

# Mark scheme January 2003

## GCE

## French

## Unit FR01

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## Unit 1: Young People Today

The assessment objectives will be allocated in the following way.

		<b>% of AS</b>	<b>Marks</b>
AO1	Response to spoken language	10	30
AO2	Response to written language	15	45
AO3	Knowledge of grammar	10	30
	<b>TOTAL</b>	35	105

The marks will be allocated in the following way.

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
Short listening pieces	15		
Longer listening piece	15		10
Short reading texts		25	10
Longer reading text		20	10

### General principles

- In questions where a candidate has been required to tick an answer, no credit can be given if there are too many ticks in answer to a multiple choice question. Any ticks in addition to the maximum required will be taken from the candidate's total for the questions. For example, in a question requiring a maximum of 4 ticks, if a candidate has ticked 5 boxes and three of these are correct then a mark of  $3 - 1 = 2$  will be awarded.
- Where a candidate repeats the same error within a question, no further penalty should be imposed in awarding a mark for Communication.
- In awarding marks for A03 (Knowledge of Grammar) for answers in response to the reading passages examiners should take into account to what extent the candidate has attempted to use his/her own language. If a candidate has entirely copied from the original then this response could not be considered when awarding marks for Quality of Language.

For answers in response to the listening passages candidates may well rely on the original spoken text. Therefore candidates can use the same wording from the original target language they hear and score marks for A03, although there will have to be a certain amount of accuracy in spelling, and some attempt at manipulation (eg in changing the verb endings to suit the third rather than the first person).

- English spellings are not accepted unless the word is spelt the same in both languages.
- “Rubric” in margin if in wrong language and give ‘0’.
- **t.c.** = tout court
- **n f p** = no further penalty

### Quality of language

For those questions where marks are awarded for quality of language, the principle to be applied is that the quality of language marks can only be awarded for successfully conveying the required content. The following principles will therefore apply:

1. If the maximum mark for comprehension and quality of language is the same, the mark awarded for quality of language may not exceed the mark awarded for comprehension.
2. If the maximum marks for comprehension and quality of language are not the same, the maximum mark which may be awarded for quality of language is indicated by the following tables.

(a) Where maximum mark for comprehension is 10 and maximum mark for quality of language is 5:

Mark for comprehension	Maximum mark for quality of language
10, 9	5
8, 7	4
6, 5	3
4, 3	2
2, 1	1
0	0

(b) Where maximum mark for comprehension is 20 and maximum mark for quality of language is 10:

Mark for comprehension	Maximum mark for quality of language
20, 19	10
18, 17	9
16, 15	8
14, 13	7
12, 11	6
10, 9	5
8, 7	4
6, 5	3
4, 3	2
2, 1	1
0	0

(c) Where maximum mark for comprehension is 15 and maximum mark for quality of language is 5:

Mark for comprehension	Maximum mark for quality of language
15, 14, 13	5
12, 11, 10	4
9, 8, 7	3
6, 5, 4	2
3, 2, 1	1
0	0

(d) Where maximum mark for comprehension is 12 and maximum mark for quality of language is 10:

Mark for comprehension	Maximum mark for quality of language
12, 11, 10	10
9	9
8	8
7	7
6	6
5	5
4	4
3	3
2	2
1	1
0	0

(e) Where maximum mark for comprehension is 6 and maximum mark for quality of language is 5:

Mark for comprehension	Maximum mark for quality of language
6, 5	5
4	4
3	3
2	2
1	1
0	0

(f) Where maximum mark for comprehension is 7 and maximum mark for quality of language is 5:

Mark for comprehension	Maximum mark for quality of language
7, 6	5
5, 4	4
3	3
2	2
1	1
0	0

(g) Where maximum mark for comprehension is 8 and maximum mark for quality of language is 5:

Mark for comprehension	Maximum mark for quality of language
8, 7	5
6, 5	4
4, 3	3
2	2
1	1
0	0

(h) Where maximum mark for comprehension is 9 and maximum mark for quality of language is 5:

Mark for comprehension	Maximum mark for quality of language
9, 8	5
7, 6	4
5, 4	3
3, 2	2
1	1
0	0

## Part A

1

A	P
B	A
C	C
D	P
E	A

5 marks (A01)

2 \* He/his ie. wrong gender. Penalise first occurrence then n.f.p. subsequently

	Key Idea	Marks	Accept	Reject
(a)	It's full of good humour / it's cheerful/cheerfulness She has not changed her identity / the album's like the last one	2	Coming out in the Autumn. It does you good. Her style/image hasn't changed.	It's good to listen to. It's humorous, funny, amusing. Not depressing. Anything to do with depression. She kept her sense of humour. Style/image doesn't change in the album.
(b)	[Her mother] [bought] [her]/got/received a microphone / amplifier She sang at weddings / <u>family</u> gatherings/parties/ occasions/do's	2	Singular : wedding/family gathering	
(c)	She can live without men, but not without dogs	2	Without <u>a man</u> : a dog : her dog without a boyfriend : without boys. She likes dogs	She can live without love. She doesn't like men.

6 marks (A01)

3.

Les cartables sont trop lourds.	1
Les parents ne s'inquiètent pas du poids des sacs.	
Les cartables peuvent être mauvais pour la santé.	1
Les élèves ne mettent que des livres scolaires dans leur sac.	
Les sacs chers sont toujours très solides.	
Les sacs sans marque sont de mauvaise qualité.	
La technologie va peut-être améliorer la situation actuelle.	1
Les sacs vont sûrement grossir à l'avenir.	
Les sacs sont très utiles quand on joue au football.	1

**4 marks (A01)****Total for Part A = 15 marks**



## Part B

4.

	Key Idea	Marks	Accept	Reject
(a)	Le café reçoit les parents qui ont des <u>problèmes avec leurs enfants</u> (1) et les parents qui cherchent des renseignements (1)	2	Qui cherchent de l'aide; "si on a un problème" Singular Information(s)	Problem : spelling
(b)	On peut <u>parler en liberté</u> (1) dans une ambiance agréable / détendue (1)	2	Parler on liberté C'est détendu; sans stress; une bienes ambiance; sans complexe(s)	'détendu' if it's two words. Incomprehensible spellings. détendu ambient
(c)	[Une mère] <u>a trouvé du cannabis</u> [dans la chambre de son fils] Il y a des disputes à la maison / trop de bruit On veut trouver un centre sportif	3	[dans la maison] : any parent or 'on'; drogue les rapports sont mauvais; on ne s'entend pas	Drouge; dans son fils chambre; Mis-spellings of 'guerre' Il cherche des renseignements sportifs Les enfants sont mauvais/méchants
(d)	On peut trouver des renseignements à la bibliothèque/on peut consulter le documentaliste (1) On peut parler avec un psychologue (1) On peut surfer sur Internet / sur ordinateur (1)	3	Documentalist; bibliothek; sur le web	On peut <u>utile</u> l'ordinateur
(e)	[Le service] est gratuit [La tasse de] café coûte deux euros On demande de l'argent / un don / une donation	3	Les services sont gratuits Prendre une contribution Ignore : "s'ils sont satisfaits" attempts if they've got the key idea	Le café est gratuit; un tas de café Ils doivent payer une contribution
(f)	Elle est venue de la part de son fils (1) Parce qu'il ne peut pas décider quelle matière il va étudier (1) Son fils ne peut pas choisir entre deux matières (= 2)	2	Pour son fils : son enfant  Son fils ne peut pas choisir = 1 mark	Mis-spelling of fils : apply n.f.p. if necessary "contre" instead of 'entre' il veut faire la biologie et le sport

Verb tenses to be taken account of under Quality

(15 marks) (A01) + 5 marks for Quality of Language = 20 marks

The five marks for Quality of Language (AO3) for questions (a) to (f) will be applied as follows:

**NB. Where there is nothing of relevance in the answer to the question set, no marks will be awarded for knowledge of grammar.**

Knowledge of Grammar (AO3)	
5	The manipulation of most structures is good and examples of complex language are frequently used. There are still a few inaccuracies but these tend to occur in the more complex structures.
4	The manipulation of basic structures is generally sound with some examples of more complex structures but these mostly result in increased inaccuracy.
3	There is some awareness of structure. There are still basic errors but communication is generally maintained.
2	The level of manipulation of structures and the number of errors make comprehension difficult.
0-1	Shows little or no grasp of grammatical structure. Errors are such that communication is seriously impaired.

5.

	Key idea	Marks
1	Ouvert	1
2	Seraient	1
3	Profiter	1
4	Augmentera/va augmenter	1
5	Vont	1

**5 marks (A03)**  
**Total for Part B = 25 marks**

## Part C

6.

	Lettre de la phrase
63,3 kilos	<b>C</b>
59,6 kilos	<b>D</b>
160 grammes	<b>B</b>
900 grammes	<b>A</b>
210 grammes	<b>F</b>
30%	<b>H</b>
80%	<b>I</b>

7 marks (AO2)

7.

(a)

Guillaume est gros.	
Il fait des efforts en maths.	✓
Il est paresseux.	
Il s'entend bien avec son prof de maths.	
Sa famille n'est pas riche.	✓
Il se sent déprimé	✓
Il se sent heureux	
Quelquefois il perd son appétit	✓
Il n'a pas d'amis.	

N.B. See <i>General principles</i> if more than four ticks.
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(4 marks) (A02)

(b)

Parle	1	)
Explique	1	)
Demande	1	)
Reprends	1	)

**Must be written accurately to get the mark**

(4 marks) (A02)

8.

Key Idea		Marks	Accept	Reject
(a)	Il veut rencontrer des gens (1) et <u>se</u> sentir utile (1)	2	“to do sth useful” le public 'parler' instead of 'rencontrer' pour être utile 'aider les gens il se sent utile ; il aime être avec les gens ; avec les autres	Me sentir; sentir Il aime les gens Les peuples
(b)	La vie scolaire ne lui plaisait pas/ Il devait quitter l'enseignement traditionnel (1) il voulait travailler (1)	2	Il n'aimait pas l'école Il avait besoin de travaille	Mis-spellings of besoin
(c)	Ils corrigent le travail (1) et écrivent des commentaires (1)	2	Ils corrigent le travail avec des commentaires = 2 Ils correctent avec des commentaires = 1	Lifted directly “après correction etc etc. Ils correctent/correcer = 0
(d)	Ils l'ont accueillie chaleureusement (1) et ils ont apprécié son travail (1)	2	Ils l'ont félicitée pour la qualité de son travail = 1 Elle a été très bien accueillie [par ses collègues]	Reflexive or misleading pronouns
(e)	Le travail lui donne beaucoup de satisfaction	1	C'est bon; c'est bien; elle aime son travail etc. Anything positive Aucun métier n'aurait pu apporter autant de satisfaction. Elle est satisfaite	
(f)	<u>L'argent</u> est important pour elle	1	Le salaire	

Verb tenses to be taken account of under Quality

10 marks (A02) + 10 marks for Quality of Language = 20 marks

The ten marks for Quality of Language (AO3) for questions (a) to (f) will be applied as follows:

**NB. Where there is nothing of relevance in the answer to the question set, no marks will be awarded for Knowledge of Grammar.**

9-10	The manipulation of most structures is good and examples of complex language are frequently used. There are still a few inaccuracies but these tend to occur in the more complex structures.
7-8	The manipulation of basic structures is generally sound with some examples of more complex structures but these mostly result in increased inaccuracy.
5-6	There is some awareness of structure. There are still basic errors but communication is generally maintained.
3-4	The level of manipulation of structures and the number of errors make comprehension difficult.
0-2	Shows little or no grasp of grammatical structure. Errors are such that communication is seriously impaired.

**Total marks for Part C = 35 marks**

## Part D

9

Key Idea		Marks	Accept	Reject
(a)	Deux élèves sont nés au village / au Sénégal	1	Ont né	C'est leur village natal
(b)	Ils voulaient électrifier l'école (1) pour permettre aux élèves de travailler le soir (1)	2	La nuit; dans la nuit : dans le noir	
(c)	Ils ont dû <u>écrire</u> un dossier (1) et le <u>présenter</u> au jury (1)	2	Ils ont fallu (for comprehension) Ils ont écrit	If wrong or no pronoun
(d)	Ils l'ont trouvé difficile (1) ils se destinent à des métiers manuels (1)	2	C'était dur : difficile ... Ils n'ont pas l'habitude d'écrire	
(e)	Ils ont travaillé le mercredi après-midi (1) et pendant les vacances (1)	2	Avec difficulté (if NOT in (d))	Answers phrased using NOUS
(f)	Ils ont posé des panneaux solaires (1) et ils ont réparé le système d'irrigation (1)	2	Ils ont réparé du système	Ils ont fait poser ...réparation du système ... unless it's expressed as 1 <sup>st</sup> idea
(g) 1 2 3 4 5 6 7 8	Il n'y a pas d'électricité Il n'y a pas de téléphone dans le village Les familles sont très pauvres / ils vivent avec très peu/la vie est dure/du familles vivant avec trois fois rien Ils vivent de la pêche La rivière est souvent polluée Les enfants sont malades Les poissons sont tués/sont morts Les enfants se lavent dans la rivière  <b>Any six of eight</b>	6	Il y a peu de téléphones L'eau de la rivière est non-potable	Peu d'électricité Promenader  Les poissons ont mort  Ils mangent de la pêche  Il n'y a pas assez de manuels scolaires/pas d'outils
(h)	Ils aimeraient envoyer en Afrique des manuels scolaires (1) et des outils (1)	2	Des envois de manuels sont envisagés = 1 mark	
(i)	Il se sent fier / enrichi par ses expériences Reference to <u>emotion</u> and <u>reason</u> for emotion	1	Il se sent heureux d'avoir connu la vie en collectivité	Il se sent heureux

Verb tenses to be taken account of under Quality

20 marks (A02) + 10 marks for Quality of Language = 30 marks

The ten marks for Quality of Language (AO3) for questions (a) to (i) will be applied as follows:

**N/B. Where there is nothing of relevance in the answer to the question set, no marks will be awarded for knowledge of grammar.**

9-10	The manipulation of most structures is good and examples of complex language are frequently used. There are still a few inaccuracies, but these tend to occur in more complex structures.
7-8	The manipulation of basic structures is generally sound with some examples of more complex structures, but these mostly result in increased inaccuracy.
5-6	There is some awareness of structure. There are still basic errors but communication is generally maintained.
3-4	The level of manipulation of structures and the number of errors make comprehension difficult.
0-2	Shows little or no grasp of grammatical structure. Errors are such that communication is seriously impaired.

**Total for Part D = 30 marks**

**Total for paper = 105 marks**