



Mark Scheme

Summer 2025

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	- 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	- 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	- 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	- 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	- 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	- 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	- 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	- 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	- 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	- 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	- 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	• 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 maximum of 3 marks only.</i>
4–6	• 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	• 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	• 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
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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.

FR1A Les Français pensent que les femmes doivent rester à la maison	• in 2019 INSEE reported that 50% of the workforce was feminine, as opposed to 91% in Germany. 25% of people polled said a woman's place was in the home, especially if there were young children but this figure has halved since 2000. • 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.
FR1B La famille traditionnelle est en train de disparaître	• The family in France takes many forms. The main family types in France are - traditional (a married couple / x children = 70% of total) – recomposée (the result of re-marriage or new partnerships = 11% of total) – single parent (18% of total) • Single parent families tend to consist of the mother and one child; and their numbers are increasing. • Marriage is no longer the only way of creating a family. The PACS and "union libre" are increasing in popularity (recent statistics suggests 4 PACS arrangements for every traditional marriage) • Gay couples can now marry and form families but after an initial explosion of this type of marriage, numbers choosing this option have fallen.

FR2A La réforme du bac était nécessaire.	• The old bac was criticised for not being student centred enough, limiting choice and not preparing candidates for Higher Education or the world of work by ignoring certain aspects of what a modern economy requires. • The new bac does away with some of the “filieres” judged too numerous. It replaces them with 3 units, 1 General comprising traditional core subjects and 2, more specialised, chosen by the candidate in the form of major or minor electives. • 40% of the final mark will be awarded on the basis of coursework exams and 15% by an oral lasting 30 minutes in front of a jury of 3 people. • The course is delivered over 6 18 week semesters and there are no resits. These are replaced by a study of the candidate’s class book.
FR2B Le système éducatif français est trop centralisé	• In France state education is compulsory from the age of 3 - 16, free and devoid of all religious content. Some 17% of pupils attend private schools which may be fee-paying and denominational. • The system is very centralised with the Ministry of Education, deciding the curriculum that is followed by all students across France. • All diplomas – “brevet” and “bac” are national and common to all. • From 11 – 18 all pupils attend the lycée. At 15, after the brevet, pupils can choose to follow a craft-based curriculum leading to a “bac pro” and a trade or profession; or continue their studies in the lycée towards the “bac” and thereafter Higher Education (Faculté/ Institut Universitaire de Technologie) or opt for a Classe Préparatoire to prepare for entry into one of the Grandes Écoles ((places where the future administrators of the country are educated).
FR3A La grève en France – plus qu’un droit, une tradition.	• The right to strike was recognised in the constitution of 1946. Certain public sector workers – police / CRS / Magistrates / military personnel / prison officers – may not strike and for other categories – hospital personnel / Kinder Garden / elementary school personnel - a minimum service must be maintained. • Strikes of a nature other than work-related – i.e., with political intent – are not legal and strikers are liable to sanctions. • A strike must be a collective act involving total cessation of work in pursuit of demands for change of a professional nature. • 5 working days’ notice of a strike must be given if the compulsory negotiations break down. Strikers lose pay when on strike but this does not affect their retirement entitlement, nor other social benefits – i.e., health care.

FR3B Les changements dans la vie active ne plaisent pas à tout le monde.	• Working from home is not always popular; people say that they miss the company of fellow workers. They point to problems of isolation. They complain of a lack of space at home and increased costs in terms of heating. • Those who were used to being alone in the home complain that the presence of their partner all day long is difficult. • Employers complain that they are not confident that those working from home are as productive as those working in teams in an office. • Businesses that rely on workers being present – cafes, restaurants, small shops etc – suffer from the decrease in footfall.
FR4A Le rap n'est pas une musique pour la francophonie.	• the most popular type of music overall is La Chanson Française (66%) followed by Pop and Rock (29%) Rap (29%) Jazz (25%) Classical (22%) Foreign (22) and Opera (10) but for the 15 – 34-year-olds Rap is by far the most popular. • la Chanson Française is in decline with foreign artists being listened to more often and French singers resorting to English. • 75% of young French people listen to music every day – on average for 2 hours using the internet (75% on You Tube or Daily Motion etc) to stream or download. • the reasons they give are being “up to date”, escapism, socialising, love of music. Rap fans also say it is for the political content of this music.
FR4B La musique des pays francophones exprime l'identité de ces sociétés.	• As the recent Olympics showed, a country is closely identified to its cultural output and especially its music, whether it be Jean-Michel Jarre or the Can-Can. Zouk and Rai are other examples of Francophone countries distinguishing themselves through their music. From Felix Leclerc to Celine Dion, French Canada has used music to advertise its difference from the surrounding Anglo-Saxon culture. • Through their appearances on the media and tours abroad artists, such as Anne-Sophie Mutter, convey a certain image of their country. • Within a country the component sections identify themselves through music whether it be football anthems or national anthems. • Artists such as Stromae, Angele, Pomme or Daft Punk draw people's attention to their country's views on Feminism, identity, sexuality and wider social issues.

FR5A Les médias garantissent les libertés dans les pays francophones.	• The media have a huge impact on society which is why people say « A free press is the corner-stone of a free society” and all autocratic regimes seek to muzzle it. In France, freedom of expression is guaranteed under the constitution. • Ideally, they should provide the truth as demonstrated by the facts. In theory, they should hold politicians and other leaders to account via investigative journalism, to protect society at large. • They influence public debate in the choice of topics they make and, how they present them, influences the way people think and can bring about profound changes (le mariage pour tous etc.). This can work to society’s advantage or its detriment, as many are in the ownership of powerful figures. • Beyond this, they entertain, inform, and campaign on wider social issues.
FR5B Les réseaux sociaux sont néfastes pour la société.	• Social media are responsible for false information. • They are vehicles for persecuting, exploiting, shaming etc • They can become addictive and monopolise people’s time such that they have no other occupations in extreme cases. • Some say they destroy social life by encouraging people to stay in their bedrooms and avoid contact with others.
FR6A Les sociétés francophones s’illustrent par leurs festivals.	• Festivals reflect a country’s passions, both religious and secular. In France, for example, the decline in church going is manifest in a drop in religious observance and the commercialisation of those that survive, for one section of the population i.e. Noel, Paques, la Toussaint but in an increase in other communities, such as Eid for the growing Muslim population. • At the same time, regional and commercial pressures have resulted in a blossoming of festivals of a less solemn nature such as Les Francofolies or Les Vieilles Charrues for music, Avignon for theatre. Cannes for cinema and Montreux for jazz. La Fete de la Musique offers government backed music free across France in an attempt to educate, promote and unite. • Festivals serve a commercial purpose promoting regions, villages, produce etc through festivals such as la Fete de la Biere in Strasbourg or de la Saucisse in Toulouse. • Le 14 Juillet, L’Armistice and others, marking important moments in a nation’s history are other ways in which countries distinguish themselves to a wider world.

FR6B Dans les pays francophones, les fêtes traditionnelles n'ont plus d'importance.	• They are largely religious festivals. A drop in church-going and changes in fashion mean that the more traditional festivals – Christmas / Easter / Whitsun / Palm Sunday / All Saints etc are observed less and less. • Religious marriages are in decline also. • Secular festivals / traditions, such as April Fool's Day / house-warming parties / Pancake Day / Ste Catherine are still observed but less so • On the other hand, certain festivals, mainly linked to some commercial activity – Christmas / Halloween / Mother's Day / all the music, theatre, beer etc festivals continue to draw in the crowds.
FR7A La contribution des immigrés à la société française est sous-estimée.	• 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 couldn't 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 hospitals and information technology companies. Additionally, they are consumers and tax-payers.
FR7B Le choc des cultures en France est productif.	• Culture should not be taken to mean solely artistic expression. Immigrants affect the everyday as much as the high life of a society. So, for example, France has adopted spaghetti and pizza from Italy, as well as couscous and tagine from North Africa whilst adapting these dishes to its own ways, as in the preparation of couscous with hot water rather than steam. • Contrasting attitudes in areas such as - religion, the family, the place and role of women, democracy - whilst creating tension, contribute to a reassessment of long-held beliefs and possibly a re-inforcement or revision of these. • Early immigrant influence in Art for example - Picasso, Dali, Chagall, Soutine – continues in the work of immigrants like Ghazel, Taysir Batniji, Huang Yong Ping amongst others. • It is in the world of popular entertainment that the contribution of immigrants has been the most notable – from Amiati, Josephine Baker through Dario Moreno, Reggiani, Brel, Moustaki, Sylvie Vartan to M, Juliette, Zebda, Benabar in music and Gad el Maleh in comedy.

FR8A Être immigré en France n'est pas facile	• Marginalisation and alienation are felt at many levels and in an atmosphere of (mutual) resentment arising from a shared history of colonisation and emancipation through violent struggle. There is the obvious awareness of belonging to a minority that is physically different from the host community, speaks a different language and has a different set of cultural values. • This sense of isolation is heightened in many cases by housing conditions that see many immigrants cast to the outskirts of the town in soulless, often insalubrious, apartment blocks with few amenities. • This feeling of being "other" is perhaps most keenly felt in the field of work where opportunities are few (unemployment for immigrants in France is 3 times the national rate), qualifications may not be recognised, people are employed below their level of qualifications and competence, promotion is especially hard to obtain and ostracisation by co-workers frequent. • In addition, large sections of the immigrant community are made to feel unwelcome because their religion, cultural practices and political views are openly derided.
FR8B Éviter la marginalisation des immigrés en France ne viendra qu'avec un changement d'attitude.	• 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. ZEP's were set up to make it easier for young immigrants to obtain qualifications and find work but the underlying priority 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.

FR9A La montée du Front National est inquiétante	• The rise of the Front National, now known as the Rassemblement National, is the result of multiple factors. A failure of traditional parties of left and right to solve the economic and socio-economic (unemployment) problems facing the country, combined with a certain "Euroscepticism" (the EU is seen as the embodiment of liberal economics that have led to the loss of many jobs that have gone abroad to foreigners – The RN promises to protect French jobs) led to a high number of abstentions in recent elections and this allowed the FN to take control in many places and become the leading French party in the European elections. • The working class has witnessed its position relative to that of immigrants deteriorating to the extent that it sees itself being reduced to their level and the FN has profited from the feeling that a previously toxic organisation might do better where others have failed. • This is built on to an avowed racism towards those who have "taken over" France exploited by the RN which promises to restore the old order under a strong leader • However, this alone does not explain its increased popularity. The role played by Marine LePen in "purging" the party of its least popular policies on abortion, the EU, the euro, NATO etc – however sincere she may be – is considerable.
FR9B Le Rassemblement national est la voix des Français oubliés	• The RN is the new name for the FN. It is a populist, nationalist, some say racist, "sovereignist" party • It appeals to that section of French society – possibly some 35% - who feel that their governments of all persuasions have left them out. • They believe that politicians are only interested in national politics and are prepared to sacrifice smaller communities in order to promote the major centres. • They believe they have been discarded by national politicians who have sold out to global forces that have taken away their jobs, ruined their communities and sullied the national character through the import of foreign rules and immigrant labour.

FR10A L'occupation nazie était une dure épreuve pour tous les Français	• 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.
FR10B La collaboration était le seul vrai choix pour les Français pendant l'Occupation	• Many French just wanted to survive by collaborating passively (collaboration neutre – the majority) whilst others actively approved of Nazi ideals (collaboration inconditionnelle - RNP) • Some rejected parts of the Nazi doctrine but were looking to save as much of what they had as possible (collaboration conditionnelle – Pétain) • There were many types of collaboration: governmental – with the Vichy regime actively pursuing Nazi policies in respect of persecuting Jews and supporting the German war effort (STO) • Individual collaboration consisted largely of spying on neighbours and denouncing them to the authorities.
FR11A Pétain était un vrai criminel.	• One of his crimes was judged to be the signing of the Armistice and accepting the capitulation of France. • There is much debate over Petain's motivations as he himself declared that he was "double-dealing" with the Nazis to limit the damage after the defeat and protect the French. Given his distinguished military service, his patriotism cannot be in question but he had other motives; nevertheless, the major crime he was accused of was high treason. • He believed Germany would win the war and that there would be a New Order and he wanted France to be a privileged partner in that world. To this end, he participated actively in the STO programme, sending French nationals to bolster the German war effort; as well collaborating in the policy of "cleansing" undesirables. He was accused of collaboration with the enemy. • His policy of enforcing the Nazis' policies on Jews, gypsies, homosexuals etc led to accusations of genocide

FR11B Le régime de Vichy avait une certaine attraction à l'époque	• France had lost the war and Petain's armistice agreement seemed a reasonable way of saving as much of her integrity as was possible. • The 3rd Republic was widely seen as ineffectual and so the regime's decision to do away with multi-party governance in favour of a Council with a strong leader appealed to many, especially those who remembered Petain for his previous military career. • 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. This was an attractive notion to many. • Many of the reforms put forward by the regime, such as re-organisation of the country's territory, minimum wage, comités d'entreprise etc. were welcome and have endured.
FR12A L'implication des Français dans la Résistance a été sous-estimée.	• It is estimated that some 10 – 20% of the French participated actively in the Resistance movement. • The obvious ways to take part were to join one of the various resistance groups and carry out acts of sabotage like blowing up railway lines or fuel depots. • Another was to join the maquis, organised military groups. • Many people took part in less spectacular but just as useful activities such as organising strikes and other forms of passive resistance; publishing leaflets/pamphlets/newspapers; sheltering Allied airmen; hiding Jews and finding them safe passage out of France.
FR12B « Le General de Gaulle n'était pas un vrai patriote »	• De Gaulle was a distinguished military commander and resisted the German armies before the defeat, after which he escaped to London where he came to epitomise the spirit of Free France • His broadcast of June 18th 1940 was a riposte to Petain's declaration to the French that they should lay down their arms. It was a rallying cry for people to resist and join the Free French forces. • His work in London, resulted in the Allies recognising him as the legitimate representative of the French nation and allocating monies for the advancement of French interests at governmental level. It ensured that France's interests would not be overlooked in the post-war world. • His choice of Jean Moulin as the person to unify the many factions of the "internal resistance" is what he is most commonly known for in this arena and was fundamental to the effectiveness of the Resistance.

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
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 ?

