



General Certificate of Education

French 5651

FR01 Young People Today

Mark Scheme

2005 examination – June series

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.

Unit 1 – Young People Today

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 auxiliary. 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:

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

The marks will be allocated in the following way:

	AO1	AO2	AO3
Short listening pieces	15		
Longer listening piece	15		10
Short reading texts		25	10
Longer reading text		20	10

Part A**1**

A	Qui est pour l'école obligatoire jusqu'à l'âge de 18 ans?	R
B	Qui ne sait pas si c'est une bonne idée?	A
C	Qui est contre l'école obligatoire jusqu'à l'âge de 18 ans?	M
D	Qui ne va pas à l'école?	M
E	Qui croit que la scolarité pourrait empêcher la délinquance?	A
	Qui croit que les études sont essentielles pour obtenir un emploi?	R

6 marks

2

	Key Idea	Marks	Accept	Reject
(a)	He is against them/wants them banned	1	Bad for health BUT cannot be credited again in (b) Anything expressing a negative attitude	
(b)	The drinks are bad for health consumption has increased (greatly) cigarettes are not sold in schools (2/3)	2	Wrong figures (bracket them) if the key idea has been conveyed Machines should be treated the same as cigarette machines Cigarettes are not allowed in schools	Dosage of drinks Conso(u)mmation Will increase
(c)	She disagrees Pupils will buy the drinks anyway The school makes money from the machines	1 1 1	She doesn't see the point in banning drinks / not a problem She's not interested in banning drinks Students buy drinks at supermarkets People buy drinks i.e. <u>don't insist on pupils or students</u> The company pays back 20% Bracket and ignore incorrect percentages	No t.c. The machine reimburses you 20% but accept if reimbursing the school is mentioned.

6 marks

3.

(a) Les grands-parents de Marie travaillent toujours.	
(b) Marie se sent un peu négligée par ses parents.	✓
(c) Marie se confie souvent à sa grand-mère	✓
(d) Sa grand-mère est plus sévère que sa mère.	
(e) Ses grand-parents ne s'intéressent pas beaucoup aux études de Marie.	
(f) Son grand-père lui raconte des histoires amusantes.	✓
(g) Quand ils étaient plus jeunes, les parents de Marie étaient très sages.	

NB : See general principles bullet point 1 for dealing with more than three ticks on this question**3 marks****Total for Part A = 15 marks**

Part B

4.

Note: Accept Il for Elle
 If answers in first person, penalise ONCE, then N.F.P.
 If candidates use elle père/mère etc, penalise once, then N.F.P.

	Key Idea	Marks	Accept	Reject
(a)	Il est venu à l'âge de 10 ans	1	Quand il a dix ans Depuis l'âge de 10 ans	Quand il était dix ans Dix ans t.c. Incorrect figures
(b)	Il aime l'ambiance Il y a une grande solidarité entre <u>les familles</u> Les gens aident leurs voisins (Il admire la variété) <u>des paysages</u> (Il aime) le climat vivre au grand air (Il aime aller à) la plage (any 4) C'est comme être en vacances	4	Minor mis-spellings : soladarité ; payesage ; paisage L'atmosphère Bracket and ignore mis-spellings of variété Le clima	L'ambiance Dans sa famille : reject singular famille <u>Parce que</u> in place of <u>à cause de</u> but watch for nfp
(c)	On les prépare d'une manière décontractée/il les prépare (en ce moment)	1	Il prépare pour ses examens	Les examens sont plus décontractés
(d)	C'est la musique de la Guadeloupe Le zouk est populaire avec les jeunes et les vieux/tout le monde Les chansons sont au sujet de l'amour Les jeunes peuvent s'identifier aux chansons (any 2)	2	Tout monde Les jeunes aiment les chansons d'amour = 2	
(e)	Il se sent triste Ses nouveaux amis quittent l'île	2	Trist Il fait des amis qui sont des touristes = 1	Départir ; quitter without a direct object aimi(e)s
(f)	Le chômage est un gros problème La Guadeloupe dépend du tourisme Il y avait moins de touristes (l'année dernière)	3	Present Tense Dépend sur	Sh ômage and chaumage Dépand Depend les touristes
(g)	Il a peur du bruit / il ne veut pas quitter sa grand-mère / il n'aime pas la pollution / la mer va lui manquer (any 2 from 4)	2		

Verb tenses to be taken account of under Quality

(15 marks) (A01) + 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 (g) 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.

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

5. Must be correct

		Marks
(a)	Né	1
(b)	Fera / va faire	1
(c)	Avoir	1
(d)	Vieille	1
(e)	Vu	1

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

Part C

6.

Qui...		Lettre
(a)	Qui a trouvé un petit ami au lycée?	M
(b)	Qui a eu des problèmes de santé?	A
(c)	Qui a été victime d'un vol?	P
(d)	Qui a insulté un de ses professeurs?	M
(e)	Qui voulait faire une bonne impression?	M
(f)	Qui avait faim?	A
(g)	Qui est arrivé en classe en retard?	P

7 marks (A02)

7.

(a)

Soleil	1
Chapeau	1
Chaussures	1
Rochers	1
Déchets	1
Repas	1
Alcool	1
Surface	1

NB : Insist on correct spellings including accents**8 marks (A02)**

8 If answers are in first person, penalise once in each sub question

	Key Idea	Marks	Accept	Reject
(a)	Il ressemble à un cultivateur parce que son visage est brûlé (par le soleil)/il passe son temps dehors	2	Fermier, paysan, agriculteur Answers without à after ressembler Parce qu'il doit vivre sur / dans les rues Bronzé ; son visage est brûlé / brûler Comme s'il avait travaillé dehors	Un clochard A celui du cultivateur
(b)	<u>Les automobilistes</u> lui donnent de l'argent	1	Il enlève sa casquette pour saluer les automobilistes Il demande aux automobilistes qui s'arrêtent aux feux rouges	Il enlève sa casquette t.c. monnie
(c)	Il voulait devenir acteur (1) ou jouer au football (1)	2	Faire du cinéma	Il était doué pour le sport Il veut jouer au sport / faire le sport Il le voyait
(d)	Il a quitté la maison (avec sa petite amie)	1	Il a fait son départ Accept Present Tense	Départir ; il départ ; il a quitté t.c.
(e)	Il souffre du froid Son veston n'est pas assez chaud Ses sacs (en plastique) sont déchirés Il a les pieds mouillés / ses bottes prennent l'eau Il a faim Il pourrait mourir Il pourrait tomber malade (any 4 from 7)	4	Il fait froid ; le froid Il pourrait mourir de faim, de maladie et de froid = 4 Plusieurs mourront de faim, de maladie et de froid = 2	Il est froid ; c'est froid Mourront de faim t.c.

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 (e) 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)	Beaucoup de Français qui vivent à l'étranger (1) ne veulent pas revenir en France (1)	2	Un grand nombre de/ près de 2 millions de / de plus en plus de ... Ils abandonnent leur pays natal	
(b)	Elle a des amis à Londres (pas d'amis à Paris) Elle paie plus d'impôts en France (moins d'impôts en Angleterre) En France il y a trop de règlements moins de grèves en Angleterre	4	Pay close attention to tenses règles	Elle préfère travailler à Londres
(c)	En France il n'avait pas assez d'argent <u>pour son travail / pour la recherche</u> Les gens ne travaillaient pas ensemble <u>Aux Etats-Unis / en Californie</u> on se parle Il a son propre laboratoire Il a beaucoup de collaborateurs Son salaire est plus élevé (any 5 from 6)	5	Leur as possessive adjective with on Travaille(s) for travail	Tu for on Ici on se parle Travail for travaille
(d)	Elle croit que c'est un bon endroit pour sa fille Les maisons sont moins chères (plus chères en France) Il y a un bon système d'éducation Les gens sont plus tolérants Il y a moins de violence (any 4 from 5)	4	Elle vit dans la tolérance Il y a la tolérance sans peur de violence = 2 On peut vivre sans peur	
(e)	Elle aime faire du jogging aller au parc faire du shopping aller au théâtre (any 3 from 4)	3	Elle aime faire le jogging au parc = 2 Elle aime aller les magasins, jogging dans le parc = 3	Le côté cosmopolite
(f)	Il va rester en Espagne pour deux ou trois ans Il va travailler peut-être aux Etats-Unis (il ne va pas rentrer en France)/ il va demander un transfert	2	Il veut aller aux Etats-Unis dans deux ou trois ans = 2 Expression of time needed : e.g. dans deux ou trois ans/ puis/ bientôt	

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 (f) 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