



# General Certificate of Education

## French 5651

### *FR02 Aspects of Society*

# Mark Scheme

## *2006 examination – January 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.

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**Unit 2**

	<b>% of AS</b>	<b>Marks</b>
AO2 Response to written language	10	18
AO3 Knowledge of grammar	5	9
AO4 Knowledge of society	30	27
<b>TOTAL</b>	<b>30</b>	<b>54</b>

**Annotation of Scripts**

The following conventions will be used by examiners marking scripts:

<b>AO2</b> (Reaction and Response)	<b>AO4</b> (Content)
Ⓐ written in the margin to indicate reaction/response relevant to AO2 where this includes reason/justification of opinion.	Ⓒ written in the margin to indicate information relevant to AO4, derived from a source other than the current Preliminary Material and relevant to the question set.
<b>R</b> written in the margin to indicate reaction/response relevant to AO2 when no justification is given.	<b>C</b> written in the margin to indicate information relevant to AO4, derived from the Preliminary Material and relevant to the question set.
	<b>T</b> written in the margin to indicate information generally relevant to the topic.
<b>Rep</b> written in the margin to indicate repetition of information relevant to AO4 or AO2.	
<b>Irr</b> vertical line in the margin = irrelevant/inappropriate material.	

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

**Question 1(a)**

**Décrivez la télévision française et un autre média français. A votre avis, quelle est l'importance de ces médias?**

© =	AO4 content not from PM	Rep =	repeated point (AO4/AO2)	® =	justified AO2 point
C =	AO4 content from PM	T =	generally relevant to topic area	R =	good AO2 point, no justification
irr	irrelevant/inappropriate material				

<b>AO2</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>
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.	Analysis of both media. Clear judgement of importance in France.
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.	Perhaps one media not well described. Importance not fully explained.
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	Maybe one media poorly described. Assumptions about importance.
3-6	This is a limited personal reaction to the question, but no justification for points made.	
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>AO3</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>AO4</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>Possible Content Points</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.	<ul style="list-style-type: none"> <li>• Strengths of French tv: entertainment – films – local channels – francophone imports</li> <li>• Weaknesses: poor current affairs – comedy – drama – kids – youth</li> <li>• Progress: interactive examples</li> <li>• Other media? Make sure that the examples are French</li> </ul>
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.	
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.	
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 1(b)**

**Selon vous, quels sont les effets des médias français sur les Français? Utilisez des exemples tirés de vos études.**

© =	AO4 content not from PM	Rep =	repeated point (AO4/AO2)	® =	justified AO2 point
C =	AO4 content from PM	T =	generally relevant to topic area	R =	good AO2 point, no justification
irr	irrelevant/inappropriate material				

<b>AO2</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>
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.	Effects clearly described. Sensible judgement of media impact.
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.	Question focussed but some effects questionably attributed to 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.	Media blamed for much that is not logically explained.
3-6	This is a limited personal reaction to the question, but no justification for points made.	
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>AO3</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>AO4</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>Possible Content Points</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.	<ul style="list-style-type: none"> <li>• Value of television</li> <li>• News – national and local press</li> <li>• Advertising – pressure on youth</li> <li>• Influence of radio</li> <li>• Access to information via Internet</li> <li>• Cinema</li> </ul>
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.	
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.	
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(a)**

**En France, quelles sont les énergies pour demain? A votre avis, quels sont les effets de ces énergies sur l'environnement en comparaison avec les énergies traditionnelles?**

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irr	irrelevant/inappropriate material				

<b>AO2</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>
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.	Identifies a range of energies that will play a significant part in France's future. Compares the effects of new energies with the old.
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.	Blurring of new and old begins. A clear view harder to detect.
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	Rather jumbled energies. No separation of tomorrow from traditional.
3-6	This is a limited personal reaction to the question, but no justification for points made.	
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>AO3</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>AO4</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>Possible Content Points</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.	<ul style="list-style-type: none"> <li>• Wind farm examples</li> <li>• Tidal schemes</li> <li>• Nuclear energy – today or tomorrow</li> <li>• Effects of newer forms – landscape blight</li> <li>• Older effects – greenhouse gases, global warming, ozone</li> </ul>
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.	
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.	
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(b)**

**Comment les Français travaillent-ils pour protéger l'environnement? Utilisez des exemples tirés de vos études.**

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irr	irrelevant/inappropriate material				

<b>AO2</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>
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.	How, where and why the French work for greater environmental protection.
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.	Perhaps not so clear on the scale of the work being done.
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	Very much a list of schemes without evaluation.
3-6	This is a limited personal reaction to the question, but no justification for points made.	
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>AO3</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>AO4</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>Possible Content Points</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.	<ul style="list-style-type: none"> <li>• Schemes with impacts evaluated</li> <li>• Environmental protection could include energy use, protection of flora/fauna, transport decisions/policies</li> <li>• Pressure groups</li> </ul>
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.	
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.	
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(a)**

**Qui sont les étrangers qui se sont installés en France? Pourquoi sont-ils venus? A votre avis, sont-ils bien acceptés maintenant?**

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irr	irrelevant/inappropriate material				

<b>AO2</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>
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.	Very good description of who came, (when) and why. Clear understanding of who is welcome now and by whom.
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.	Less clear but generally sound understanding of the tides of migration.
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	Rather cluttered detail with little separation between then and now.
3-6	This is a limited personal reaction to the question, but no justification for points made.	
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>AO3</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>AO4</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>Possible Content Points</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.	<ul style="list-style-type: none"> <li>• Post 70s immigration</li> <li>• North African migration</li> <li>• Inter Europe expansion</li> <li>• Islamic persecutions abroad</li> <li>• Current views of indigenous populations</li> <li>• Racial segregations leading to inner city strife</li> </ul>
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.	
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.	
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(b)**

**Selon vous, les étrangers qui arrivent en France, trouvent-ils une société multiculturelle? Décrivez les aspects les plus importants de la société qu'ils découvrent.**

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irr	irrelevant/inappropriate material				

<b>AO2</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>
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.	What is a multicultural society (MS)? The candidate will need to define it if it is to be found in France. The aspects that foreigners find may relate to a MS or not.
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.	Less well able to tackle the concepts of a MS. Parts one and two rather merged into one perhaps.
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	On topic, but rather vague and/or polarised with little explanation. Assumptions made.
3-6	This is a limited personal reaction to the question, but no justification for points made.	
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>AO3</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>AO4</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>Possible Content Points</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.	<ul style="list-style-type: none"> <li>• Multi-ethnic examples</li> <li>• Faiths integrated or mutually exclusive</li> <li>• The lay state exposed or working well</li> <li>• French society clearly a MS or fast losing that element</li> <li>• The power of the rural, conservative majorities</li> <li>• Regional suspicions about immigrants</li> </ul>
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.	
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.	
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(a)****Décrivez le rôle joué par la France en Europe. Que pensez-vous de ce rôle?**

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irr	irrelevant/inappropriate material				

<b>AO2</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>
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.	Role or roles. Very good descriptions may analyse the political, cultural and social impact of France within the EU and the wider 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.	Perhaps more on what France does, rather than on the role(s). Some gaps.
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	Very much a patchy performance, but roles all acceptable.
3-6	This is a limited personal reaction to the question, but no justification for points made.	
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>AO3</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>AO4</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>Possible Content Points</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.	<ul style="list-style-type: none"> <li>• France in the old /new Europe</li> <li>• Historical perspective</li> <li>• Cultural</li> <li>• French language in Europe</li> <li>• France’s contribution to European culture</li> <li>• French attitudes to UK &amp; USA</li> </ul>
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.	
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.	
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(b)**

**Les Français ont quelles opinions sur l'Europe? Pourquoi?**

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C =	AO4 content from PM	T =	generally relevant to topic area	R =	good AO2 point, no justification
irr	irrelevant/inappropriate material				

<b>AO2</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>
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.	Very good range of views on the EU. Some idea of who thinks what and why.
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.	Different views, but harder to decipher who believes what.
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	The French dealt with as one.
3-6	This is a limited personal reaction to the question, but no justification for points made.	
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>AO3</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>AO4</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>
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.
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.
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.
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.

<b>Possible Content Points</b>
<ul style="list-style-type: none"> <li>• Rejection of EU constitution</li> <li>• Support of CAP</li> <li>• Worry about expansion – Turkish question</li> <li>• Franco/Germanic relationships</li> </ul>

**Question 5(a)**

**Décrivez l'importance de la langue française dans le monde. A votre avis, est-ce que son influence augmente ou diminue?**

© =	AO4 content not from PM	Rep =	repeated point (AO4/AO2)	® =	justified AO2 point
C =	AO4 content from PM	T =	generally relevant to topic area	R =	good AO2 point, no justification
irr	irrelevant/inappropriate material				

<b>AO2</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>
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.	Very good understanding of how French works on cultural, social and political levels and whether these levels are falling or rising.
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.	Less clear differentiation between levels. Perhaps all rising or falling.
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	General level of influence. Not clear on rising/falling.
3-6	This is a limited personal reaction to the question, but no justification for points made.	
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>AO3</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>AO4</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>Possible Content Points</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.	<ul style="list-style-type: none"> <li>• Influence in DOMTOM</li> <li>• Attempts to exert political influence</li> <li>• Cultural domination</li> <li>• Cultural role</li> <li>• Diminishing influence in old world/Africa/East</li> </ul>
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.	
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.	
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(b)****Comment les pays francophones profitent-ils de l'influence française? Donnez des exemples.**

© =	AO4 content not from PM	Rep =	repeated point (AO4/AO2)	® =	justified AO2 point
C =	AO4 content from PM	T =	generally relevant to topic area	R =	good AO2 point, no justification
irr	irrelevant/inappropriate material				

<b>AO2</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>
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.	Very good understanding of relationship between France and French-speaking nations. Cultural, social and political benefits explained.
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.	Benefits assessed in general terms without clarity by themes.
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	Uncertain reaction to the overall benefit even if good on specific examples.
3-6	This is a limited personal reaction to the question, but no justification for points made.	
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>AO3</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>AO4</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>Possible Content Points</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.	<ul style="list-style-type: none"> <li>• Exploitation of the historical links</li> <li>• Political links</li> <li>• Trading links/the world of work</li> <li>• Educational exchange</li> <li>• Voice in the world through language</li> <li>• Cultural access</li> </ul>
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.	
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.	
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.	