

GCE 2005  
*January Series*



# Mark Scheme

## French Specification

### FR01 Advanced Subsidiary

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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.

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## Unit 1

### 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

### Accents

Ignore errors of accents for comprehension/communication marks but such errors should be considered when giving quality of language marks.

AVOIR/ÊTRE confusion: do not accept e.g. il est peur but **nfp** if the error occurs again in the same idiomatic expression.

Perfect Tense: FOR COMPREHENSION. Where a verb can be used with only ONE auxilliary. Accept AVOIR for ÊTRE but not ÊTRE for AVOIR but insist on ÊTRE with reflexive verbs.

Examples:      J'ai allé (accept)  
                  Je suis mangé (reject)  
                  Il a sorti } accept either in  
                  Il est sorti } whatever context.  
                  Il s'a levé (reject)

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         |

**Part A**

1.

|     | Key Idea   | Marks | Accept   |
|-----|--|-------|----------|
| (a) | Qui va partir en vacances sans sa famille pour la première fois?     | 1     | <b>J</b> |
| (b) | Qui a déjà passé des vacances sans ses parents?                      | 1     | <b>E</b> |
| (c) | Qui ne va pas partir en vacances cette année?                        | 1     | <b>M</b> |
| (d) | Qui doit travailler pour payer ses vacances?                         | 1     | <b>J</b> |
| (e) | Qui a dû rester en contact avec ses parents pendant ses vacances?    | 1     | <b>E</b> |
| (f) | Qui a appris à s'organiser en passant des vacances sans ses parents? | 1     | <b>E</b> |

**6 marks (AO1)**2. **Ignore singular/plural in this question.**

|     |  |   |   |  |
|-----|--|---|---|--|
| (a) | To <u>raise money</u> (1) / for/to help <b>old people</b> (in Parisian hospitals) (1)  | 2 | Accept: OAP's/older people<br>To improve quality of life of old people = 1 mark for <b>old people</b><br>To give money to old people = 1 mark for <b>old people</b> | Reject: <u>to give</u> money   |
| (b) | The association financed minibus (1) / outings are possible (1)<br>Rooms were provided for patients' relations or family (1)<br>Hospitals were decorated (1)<br>(3 out of 4) | 3 | Accept: 'set up' a minibus<br>Idea of staying near/close to sick.<br>Close by = OK.<br>Bought paint for the hospitals.<br>A minibus <b>t.c.</b>                     | Reject: go for a walk<br>People<br>Improve the hospitals<br>Refurbish/renovate |

**5 marks (AO1)**

3.

|     |   |   |
|-----|---|---|
| (a) | Le seul rôle du juge est de punir les délinquants.  |   |
| (b) | La protection des enfants maltraités n'est pas sa responsabilité.                                     |   |
| (c) | Il préfère éviter de punir les jeunes si c'est possible.  | 1 |
| (d) | Quelque fois, les parents des jeunes délinquants reçoivent de l'argent, après l'intervention du juge. | 1 |
| (e) | Le rôle du juge se termine quand un jeune entre dans une institution.                                 |   |
| (f) | Le juge doit réexaminer chaque cas.   | 1 |
| (g) | La situation s'améliore assez rarement.   |   |
| (h) | Il est plutôt optimiste quant à l'avenir de ces jeunes.   | 1 |
| (i) | Il a toujours voulu être juge d'enfants.  |   |

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

**Part B**

4.

|     |   | Marks | Accept  | Reject   |
|-----|---|-------|---|--|
| (a) | (au) sud de Paris/à 30km de Paris   | 1     | Wrong distance au sud de Paris : bracket<br>wrong distance on <u>se</u> trouve  |  |
| (b) | Il s'entraîne / il joue au rugby / il fait de la musculation / il va au gymnase / il fait de l'athlétisme / il fait des études<br>(4 out of 6)                              | 4     | Entraînement <b>t.c.</b> il joue rugby/à rugby/ <u>ils</u> for il ; il faut faire des études du rugby<br>Il va au gym / on fait due/de la gym<br>Spelling errors for musculation* NB if the word sounds 'rightish'. | Il traîne; il entraîne<br>Il entraîne<br>Il faut but <b>nfp</b> ;<br>gynase athlétique<br>En fait <b>nfp</b> |
| (c) | Chaque joueur doit améliorer sa technique (individuelle) / chaque joueur doit signer un contrat (professionnel)   | 2     | S'améliorer' ; développer ; chaque un ; mieux jouer<br>Jouer pour un grand club ;<br>Key idea = professional  | Chacon / chaque jouer<br>Incorrect possessive adjective  |
| (d) | Personne ne doit négliger ses études (1)<br>Ils ne vont pas peut-être devenir des joueurs professionnels / Ils sont jeunes / Ils peuvent faire d'autres métiers(2 out of 3) | 3     | Personne néglige ses études. Personne n'a pas la permission...<br>Etudier <b>t.c.</b><br>Ils ne sont pas garantis une vie professionnelle<br>On a besoin d'une bonne éducation                                      | Personne(s) if negative idea is not conveyed.<br>Les jeunes faut fait des études<br>il est enseigné          |
| (e) | Ils ne mangent pas de sauce (avec leur viande), de charcuterie, de fromage, de frites. Ils ne doivent pas manger de repas copieux.<br>(4 out of 5)                          | 4     | Chacuterie<br>Mis-spellings of <u>viande</u> ; pas de sauce is key idea.  | Sharcuterie<br>Ils mangent + list of items.  |
| (f) | Les jeunes rentrent à la maison   | 1     | Ils visitent la famille<br>Il for ils   | Watch possessive adjectives & disjunctive pronouns.<br>chez maison   |

**15 marks (AO3) + 5 marks for Quality of Language = 20 marks**

Verb tenses to be taken account of under Quality

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.**

| <b>Knowledge of Grammar (AO3)</b> |  |
|-----------------------------------|--|
| 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.   |

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

| Mark for comprehension | <b>Maximum</b> 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   |



5.

|     | Key Idea    | Marks |
|-----|-------------|-------|
| (a) | Joue/jouait | 1     |
| (b) | suivant     | 1     |
| (c) | obtenu      | 1     |
| (d) | faire       | 1     |
| (e) | serait      | 1     |

Accept a legible, crossed-out answer if no alternative has been offered.

5 marks (A03)

**Total for Part B = 25 marks**

**Part C**

6.

|     |   |          |
|-----|---|----------|
| (a) | Qui ne joue plus aux jeux?  | <b>E</b> |
| (b) | Qui joue aux jeux tous les jours?                                       | <b>Y</b> |
| (c) | Qui préfère sortir avec ses amis?                                       | <b>A</b> |
| (d) | Qui va trouver difficile de ne pas pouvoir jouer pendant quelque temps? | <b>Y</b> |
| (e) | Qui a perdu sa petite amie à cause des jeux?                            | <b>A</b> |
| (f) | Qui a des parents qui approuvent ses actions?                           | <b>Y</b> |
| (g) | Qui est à court d'argent?   | <b>Y</b> |
| (h) | Qui a négligeait ses études?  | <b>E</b> |

**8 marks (A02)**

**7. Must be correct spellings**

Après avoir massivement augmenté le prix des cigarettes, malgré les **protestations** des fumeurs, le gouvernement veut modifier la loi afin de punir les consommateurs de cannabis par des sanctions financières. Le ministre de l'Intérieur a promis de réformer la loi qui punit la consommation du cannabis d'un an de prison. Cette punition n'est pratiquement plus appliquée. Au grand **regret** des adultes, les adolescents semblent se moquer de la justice et c'est une situation qui ne peut pas continuer. Plutôt qu'une peine de prison, la sanction va bientôt être une **amende**. C'est un système semblable à celui utilisé par la SNCF contre les passagers qui voyagent sans **billet**. La police va aussi juger chaque cas sur ses mérites. Ainsi, on ne va pas forcément punir une personne qui fume du cannabis pour combattre les symptômes d'une **maladie** grave. Les **dealers**, quant à eux, continueront à être punis sévèrement. Reste à voir si ce nouveau système sera plus efficace, mais, après tout, on ne peut pas augmenter le **prix** du cannabis!

**7 marks (A02)**

8.

| Key Idea |  | Marks | Accept  | Reject  |
|----------|--|-------|---|---|
| (a)      | Elle cherchait de l'eau<br>Elle aidait aux champs<br>Elle s'occupait de son frère  | 3     | elle trouvait de l'eau<br>elle aidait aux champs et avec son petit frère = 2<br>jouer avec for s'occuper de   | trouver pour ; collection<br><u>d'aider</u> at start of answer ; elle allait<br>d'aider occuper |
| (b)      | Les vêtements (et les livres) sont chers<br>Ils ont peur des actes de violence (contre les filles quand elles vont à l'école)<br>Ils veulent qu'elles se marient (jeunes)<br>L'éducation n'est pas pour les filles<br>Idea of 'la vie familiale'<br>(3 out of 4) | 3     | c'est très cher* Either vêtements or livres<br>ils doivent acheter les livres<br>la route de l'école est violente<br>les parents veulent les filles se marient<br>* la famille n'a pas les moyens | non-reflexive marier<br>l'éducation n'est pas grand chose pour les filles                       |
| (c)      | La mortalité infantile est moins commune<br>Les filles ont moins d'enfants<br>Elles sont en meilleure santé<br>Elles gagnent plus d'argent<br>Elles sont mieux informées sur le sida<br>(2 out of 5)   | 2     | l'éducation est une prévention contre la pauvreté<br>un bon moyen de prévention   | prévenir<br>protéger ; but possible <b>nfp</b>  |
| (d)      | Le gouvernement a embauché plus de femmes comme professeurs<br>Les horaires respectent les demandes de l'agriculture<br>Les professeurs ont des attitudes plus positives envers les filles<br>(2 out of 3)   | 2     | On embauche   | Idea of learning agricultural skills<br>On l'embauche   |

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 (d) 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**

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

**Part D**

9

|     | Key Idea  | Marks | Accept   | Reject  |
|-----|---|-------|--|---|
| (a) | Il est allé à la place de la République (1)<br>Il a rencontré ses amis (1) / Il a parlé avec eux (1)<br>Il a fumé /il a roulé une cigarette (1)<br>Il a sorti du haschisch<br><br>(3 out of 5)                                      | 3     | il a parlé avec ses amis à la place de la R = 2<br>Direct copying : no mark for arrivée etc. but then <b>nfp</b> | Republic<br>il a parlé <b>tc</b><br>il rendez-vous  |
| (b) | Il suivait des <u>maris infidèles</u><br>Il cherchait des <u>personnes disparues</u><br>Il surveille des enfants/il confirme les inquiétudes parentales   | 3     | il suit des enfants/des jeunes   | poursuivait<br>marie ; maries   |
| (c) | Ils pensent que leurs enfants : worried about attitude or behaviour or idea of danger<br>Consomment de la drogue<br>Consomment de l'alcool<br>Sont influencés par une secte<br>Sont tombés dans la prostitution<br><br>(2 out of 5) | 2     | ils i.e. don't insist on les enfants   | il but watch for <b>nfp</b><br>ils preoccupant : with poss <b>nfp</b><br>con <u>sum</u> mer |
| (d) | Il suit le jeune<br>Il prend des photos<br>Il apporte des preuves aux parents<br><br>(2 out of 3)   | 2     | il apporte des photos aux parents = 2  | il trouve les jeunes  |
| (e) | Il leur conseille de ne pas dire la vérité à leur enfant<br>Pour ne pas aggraver le problème  | 2     |  |   |

|     | Key Idea   | Marks | Accept   | Reject   |
|-----|--|-------|--|--|
| (f) | Son fils manque des cours<br>Il n'a pas d'argent<br>Il n'est jamais à la maison<br>(Elle croit qu') il prend de la drogue  | 4     | Must be some reference to <u>fils</u><br>somewhere in the answer.<br>Otherwise : ambiguous | absence de l'école / du lycée<br>absence for absent.<br>Direct lifting from text with no<br>reference to son/child.<br><u>file</u> |
| (g) | Elle n'aime pas la manière dont sa fille lui parle/sa fille<br>est insolente<br>Elle ne s'entend pas bien avec sa fille/elle énerve sa fille<br>Elle s'inquiète des rapports de sa fille avec des garçons<br>Elle veut savoir où elle va le soir | 4     | Elle pense que sa fille la déteste.  | Elle ne supporte pas sa fille.   |

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**

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                                    |