

# GCE 2005

## *January Series*



# Mark Scheme

## French Specification

### FR02 Advanced Subsidiary

---

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](http://www.aqa.org.uk)

Copyright © 2005 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.

## Unit 2

### Question 1

**Les Français, préfèrent-ils les médias plus récents ou plus traditionnels? Donnez des exemples. Que pensez-vous de ces préférences?**

C =	AO4 content from PM	R =	good AO2 point	Rep =	repeated point
© =	AO4 content not from PM	Ⓜ =	justified AO2 point	Irr =	irrelevant/incorrect material + vertical line in margin

<b>A02</b>	<b>Reaction/response</b> <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	<b>Amplification</b> <i>Comments refer to Principal Examiner's report.</i>
15-18	The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.	A very good answer will focus on what the French (rather than we) prefer. The view on the preferences will summarize the French case.
11-14	There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable.	A good answer will show an understanding of recent and traditional media.
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	Difficult to see differences between recent and traditional forms.
3-6	This is a limited personal reaction to the question, but no justification for points made.	Recent/trad mix-up and probably not French
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	
0	There is no evidence of any personal reaction/response.	

<b>A03</b>	<b>Knowledge of Grammar</b> <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 communication is seriously impaired.

<b>A04</b>	<b>Content/Knowledge of Society</b> <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>	<b>Amplification</b>
23-27	The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic, including good use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are very good.	French newspapers – television programmes cited. Evidence of the preferences – surveys. Minitel explained perhaps. Regional journalism revealed?
17-22	The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material and makes use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are good.	Focussed on French case. Part 3 probably not personal/anecdotal but a comment on the French scene as the French see it.
11-16	The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material and to use some topic-specific vocabulary. The quality of the evidence and understanding of the topic are sufficient.	Rather a lot of personal evidence/reaction not connected with the French case.
5-10	The answer relies almost exclusively on the preliminary material. The quality of evidence and understanding of the topic are limited.	
1-4	The answer includes very little factual evidence. The quality of the evidence and understanding of the topic are poor.	
0	There is absolutely 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.	

## Question 2

**Quelles sont les principales causes de la pollution en France? Comment réagissent les Français à cette pollution? Que pensez-vous de leurs réactions?**

C =	AO4 content from PM	R =	good AO2 point	Rep =	repeated point
© =	AO4 content not from PM	Ⓜ =	justified AO2 point	Irr =	irrelevant/incorrect material + vertical line in margin

<b>A02</b>	<b>Reaction/response</b> <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	<b>Amplification</b> Comments refer to Principal Examiner's report.
15-18	The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.	A very good answer will balance causes and reactions. The comment on the French case will be pertinent
11-14	There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable.	A good answer will not necessarily balance causes and reactions. The choice of causes may be imbalanced too.
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	A reasonable answer may select causes that are less than principal. French reactions may be superficial..
3-6	This is a limited personal reaction to the question, but no justification for points made.	Not uniquely the French case. Too much general personal opinion.
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	
0	There is no evidence of any personal reaction/response.	

<b>A03</b>	<b>Knowledge of Grammar</b> <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 communication is seriously impaired.

<b>A 04</b>	<b>Content /Knowledge of Society</b> <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>	<b>Amplification</b>
23-27	The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic, including good use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are very good.	Examples backed with data, named sites and project details. Air pollution will cite cities and solutions. A firm understanding of « renouvelables ».
17-22	The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material and makes use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are good.	Sound enough so that part 3 is a reasoned summary of the French case.
11-16	The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material and to use some topic-specific vocabulary. The quality of the evidence and understanding of the topic are sufficient.	Rather a lot of personal evidence/reaction not connected with the French case.
5-10	The answer relies almost exclusively on the preliminary material. The quality of evidence and understanding of the topic are limited.	
1-4	The answer includes very little factual evidence. The quality of the evidence and understanding of the topic are poor.	
0	There is absolutely 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.	

### Question 3

« La société multiculturelle existe aujourd’hui en France. » Etes-vous d’accord? Donnez des exemples pour justifier votre réponse.

C =	AO4 content from PM	R =	good AO2 point	Rep =	repeated point
© =	AO4 content not from PM	Ⓜ =	justified AO2 point	Irr =	irrelevant/incorrect material + vertical line in margin

<b>A02</b>	<b>Reaction/response</b> <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	<b>Amplification</b> Comments refer to Principal Examiner’s report.
15-18	The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.	A very good answer will focus on what is happening/has happened in France. The candidate declares a clear view about the existence of multiculturalism.
11-14	There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable.	A good answer will show an understanding of the yes/no split without a clear judgement reached.
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	A reasonable answer will stick to the theme but fail to come down. General points left hanging.
3-6	This is a limited personal reaction to the question, but no justification for points made.	A weak answer is hijacked by an extreme view. Too much FN, for example.
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	
0	There is no evidence of any personal reaction/response.	

<b>A03</b>	<b>Knowledge of Grammar</b> <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 communication is seriously impaired.

<b>A04</b>	<b>Content/Knowledge of Society</b> <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>	<b>Amplification</b>
23-27	The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic, including good use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are very good.	la France blanc/black/keur illustrated. political, musical, culinary, geographical and socially diverse examples. Foulard dilemma tackled.
17-22	The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material and makes use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are good.	Multicultural evidence good. FN kept in proportion.
11-16	The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material and to use some topic-specific vocabulary. The quality of the evidence and understanding of the topic are sufficient.	Rather a lot of personal evidence/reaction not connected with the French case.
5-10	The answer relies almost exclusively on the preliminary material. The quality of evidence and understanding of the topic are limited.	
1-4	The answer includes very little factual evidence. The quality of the evidence and understanding of the topic are poor.	
0	There is absolutely 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.	



### Question 4

**Décrivez les influences de la France dans les affaires de l'Europe. Selon vous, quelles sont les meilleures contributions?**

C =	AO4 content from PM	R =	good AO2 point	Rep =	repeated point
© =	AO4 content not from PM	® =	justified AO2 point	Irr =	irrelevant/incorrect material + vertical line in margin

<b>A02</b>	<b>Reaction/response</b> <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	<b>Amplification</b> Comments refer to Principal Examiner's report.
15-18	The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.	A very good answer will focus on how France shapes political, cultural and social developments in Europe.
11-14	There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable.	A good answer will show an understanding of France's role but may miss a judgement on the extent of the influence.
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	A reasonable answer will cover the ways in which France acts in Europe.
3-6	This is a limited personal reaction to the question, but no justification for points made.	A weak answer will miss out key spheres of influence and not evaluate those selected.
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	
0	There is no evidence of any personal reaction/response.	

<b>A03</b>	<b>Knowledge of Grammar</b> <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 communication is seriously impaired.

<b>A04</b>	<b>Content/Knowledge of Society</b> <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>	<b>Amplification</b>
23-27	The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic, including good use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are very good.	EU dominance, Franco-German axis, major institutional control. Humanitarian input. Cinema and the arts. Sporting investments. Fashion.
17-22	The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material and makes use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are good.	Evidence from the arms of the EU. Olympic movement. UN and NATO.
11-16	The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material and to use some topic-specific vocabulary. The quality of the evidence and understanding of the topic are sufficient.	Rather a lot of personal evidence/reaction not connected with the French case.
5-10	The answer relies almost exclusively on the preliminary material. The quality of evidence and understanding of the topic are limited.	
1-4	The answer includes very little factual evidence. The quality of the evidence and understanding of the topic are poor.	
0	There is absolutely 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.	

### Question 5

« Le monde est plus intéressant, plus varié et meilleur à cause de la langue française. » Etes-vous d'accord? Justifiez votre réponse en utilisant des exemples tirés d'un ou de plusieurs pays francophones.

C =	AO4 content from PM	R =	good AO2 point	Rep =	repeated point
© =	AO4 content not from PM	Ⓜ =	justified AO2 point	Irr =	irrelevant/incorrect material + vertical line in margin

<b>A02</b>	<b>Reaction/response</b> <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	<b>Amplification</b> Comments refer to Principal Examiner's report.
15-18	The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.	A very good understanding of how French enriches the world through the Arts, institutions and regional loyalties to the tongue.
11-14	There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable.	A good understanding of the different means by which French holds sway. Less good on how it enriches the world.
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	A reasonable understanding of the means of influence. Little understanding of the worth of the influence.
3-6	This is a limited personal reaction to the question, but no justification for points made.	No real understanding of how/why French exerts an influence.
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	
0	There is no evidence of any personal reaction/response.	

<b>A03</b>	<b>Knowledge of Grammar</b> <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 communication is seriously impaired.

<b>A04</b>	<b>Content/Knowledge of Society</b> <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>	<b>Amplification</b>
23-27	The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic, including good use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are very good.	Excellent cultural references to the Arts, politics and geographical francophonie from all over the world.
17-22	The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material and makes use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are good.	TV5, films quoted. Olympic movement. EU French obligation.
11-16	The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material and to use some topic-specific vocabulary. The quality of the evidence and understanding of the topic are sufficient.	Rather a lot of personal evidence/reaction not connected with the French case.
5-10	The answer relies almost exclusively on the preliminary material. The quality of evidence and understanding of the topic are limited.	
1-4	The answer includes very little factual evidence. The quality of the evidence and understanding of the topic are poor.	
0	There is absolutely 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.	