

GCE 2004

June Series



Mark Scheme

French

(Unit 2)

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from:

Publications Department, Aldon House, 39, Heald Grove, Rusholme, Manchester, M14 4NA
Tel: 0161 953 1170

or

download from the AQA website: www.aqa.org.uk

Copyright © 2004 AQA and its licensors

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

Annotation of Scripts – Unit 2

The following conventions will be used by examiners marking scripts:

- C** written in the margin to indicate information relevant to AO4 and derived from the Preliminary Material.
- © written in the margin to indicate information relevant to AO4 derived from a source other than the Preliminary Material.
- Rep** written in the margin to indicate repetition of information relevant to AO4 or AO2.
- R** written in the margin to indicate reaction/response relevant to AO2 when no justification is given.
- ® written in the margin to indicate reaction/response relevant to AO2 where this includes reason/justification of opinion.

“irr” and vertical line in the margin = irrelevant material

The mark for AO2, AO4 and AO3 respectively to be written at the foot of the answer accompanied, where the examiner deems it necessary, by a word or phrase quoted from the criteria for assessment as published in the specification.

Unit 2 – Aspects of Society

Assessment Criteria

	% of AS	Total marks	Question	
			1/2	3
AO2 Response to written language	10	30	12	18
AO3 Knowledge of grammar	5	15	6	9
AO4 Knowledge of society	15	45	18	27
TOTAL	30	90	36	54

Questions 1/2	Reaction/Response (AO2)	Question 3
11-12	Good personal reaction to the topic and the particular question, usually well justified and illustrated.	15-18
8-10	Clear evidence of personal reaction, but not consistently maintained. Variable justification and illustration.	11-14
5-7	Some reaction is evident and some points made, but justification and illustration weak.	7-10
2-4	Limited reaction. No justification or illustration for points made.	3-6
0-1	Little or no critical reaction to the topic.	0-2

Questions 1/2	Knowledge of Grammar (AO3)	Question 3
5-6	The manipulation of most structures is good. There are still some inaccuracies, but these tend to occur in attempts at more complex structures.	8-9
4	The manipulation of basic structures is generally sound. There are attempts to use more complex structures, often successfully.	6-7
3	There is some awareness of structure but basic errors are still frequent. Communication is generally maintained.	4-5
2	The level of manipulation of structures and the number of errors make comprehension difficult.	2-3
0-1	Shows little or no grasp of grammatical structure. Errors are such that communication is seriously impaired.	0-1

Questions 1/2	Content/Knowledge of Society (AO4)	Question 3
15-18	Relevant points are clearly made with evidence of reading around the topic. The answer is focused on the question and offers ideas which are logically and coherently developed and do not depend on the pre-release material.	23-27
11-14	The answer is generally on the subject, with a number of points made relevant to the specific issues in the question and showing some independence from the pre-release material. The answer has a degree of coherence.	17-22
7-10	Some relevant points are made, ideas are not clearly organised. The answer generally lacks a clear focus, but some attempt is made to address the question. Relies heavily on the pre-release material.	11-16
3-6	The answer tends to address the topic area rather than the specific question. A limited number of points made, many of which are vague or irrelevant. Relies almost entirely on the pre-release material.	5-10
0-2	There is little or nothing of relevance either to the topic area or to the question set. A zero score will automatically result in zero for the question as a whole.	0-4

The following pages provide **an amplification** of the assessment criteria which is related directly to the questions on the question paper.

Question 1

A votre avis les Français, ont-ils une attitude positive envers l'immigration? Illustrez votre réponse avec des exemples tirés de vos études.

Examiners first determine the mark band that best characterises the work of the candidate. The exact mark is established by determining the draw towards both the higher and lower bands. A mark of 0 for A04 means that the overall mark is 0.

	Reaction/Response (AO2) <i>These marks are awarded based on the degree to which the candidate tackles the question, argues a case and analyses the topic studied.</i>
11-12	Good personal reaction to the topic and the particular question. Very well justified and illustrated. Examples well selected and explained. Good understanding of different French attitudes to ethnic issues. Highly analytical.
8-10	Clear evidence of a reaction, but not consistently maintained. Variable justification and illustration. Examples well chosen, perhaps not well explained. An understanding of the French attitudes to ethnic issues. Analysis dominates narrative.
5-7	Some reaction is evident and some points made, but justification and illustration weak. Difficult to see specific relevance of the examples chosen. Unbalanced view of the French attitudes to ethnic issues. Analysis mixed equally with narrative.
2-4	Limited reaction. No justification for and very little illustration of points made. Poor examples. Predominantly a narrative response.
0-1	Little or no critical reaction to the topic. A response without analysis.

	Knowledge of Grammar (AO3) <i>These marks are awarded based on the degree to which the candidate uses structures and grammar as outlined in the specification.</i>
5-6	The manipulation of most structures is good. There are still some inaccuracies, but these tend to occur in attempts at more complex structures.
4	The manipulation of basic structures is generally sound. There are attempts to use more complex structures, often successfully.
3	There is some awareness of structure, but basic errors are still frequent. 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 comprehension is seriously impaired.

	Content/Knowledge of Society (AO4) <i>These marks are awarded based on the degree to which the candidate uses pertinent evidence from a study, in French, of the chosen topic.</i>
15-18	Evidence is highly pertinent to the particular question and the topic. Varied sources (virtually all of French origin) far beyond the scope of the Preliminary Material are used. There are very many linguistic indicators that the topic has been studied in depth. The topic is clearly understood.
11-14	Evidence is pertinent to the particular question and the topic. Sources (mostly of French origin) beyond the scope of the Preliminary Material are used. There are linguistic indicators that the topic has been studied in depth. The topic is understood.
7-10	Evidence is sufficient. It may be selected solely from the Preliminary Material or not well chosen from other sources (probably not French). Linguistic indicators are evident. The topic has been partly understood; at times there are misconceptions. The answer is factually thin.
3-6	Some evidence is adequate, but most is poorly selected from few relevant sources (most likely not French; likely to be personal and anecdotal). Linguistic indicators are few. Understanding of the topic is severely restricted.
0-2	Evidence is mostly poor in quality. There are very few linguistic indicators. Material is poorly deployed. Understanding is almost entirely non-existent.

Question 2

Quelle est l'importance de la langue française dans le monde? Quelle est son importance dans votre vie?

Examiners first determine the mark band that best characterises the work of the candidate. The exact mark is established by determining the draw towards both the higher and lower bands. A mark of 0 for A04 means that the overall mark is 0.

Reaction/Response (AO2)	
<i>These marks are awarded based on the degree to which the candidate tackles the question, argues a case and analyses the topic studied.</i>	
11-12	Good personal reaction to the topic and the particular question, usually well justified and illustrated. Examples well selected and explained. Good understanding of the uses and value of French, both personally and globally. Highly analytical.
8-10	Clear evidence of personal reaction, but not consistently maintained. Variable justification and illustration. Examples well chosen, perhaps not well explained. An understanding of the main uses and value of French. Analysis dominates.
5-7	Some reaction is evident and some points made, but justification and illustration weak. Difficult to see specific relevance of the examples chosen. Some understanding of the importance of French. Analysis mixed with narrative.
2-4	Limited reaction. No justification and very little illustration for points made. Very little understanding of the value of French. Poor examples. Predominantly a narrative response.
0-1	Little or no critical reaction to the topic. A response without analysis.

Knowledge of Grammar (AO3)	
<i>These marks are awarded based on the degree to which the candidate uses structures and grammar as outlined in the specification.</i>	
5-6	The manipulation of most structures is good. There are still some inaccuracies, but these tend to occur in attempts at more complex structures.
4	The manipulation of basic structures is generally sound. There are attempts to use more complex structures, often successfully.
3	There is some awareness of structure, but basic errors are still frequent. 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 comprehension is seriously impaired.

Content/Knowledge of Society (AO4)	
<i>These marks are awarded based on the degree to which the candidate uses pertinent evidence from a study, in French, of the chosen topic.</i>	
15-18	Evidence is highly pertinent to the particular question and the topic. Varied sources (virtually all of French origin) far beyond the scope of the Preliminary Material are used. There are very many linguistic indicators that the topic has been studied in depth. The topic is clearly understood.
11-14	Evidence is pertinent to the particular question and the topic. Sources (mostly of French origin) beyond the scope of the Preliminary Material are used. There are linguistic indicators that the topic has been studied in depth. The topic is understood.
7-10	Evidence is sufficient. It may be selected solely from the Preliminary Material or not well chosen from other sources (probably not French). Linguistic indicators are evident. The topic has been partly understood; at times there are misconceptions. The answer is factually thin.
3-6	Some evidence is adequate, but most is poorly selected from few relevant sources (most likely not French; likely to be personal and anecdotal). Linguistic indicators are few. There are ample indicators that understanding of the topic is severely restricted.
0-2	Evidence is mostly poor in quality. There are very few linguistic indicators. Material is poorly deployed. Understanding is almost entirely non-existent.

Question 3

« La vie est plus simple pour les Français avec Internet. » Qu'en pensez-vous? Quels sont les autres médias qui rendent la vie plus facile pour les Français?

Examiners first determine the mark band that best characterises the work of the candidate. The exact mark is established by determining the draw towards both the higher and lower bands. A mark of 0 for A04 means that the overall mark is 0.

Reaction/Response (AO2)	
<i>These marks are awarded based on the degree to which the candidate tackles the question, argues a case and analyses the topic studied.</i>	
15-18	Very good reaction to the topic and the particular question, usually well justified and illustrated. French Internet and other media well explored. A priority judgement reached using high quality evidence. Critically tackles notions of simple and easy. Highly analytical.
11-14	Good reaction, but not consistently maintained. Variable justification and illustration. French Internet and other media adequately tackled. A judgement reached. Tries to tackle notions of simple and easy. Analysis dominates.
7-10	Some reaction is evident and some points made, but justification and illustration weak. French Internet and other media covered reasonably. Some imbalance, some reliance on general points. Difficulty in arriving at a judgement. No real exploration of simple and easy. Analysis and narrative equally spread.
3-6	Limited reaction. Very little justification for or illustration of points made. Difficult to identify characteristics of French media. Reliance on international media. Predominantly a narrative response.
0-2	Little or no critical reaction to the topic. A response without analysis.

Knowledge of Grammar (AO3)	
<i>These marks are awarded based on the degree to which the candidate uses structures and grammar as outlined in the specification.</i>	
8-9	The manipulation of most structures is good. There are still some inaccuracies, but these tend to occur in attempts at more complex structures.
6-7	The manipulation of basic structures is generally sound. There are attempts to use more complex structures, often successfully.
4-5	There is some awareness of structure, but basic errors are still frequent. Communication is generally maintained.
2-3	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 comprehension is seriously impaired.

Content/Knowledge of Society (AO4)	
<i>These marks are awarded based on the degree to which the candidate uses pertinent evidence from a study, in French, of the chosen topic.</i>	
23-27	Evidence is highly pertinent to the particular question and the topic. Varied sources (virtually all of French origin) far beyond the scope of the Preliminary Material are used. There are very many linguistic indicators that the topic has been studied in depth. The topic is clearly understood.
17-22	Evidence is pertinent to the particular question and the topic. Sources (mostly of French origin) beyond the scope of the Preliminary Material are used. There are linguistic indicators that the topic has been studied in depth. The topic is understood.
11-16	Evidence is sufficient. It may be selected solely from the Preliminary Material or not well chosen from other sources (probably not French). Linguistic indicators are evident. The topic has been partly understood; at times there are misconceptions. The answer is factually thin.
5-10	Some evidence is adequate, but most is poorly selected from few relevant sources (most likely not French; likely to be personal and anecdotal). Linguistic indicators are few. There are ample indicators that understanding of the topic is severely restricted.
0-4	Evidence is mostly poor in quality. There are very few linguistic indicators. Material is poorly deployed. Understanding is almost entirely non-existent.