron administration there were 35 people from non-European backgrounds in Parliament. In 2002 there had been 8. • There have always been politicians from immigrant backgrounds in French politics e.g., Simone Weil (Minister), Nicolas Sarkozy (President), Pierre Beregovoy (Prime Minister), Manuel Valls (Premier Minister) but they are not what is commonly meant by "issues de l'immigration". |

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| FR8A | <ul style="list-style-type: none"> • There are several factors pointing to a failure in policies promoting integration – terrorist attacks (Bataclan/Charlie Hebdo/off-duty police being killed/the beheading of a teacher); “banlieues chaudes”, rioting etc. • On a more mundane level, the complaints from the immigrant population that they are victims of discrimination at work (if they get any?! – only 33% have a job after 5 years in the country) and in school; and that they are excluded from the wider society attest to a failure in policy. • The French government is following a two-pronged attack on the problem of integration. It is cracking down on illegal immigration and being more severe in how it grants asylum. • At the same time, legal immigrants are offered a contract (contrat d’intégration republicaine) that guarantees them a defined number of hours tuition (400 – 600); greater access to these courses through childcare; improved access to the labour force through recognition of prior qualifications and experience; cultural awareness classes. |
| FR8B | <ul style="list-style-type: none"> • Areas surrounding certain large cities in France are described as “sensibles” or “chaudes” because, it is said, the writ of law as applied in other parts of the country does not prevail. In the popular imagination they are “no go” areas, where the police are reluctant to venture for fear of attack. This creates a feeling of “insécurité” in the host population which the government is then accused of not dealing with. • They are populated by the disadvantaged, largely immigrant, and characterised as having a high level of lawlessness. There are high levels of poverty, poor housing, inadequate social provision, and delinquency. • One of the government’s first measures was to try to make them more attractive; increasing the social mix by encouraging the middles class to move into these areas. This met with little success. • Other measures include lowering rents to levels tenants can afford, building more social housing, incentivising good teachers to take positions in local schools, improving local services, promoting job creation. Nevertheless, success has been limited. |

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| FR9A | <ul style="list-style-type: none"> • Though there are very few militant members of the different Far-Right groups (C2.500/3.000 members possibly in all), at the time of writing, the voting intentions of the French put Marine Le Pen and Emmanuel Macron neck and neck, showing perhaps that there is widespread support. • In 2017 right wing votes combined amounted to 54%. Not all of these might vote for the RN. • many of the RN views are held by conservative voters; on immigration (repatriation / no right for family to join / preference for French nationals), Jews, Europe (refashion / withdrawal – leave the Euro). • parliamentary democracy (citizen referendums). |
| FR9B | <ul style="list-style-type: none"> • Some things in the FN/RN manifesto that have apparently changed since Marine Le Pen became leader of the Front National/Rassemblement National are:- seeming to abandon the idea of leaving the EU and the eurozone; allowing abortion (but not making it free); opposing anti-Semitism; rebranding racist policies – “la préférence nationale” becomes “la priorité nationale”. • But commentators point out that the basis of her views – e.g., the primacy of the Christian nation and the need to send immigrants back – have not changed. So, although the language changes, the sentiment appears not to – i.e., “la finance apatride” is taken to be a veiled reference to anti-Semitic tropes and “laïcité” code for anti-Muslim. • Economically, the RN is opposed to globalisation (pro taxing companies who move overseas) and in favour of bigger government (pro raising the SMIC). It wants new negotiations with the EU over Schengen and restoration of some sort of border control. • Socially, the RN now would appear to accept abortion (although this would not be covered by the Social Security) and parental leave. Women are to be encouraged to engage with society (to illustrate the difference with Islam). It remains opposed to same sex marriage but no longer to homosexuality. Legal immigration will be tolerated up to 10,000 per annum but dual nationality and family rights will be removed as will the right to receive medical treatment. Possible return to the death penalty. |

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| FR10A | <ul style="list-style-type: none"> • Firstly, there was the example of the state. Pétain openly invited the French to work with the Nazi occupier and actively promulgated anti-Semitic laws. • At a more personal level, there were people who hoped that Germany would win and that a fascist state would be established in France; not to mention those who held out ambitions for personal preferment after the war and those who shared in the widespread anti-Semitism of the day. • There were two fundamental choices open to those who did not collaborate; resistance – active or passive. • Or resignation in the hope of ultimate salvation from the Allies |
| FR10B | <ul style="list-style-type: none"> • Anti-Semitism was common throughout Europe and the French were not immune to this feeling. It is fair to say that there was a high level of anti-Jewish feeling depicting them as “deicides”, “unassimilable”, preferring to remain “other”, recalcitrant immigrant troublemakers and untrustworthy. • Then there is the perceived relationship between Jews and international finance, meaning that there was fertile ground for the Nazi propaganda to flourish. • Vichy promulgated a series of anti-Semitic laws that debarred Jews from certain occupations – teaching, journalism, company directorships etc - and deprived them of basic liberties (privacy/anonymity – the yellow star) often involving internment. • Jews were persecuted, rounded up (Vel d’Hiv) and deported to concentration camps like Drancy. |

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| FR11A | <ul style="list-style-type: none"> • France's defeat was a huge shock and decisions had to be taken quickly. Pétain had several choices when he came to power – to carry on fighting as some wanted, surrender unconditionally as President Reynaud and others wanted or try to negotiate. • Some say that in hindsight he should have carried on but by negotiating terms he was able to salvage some pride, retain control over areas of France and parts of its military and Empire. He was also able to set about re-ordering France as he and his supporters saw fit with an eye on the future. • Military equipment that had not been captured was kept by France but in dismantled form. An army of 100,000 men was allowed. Part of the French fleet was retained to protect France's colonial interests; the rest was mothballed in French ports. French sovereignty extended over France except for Alsace and Lorraine and most of the colonies. • A demarcation line was established, south of which life was as near normal as possible in the circumstances. Pétain's governments exercised a degree of control there although they were always subject to decisions taken by the occupying forces. |
| FR11B | <ul style="list-style-type: none"> • The Révolution Nationale has been accused of being totalitarian in its rejection of parliamentary democracy and republican values; reactionary in its rejection of scientific and industrial progress and its desire to return to an agrarian, nationalistic society and retrograde in its characterisation of the role of women. • It stands guilty of collaborating with Nazi Germany, in particular in its oppression of minorities and especially its openly anti-Semitic policies and actions. • Nevertheless, it was the beginning of much that still applies in today's society – La Charte du Travail, le comité d'entreprises, ethical codes for professions such as doctors and architects, the notion of la convention collective and the creation of the position of PDG. A national minimum wage was introduced. • Under the Révolution, the idea of national planning came into force along with the creation of regions. This was reinforced by the creation of a technocracy to oversee the implementation of the new order. So there are positive things to be set against the obvious transgressions mentioned above. |

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| FR12A | <ul style="list-style-type: none"> • Women represented roughly 12/13% of resistance fighters. Social and legal attitudes towards women made it difficult for them to take part, as did the training methods, which explains why very few of them took part in any military action. • They were mostly engaged in less important tasks as typists, couriers, running safe houses and acting as liaison agents but many played a more influential role supporting their partners and participating actively in committee meetings where policies and tactics were formulated. |
| FR12B | <ul style="list-style-type: none"> • The PCF's ambivalent attitude towards the war and the Resistance at the outset, changed constantly throughout and was dictated by the International Communist Movement which rejected war as being a capitalist ploy to set workers against each other. Their slogan "The proletariat has no country" sums up this view. For these reasons, it was deemed traitorous by the French government. • Nevertheless, despite the Germano-Russian peace treaty, elements of the PCF fell into line with the measures taken by the French government to protect its frontiers and this brought about a fissure with many PCF members leaving the party and joining the Resistance movement. • The PCF was fiercely hostile to the Vichy regime, judged capitalist, and called on the French people to overthrow it, whilst still refusing to take part in what it called "an imperialist war" • On June 22nd 1941, Germany invaded Russia, breaking the pact and leading to the PCF setting up the Front National and eventually joining the Comité Français de la Libération Nationale. |

Speak 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 pas assez loin pour répondre aux menaces posées par le changement climatique.

| Student presentation (up to 2 minutes) | Comment |
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| 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 Maréchal Pétain : est-il vrai de dire qu'il était un traître ?