



## **General Certificate of Education**

# **French 1651**

## *Specification*

**FREN1      Listening, Reading and Writing**

# **Mark Scheme**

*2009 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.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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## FREN1 – JUNE 2009

### 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).

#### Annotation of Scripts

The following conventions will be used by examiners marking scripts **when assessing Content**:

✓	Point made
irr	Irrelevant material
rep	Repeated point
?	Lack of clarity

The ✓ will be placed in the body of the text. The 'irr', 'rep' and '?' will be placed in the margin.

The assessment objectives will be allocated in the following way.

		<b>% of AS</b>	<b>Marks</b>
AO1	Response to spoken language	22	35
AO2	Response to written language	31	50
AO3	Knowledge of grammar	16	25
	<b>TOTAL</b>	<b>69</b>	<b>110</b>

The marks will be allocated in the following way

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
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)	Work, Money ( worries), (family) <u>arguments/disputes</u> a computer <u>not working</u> .	4	Job Finance	Lack of work/unemployment Family tc./family problems
1 (b)	(A student) before an examination, an actor <u>before</u> a play.	2	Doing/taking an exam	During/in an exam/studying for an exam Before a play tc./piece tc./ Acting in a play
1 (c)	(Listening to) music, reading, (eating) chocolate (taking) medicine.	4	Music books Medication/tablets	Reading newspapers etc medicaments

(10 marks)

2.

Qu.	Accept	Marks
2 (a)	L	1
2 (b)	A	1
2 (c)	M	1
2 (d)	L	1
2 (e)	A	1
2 (f)	M	1
2 (g)	L	1
2 (h)	M	1
2 (i)	A	1
2 (j)	L	1

**(10 marks)**

3.

Qu.	Accept	Marks
3 (a)	P	1
3 (b)	N	1
3 (c)	P/N	1
3 (d)	P/N	1
3 (e)	P	1
3 (f)	N	1
3 (g)	N	1
3 (h)	P	1
3 (i)	P	1
3 (j)	P/N	1

**(10 marks)**

4.

Qu.		
4 (a)	Les vêtements provoquent des disputes au sein de la famille.	✓
4 (b)	Quand les enfants sont plus âgés, la tension diminue.	
4 (c)	65% des parents aiment porter des vêtements de marque.	
4 (d)	Les enfants croient que les vêtements de marque les aident à être acceptés par leurs camarades de classe.	✓
4 (e)	La plupart des parents pensent que les vêtements de marque sont de bonne qualité.	
4 (f)	Les parents croient que les vêtements de marque sont trop chers.	✓
4 (g)	La plupart des enfants ont été victimes de vol à cause de leurs vêtements.	
4 (h)	Certains pensent que l'introduction d'un uniforme scolaire résoudrait ce problème.	✓
4 (i)	Les adolescents français sont pour l'uniforme scolaire.	
4 (j)	Les Français sont plus favorables à l'uniforme scolaire que les Britanniques	
4 (k)	Les parents britanniques pensent que leurs enfants se comportent mieux en uniforme.	✓

(5 marks)



5.

Qu.	Accept	Marks
5 (a)	E	1
5 (b)	G	1
5 (c)	A	1
5 (d)	C	1
5 (e)	B	1
5 (f)	F	1

(6 marks)

6. Accept T or  $\surd$  for V, X for F, N, ? or PM for ND but must be used consistently. Reject anything else.

Qu.	Accept	Marks
6 (a)	F	1
6 (b)	V	1
6 (c)	V	1
6 (d)	F	1
6 (e)	V	1
6 (f)	V	1
6 (g)	ND	1
6 (h)	V	1

(8 marks)

7.

Qu.	Accept	Marks
7 (a)	T	1
7 (b)	C	1
7 (c)	T	1
7 (d)	Y	1
7 (e)	Y	1
7 (f)	T	1
7 (g)	C	1
7 (h)	C	1

**(8 marks)**

**Q8. Reject incorrect pronouns. Ignore errors of gender/number. Tense must be appropriate to the question. Accept 3<sup>rd</sup> person plural for 3<sup>rd</sup> person singular and vice versa. Accept elle for il and vice versa. Reject invalidating additions.**

Qu.	Key Idea	Marks	Accept	Reject
8 (a)	Ses parents la traitent comme une petite fille.	1	Une enfant	Manque de liberté
8 (b)	(Le) maquillage, (les) vêtements, (le) portable. (Any 2 from 3)	2		
8 (c)	(i) Aller au restaurant/à une soirée (ii) ses parents lui interdisent les sorties.	2		
8 (d)	Elle se retrouve sans amies.	1	Must have reference to friends	
8 (e)	Faire une fugue/partir de chez elle faire quelque chose de bête s'absenter de l'école. (Any 2 from 3)	2		

**(8 marks)**

9. Must be correct, including accents, as in mark scheme.

Qu.	Accept	Marks
9 (a)	chante/chantait	1
9 (b)	devenue	1
9 (c)	algérienne	1
9 (d)	nombreuses	1
9 (e)	comprennent	1
9 (f)	acheter	1
9 (g)	changé	1
9 (h)	sûre	1
9 (i)	belles	1
9 (j)	voudrais	1

(10 marks)

**CONTENT**

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

<b>Marks</b>	<b>Criteria</b>
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**

<b>Marks</b>	<b>Criteria</b>
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**

<b>Marks</b>	<b>Criteria</b>
5	There may be inaccuracies, but these tend to occur in attempts at more complex structures
4	Largely accurate but with few basic errors
3	Generally accurate but still with some basic errors
2	Basic errors are frequent
1	The number of errors make 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) *A votre avis, pourquoi est-ce que les jeunes d'aujourd'hui boivent trop. Comment peut-on les encourager à consommer moins d'alcool?*

- peer pressure
- stress
- to seem more grown-up
- to forget problems
- to be sociable
- a legal drug
- easy to get hold of
- put up the price
- raise the age
- information campaigns on the dangers
- ban drinking in public.

10 (b) *Ecrivez un article pour un journal en France dans lequel vous donnez votre opinion sur les avantages et les dangers d'Internet.*

- for communication eg e-mail
- to get information
- to buy goods and services
- educational benefits
- chats and forums
- identity fraud/plagiarism
- unsuitable material
- viruses
- unreliable information
- used by terrorists etc.

10 (c) *Ecrivez une réponse où vous parlez des qualités des vrais amis et de l'importance de l'amitié.*

- everyone needs a friend
- a friend can give good advice
- someone who is always there for you
- someone who has the same interests
- someone you can have a laugh with
- someone who will be frank, sincere and honest
- someone you can trust
- someone who knows you well and can predict your mood
- someone who can console you, shoulder to cry on
- loyalty is important.