



General Certification of Education

French 1651

Specification

FREN1 Listening, Reading and Writing

Mark Scheme

2009 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.

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FREN1

Section A: Listening and Reading

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 3 of these are correct then a mark of $3 - 1 = 2$ will be awarded.
- In multiple choice questions where candidates must choose one letter or number, they should automatically get no mark awarded if they give more than one. If the rubric instructs them to write one letter or number in the box and they do so, but write a second letter or number outside the box too, then the answer in the box should be considered.
- Where a candidate repeats the same error within a sub-question, no further penalty should be imposed in awarding the mark, and nfp (= no further penalty) should be written beside the error to indicate this.
- English spellings are not accepted unless the word is spelt the same in both languages.
- "Rubric" should be written in the margin if in the wrong language and give '0' (unless numbers or place names are involved).

Subject Specific Principles

- **t.c.** = tout court
- **n f p** = no further penalty.

Accents

Ignore errors of accents for comprehension/communication marks.

The assessment objectives will be allocated in the following way:

The assessment objectives will be allocated in the following way.

| | | % of AS | Marks |
|-----|------------------------------|----------------|--------------|
| AO1 | Response to spoken language | 22 | 35 |
| AO2 | Response to written language | 31 | 50 |
| AO3 | Knowledge of grammar | 16 | 25 |
| | TOTAL | 69 | 110 |

The marks will be allocated in the following way

| | AO1 | AO2 | AO3 |
|--|------------|------------|------------|
| Listening Section (includes transfer of meaning into English exercise) | 35 | | |
| Reading Section (includes cloze test) | | 30 | 10 |
| Writing Section | | 20 | 15 |

Section A

1.

| Qu. | Key Idea | Marks | Accept | Reject |
|-------|---|-------|---|--|
| 1 (a) | To relax have a laugh to be scared / frightened and to learn/understand about the world. | 4 | | To see nature documentaries |
| 1 (b) | (Spectacular) images animals landscapes and (attractive) music. | 4 | Pictures Countrysides Jolly music | Adjectives that could be misleading eg domestic animals country |
| 1 (c) | To realize how fragile the world is and to make sure <u>endangered</u> species are protected. | 2 | Animals if endangered / threatened is also given | Animals to |

(10 marks)

2.

| Qu. | | |
|-------|--|----------|
| 2 (a) | Qui aime faire de l'équitation? | P |
| 2 (b) | Qui aime faire du shopping? | E |
| 2 (c) | Qui aime se détendre à la plage? | S |
| 2 (d) | Qui parle anglais? | E |
| 2 (e) | Qui prend un petit déjeuner copieux en vacances? | P |
| 2 (f) | Qui aime partir à l'étranger? | E |
| 2 (g) | Qui aime rester au lit le matin? | P |
| 2 (h) | Qui retourne au même endroit depuis des années? | S |
| 2 (i) | Qui aime visiter des villes différentes? | E |
| 2 (j) | Qui aime faire de la natation? | P |

(10 marks)

3.

| Qu. | | Marks |
|-------|-----------------------------|-------|
| 3 (a) | B C F (In any order) | 3 |
| 3 (b) | A C G (In any order) | 3 |
| 3 (c) | A C (In any order) | 2 |
| 3 (d) | B C (In any order) | 2 |

(10 marks)

4.

| Qu. | | |
|-------|---|---|
| 4 (a) | De plus en plus de jeunes commencent à fumer. | |
| 4 (b) | Le nombre de jeunes fumeurs est en baisse. | ✓ |
| 4 (c) | Actuellement, 90% des jeunes Français possèdent un téléphone portable | ✓ |
| 4 (d) | Les cigarettes rendaient les jeunes libres et indépendants. | |
| 4 (e) | Les portables rendent les jeunes libres et indépendants. | ✓ |
| 4 (f) | Les jeunes pensent qu'il est difficile de cesser de fumer. | |
| 4 (g) | Les campagnes anti-tabac ont connu un grand succès. | |
| 4 (h) | Les campagnes anti-tabac sont inefficaces. | ✓ |
| 4 (i) | Les cigarettes sont plus chères que par le passé. | ✓ |
| 4 (j) | Les jeunes sont plus tentés par le tabac que par le portable. | |

(5 marks)

5. Accept T or tick for V ; x for F ; PM for ND but candidate must be consistent

| Qu. | | |
|-------|---|-----------|
| 5 (a) | Il y a plusieurs festivals de hip-hop en France. | F |
| 5 (b) | Le hip-hop est né aux Etats-Unis. | V |
| 5 (c) | Les Rencontres de la Villette ont vu le jour dans les années 70. | F |
| 5 (d) | L'ami d'Afrika Bambaataa est mort d'un coup de couteau. | ND |
| 5 (e) | Le hip-hop a été créé pour essayer de combattre la violence. | V |
| 5 (f) | La danse hip-hop est très facile. | F |
| 5 (g) | Les fans français du hip-hop portent les mêmes vêtements que les jeunes Américains. | V |
| 5 (h) | Les artistes du hip-hop veulent encourager la tolérance. | V |

(8 marks)

6.

| Qu. | | |
|------------|---|----------|
| 6 (a) | Une personne qui montre de la curiosité. | B |
| 6 (b) | Une personne qui est souvent heureuse. | J |
| 6 (c) | Une personne qui est ambitieuse. | R |
| 6 (d) | Une personne qui est de temps en temps malheureuse. | B |
| 6 (e) | Une personne qui est sociable. | J |
| 6 (f) | Une personne qui est plutôt égoïste. | R |

(6 marks)

7.

| Qu. | | |
|-------|---|---|
| 7 (a) | Qui tient un journal intime quotidien sur le Net? | L |
| 7 (b) | Qui croit que beaucoup de profils sont faux? | J |
| 7 (c) | Qui obtient des renseignements musicaux sur le Net? | P |
| 7 (d) | Qui a trouvé un petit ami grâce au Net? | L |
| 7 (e) | Qui parle des dangers du Net? | J |
| 7 (f) | Qui a retrouvé des amis qu'il/elle n'a pas vus depuis des années? | P |
| 7 (g) | Qui veut pratiquer une langue étrangère? | L |
| 7 (h) | Qui croit que certains blogs ne sont pas tellement intéressants? | J |

(8 marks)

8.

| Qu. | Key Idea | Marks | Accept | Reject |
|-------|--|-------|-------------------------------|--|
| 8 (a) | Manger Passer du temps en <u>famille</u> . | 2 | La nourriture Un bon repas | |
| 8 (b) | L'effet est immédiat la vie est plus belle. | 2 | | Anything from paragraph 2 Le chocolat n'a pas d'effet sur le moral from paragraph 3 |
| 8 (c) | Le chocolat n'a pas d'effet sur le moral il y a très peu de substances utiles dans le chocolat il contient trop de sucre et de graisse. (Any 2 from 4) | 2 | | |
| 8 (d) | Consommer plus de fer manger de la volaille de la viande (rouge) du poisson et des céréales et boire (beaucoup d) eau. (Any 2 from 6) | 2 | | poison |

(8 marks)

9. To get the mark the spelling has to be exactly as below:

| Qu. | | Marks |
|-------|----------------|-------|
| 9 (a) | majeurs | 1 |
| 9 (b) | voulez | 1 |
| 9 (c) | avoir | 1 |
| 9 (d) | décidé | 1 |
| 9 (e) | nouvelle | 1 |
| 9 (f) | gênait/gêne | 1 |
| 9 (g) | vivons/vivions | 1 |
| 9 (h) | officielles | 1 |
| 9 (i) | étions/sommes | 1 |
| 9 (j) | aurons | 1 |

(10 marks)

CONTENT

| Marks | Criteria |
|--------------|--|
| 17-20 | Very Good <ul style="list-style-type: none"> • Response to the task is fully relevant with a good depth of treatment • Well-organised structure in a logical sequence • Points made are well expressed and justified |
| 13-16 | Good <ul style="list-style-type: none"> • Response to the task is mostly relevant with some depth of treatment • Structure is generally well ordered • Points made are mostly well expressed and justified |
| 9-12 | Sufficient <ul style="list-style-type: none"> • Response to the task is generally relevant, but treatment is often superficial • Reasonable structure with occasional lapses • Points not always clearly expressed and justification is only just sufficient |
| 5-8 | Limited <ul style="list-style-type: none"> • Limited response to the task with some relevant information conveyed • Limited evidence of structure • Points made sometimes difficult to understand and justification is weak |
| 1-4 | Poor <ul style="list-style-type: none"> • Limited response to the task with little relevant information conveyed • No real structure • Points difficult to understand and little or no justification |
| 0 | <p>The answer shows no relevance to the task set. A zero score will automatically result in a zero score for the answer as a whole</p> |

QUALITY OF LANGUAGE**Range of Vocabulary**

| Marks | Criteria |
|--------------|---|
| 5 | Wide range of appropriate vocabulary |
| 4 | A range of appropriate vocabulary |
| 3 | Some variety of appropriate vocabulary |
| 2 | Limited variety of appropriate vocabulary |
| 1 | Very little use of appropriate vocabulary |
| 0 | No appropriate vocabulary |

Range of Structures

| Marks | Criteria |
|--------------|--|
| 5 | Very good variety of grammatical structures used |
| 4 | Good variety of grammatical structures used |
| 3 | Some variety of grammatical structures used |
| 2 | Limited variety of grammatical structures used |
| 1 | Shows little grasp of grammatical structures |
| 0 | Shows no grasp of grammatical structures |

Accuracy

| Marks | Criteria |
|--------------|---|
| 5 | There may be inaccuracies, but these tend to occur in attempts at more complex structures |
| 4 | Largely accurate but with a few basic errors |
| 3 | Generally accurate but still with some basic errors |
| 2 | Basic errors are frequent |
| 1 | The number of errors makes comprehension difficult |
| 0 | Errors are such that communication is seriously impaired |

It should be noted that the marks awarded for each of *Range of Vocabulary*, *Range of Structures* and *Accuracy* cannot be more than one band higher than the band awarded for *Content*.

Section B

10 (a) *Répondez à ce blog en donnant votre opinion sur la publicité et son influence.*

- it sells products
- it can give consumers information
- it is sometimes intrusive
- it can be funny
- it is not always truthful
- music and jingles are memorable/get on your nerves
- memorable slogans which people use
- can exploit the young
- promote the image of a product aimed at the young
- shock techniques (as in drink drive commercials) can be effective.

(35 marks)

10 (b) *A votre avis, pourquoi est-ce que la vie des célébrités est si intéressante pour les jeunes de votre âge? Voyez-vous des dangers et des aspects positifs de s'intéresser aux célébrités?*

- love of gossip
- influence of the media
- role models for many
- desire to be rich and famous
- interest in clothes/fashion
- can help campaigns eg environmental
- give young ambitions
- some celebrities are bad role models
- some have no talent
- obsession can be damaging/escapism.

(35 marks)

10 (c) *A votre avis, quels sont les avantages de faire du sport et quels sont les autres moyens d'avoir une vie plus saine?*

- you can meet new people
- you can achieve goals and set challenges
- it fosters team spirit
- it reduces stress
- sport in schools should be encouraged
- provide more facilities for the young
- avoid too much unhealthy food
- avoid alcohol
- avoid smoking
- avoid drugs.

(35 marks)