



General Certificate of Education

French 5651

FRO2 Aspects of Society

Mark Scheme

2007 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.

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Unit 2

	% of AS	Marks
AO2 Response to written language	10	18
AO3 Knowledge of grammar	5	9
AO4 Knowledge of society	15	27
TOTAL	30	54

Annotation of Scripts

The following conventions will be used by examiners marking scripts:

AO2 (Reaction and Response)	AO4 (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.
R written in the margin to indicate reaction/response relevant to AO2 when no justification is given.	C written in the margin to indicate information relevant to AO4, derived from the Preliminary Material and relevant to the question set.
	T written in the margin to indicate information generally relevant to the topic.
Rep written in the margin to indicate repetition of information relevant to AO4 or AO2.	
Irr vertical line in the margin = irrelevant/inappropriate material.	

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

Question 1a

Analysez **deux** médias français que vous avez étudiés. A votre avis, ces médias sont-ils importants pour la société française? Pourquoi/pourquoi pas?

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

A02	Reaction/response <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	Amplification
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.	Clear analysis of 2 media with explicit consideration of and judgement on their importance in French life in terms of positive and/or negative effects.
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 examined less well. A drift towards popularity or factual description only.
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	One or several media discussed. A plethora of effects and descriptions blur a clear line of argument.
3-6	This is a limited personal reaction to the question, but no justification for points made.	Description with no analysis.
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.	

A03	Knowledge of Grammar <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.

A04	Content /Knowledge of Society <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>	Amplification
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"> • Health issues (obesity) • Public information services (alcohol/accidents/smoking) • Quality of leisure time (télé-poubelle) • Decline of the press • Effects of mobiles • E-commerce • The internet and education/world of work • Advertising - positive and negative effects
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 1b

« La télé, Internet, portables etc... les Français regardent trop les écrans ». Commentez cette opinion en utilisant des exemples français.

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

A02	Reaction/response <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	Amplification
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.	Descriptions and analysis of the effects of screen-based media plus a logical conclusion Non screen-based media could be relevant if introduced as a comparison
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.	Descriptions predominate. Some analysis with a personal judgement.
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	'Trop' addressed but weak overall conclusion reached. Radio and the written press introduced without comparison.
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.	

A03	Knowledge of Grammar <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.

A04	Content /Knowledge of Society <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>	Amplification
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"> • Evidence of TV/Internet popularity • Decline of physical/interpersonal/cultural activities • La presse en ligne • E-commerce developments (fraud?) • Health issues. • Cinema
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 2a

Les Français, comment travaillent-ils pour conserver leurs ressources naturelles? Donnez des exemples. Que pensez-vous de leurs efforts?

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A02	Reaction/response <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	Amplification
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.	Descriptions of measures taken plus a clear judgement of effectiveness re. Conservation . <i>Ressources naturelles</i> can be interpreted as the environment
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.	Narrower range of issues explored. Less clear evaluation.
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	Drift away from conservation. Weak conclusion reached on effectiveness.
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.	

A03	Knowledge of Grammar <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.

A04	Content /Knowledge of Society <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>	Amplification
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"> • Alternative energies – provision/development • Water/river/sea anti-pollution measures • Parcs nationaux • Forestation • Recycling • Role of national/voluntary organisations. • Air-pollution measures • Packaging
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 2b

Quels sont les plus grands problèmes pour l'environnement en France? A votre avis, comment la France peut-elle résoudre ces problèmes?

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Rep =	repeated point	Irr =	irrelevant/incorrect material + vertical line in margin		

A02	Reaction/response <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	Amplification
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.	Description plus analysis of appropriate areas of concern plus discussion of practical solutions present and/or possible.
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.	Problems explored more superficially and weaker solutions proposed and examined.
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	One area only tackled or minor issues tackled. Few solutions offered.
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.	

A03	Knowledge of Grammar <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.

A04	Content /Knowledge of Society <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>	Amplification
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"> • Nuclear Industry • Air Pollution/Traffic/CO₂ emissions • Recycling • Alternative energy sources – fossil fuel resources. • Marine pollution
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 3a

Décrivez la diversité multiculturelle dans la société française. A votre avis, est-ce que cette diversité est bonne pour la France? Pourquoi/pourquoi pas?

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Rep =	repeated point	Irr =	irrelevant/incorrect material + vertical line in margin		

A02	Reaction/response <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	Amplification
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.	Good description of 'la France plurielle' leading to a logical conclusion on the merits/faults.
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.	Multicultural diversity issues less clearly defined and advantages / disadvantages for France not fully addressed
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	Emphasis on descriptions of a range of multicultural aspects (football, gastronomic?) with a weak judgement on overall effects.
3-6	This is a limited personal reaction to the question, but no justification for points made.	Superficial descriptions of eg football only with no real analysis of their significance.
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.	

A03	Knowledge of Grammar <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.

A04	Content /Knowledge of Society <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>	Amplification
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"> • Racial tensions (Emeutes) • Political responses (Presidential election platforms?) • Cultural/Sporting benefits • The Lay State – issues and effects • Different immigrant populations and different attitudes • History of Immigration (must be tied to the question of 'value'). • Economic issues
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 3b

Pour les immigrés en France, est-ce que leur « double culture », donne des avantages ou pose des problèmes? Qu'en pensez-vous? Donnez des exemples.

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Rep =	repeated point	Irr =	irrelevant/incorrect material + vertical line in margin		

A02	Reaction/response <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	Amplification
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.	Clear description of dual-culture status with analysis of advantages and/or disadvantages for the immigrants leading to a firm personal judgement.
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 description of dual-culture status and advantages / disadvantages for immigrants less fully explored.
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	Descriptions of dual-culture features with little analysis.
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.	

A03	Knowledge of Grammar <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.

A04	Content /Knowledge of Society <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>	Amplification
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"> • Religion (Laicity and Dress) • Language (problems and advantages) • Family/Society clashes • Mixed marriages • Housing/World of Work issues.
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 4a

« L'Europe est de moins en moins populaire en France ». Commentez cette opinion en utilisant les exemples que vous avez trouvés. Y a-t-il une opinion différente?

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Rep =	repeated point	Irr =	irrelevant/incorrect material + vertical line in margin		

A02	Reaction/response <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	Amplification
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.	Descriptions and analysis of French disenchantment followed by a clear reaction to the question posed.
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.	Weaker analysis of the issues described and a less-convincing personal judgement. The contrary view still examined.
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	Generalisations about pro and anti- European views.
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.	

A03	Knowledge of Grammar <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.

A04	Content /Knowledge of Society <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>	Amplification
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"> • PAC • Burden on the French Taxpayer • Enlargement issues/fears (Turkey?) • Immigration and border controls • Scandals/malpractice in Brussels/Strasbourg • Referendum on the Constitution • The 'Peace Factor' • Franco-German relations.
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 4b

Selon vos études, est-ce que la France va jouer un rôle plus ou moins important dans l'Union européenne de l'avenir? Justifiez votre opinion.

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

A02	Reaction/response <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	Amplification
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.	Descriptions of France's future role and a realistic assessment of likely success/failure.
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.	Focus on the future and some attempt to respond to 'more or less important'.
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	Limited understanding of the possibilities and a weak conclusion.
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.	

A03	Knowledge of Grammar <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.

A04	Content /Knowledge of Society <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>	Amplification
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"> • EU Language Policy and the status of French • Enlargement/Turkey/Assimilation of Muslim population • Counterbalance to Anglo-Saxon/American influence • Economic role. • Constitution issues
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 5a

Décrivez le rôle joué par la francophonie dans un pays qui n'est pas la France. A votre avis, est-ce que ce rôle a des influences positives ou négatives?

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

A02	Reaction/response <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	Amplification
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.	Detailed description and analysis of a Francophone state with a clear judgement on influences.
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.	Still focused on one state but with a weaker appreciation of the power/influence of Francophonie.
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	More than one country examined? Weaker descriptions/judgements.
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.	

A03	Knowledge of Grammar <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.

A04	Content /Knowledge of Society <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>	Amplification
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"> • Quebec (Preliminary Material must be manipulated for upper band marks) • Economic/social aid • Exportation of democratic institutions • Cultural/Educational aid (TV5) • Counterbalance to the hegemony of English • The French Language – conservation/change.
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 5b

« La langue française exerce une influence positive dans le monde ». Etes-vous d'accord avec cette opinion? Pourquoi/pourquoi pas?

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

A02	Reaction/response <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	Amplification
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 range of issues explored with a judgement on positive/negative influences of French language / culture.
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 narrower but still focused approach with some appreciation of the influence of French language / culture.
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	One or two areas only. Superficial understanding/judgement of the notion of influence.
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.	

A03	Knowledge of Grammar <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.

A04	Content /Knowledge of Society <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>	Amplification
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"> • French and English in business/diplomacy • French and the Internet • French culture in the wider world (Cinema/Literature) • French and the telecommunications industry (TV5, Arte).
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.	