



**General Certificate of Education (A-level)
June 2012**

French

FREN1

(Specification 2650)

Unit 1: Listening, Reading and Writing

Mark Scheme

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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process 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 standardisation each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised 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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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

General Principles

Section A: Listening and Reading

- 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 placed in the margin.
- English spellings are not accepted unless the word is spelt the same in both languages.
- “Rubric” should be placed in the margin if in the wrong language and give ‘0’ (unless numbers or place names are involved).
- Ignore errors of accents for comprehension/communication marks.
- tc = tout court

Q	Accept	Mark	Notes
1(a)	One in two is overweight/obese/ <u>too</u> fat/their weight is <u>too</u> high	1	Accept 50% or ½

Q	Accept	Mark	Notes
1(b)	Not enough <u>walking</u> (1) <u>Traditional lunch/dinner</u> disappearing (1) Eat (3 times) <u>more</u> sandwiches (than in the past/2002). (1)	3	Reject breakfast/meals Reject wrong number or date

Q	Accept	Mark	Notes
1(c)	Sex/gender/more women affected (1) The region/geographical location/where you come from/more obesity in the north (1) Education/ qualifications (1) Income/revenue/money/what you earn (1)	4	Accept lack of education Accept lack of money

Q	Accept	Mark	Notes
1(d)	AIDS/anti AIDS (1) Anti-smoking/tobacco/smoking tc (1)	2	Reject SIDA Accept HIV

Q	Accept	Mark
2(a)	L	1

Q	Accept	Mark
2(b)	A	1

Q	Accept	Mark
2(c)	E	1

Q	Accept	Mark
2(d)	A	1

Q	Accept	Mark
2(e)	L	1

Q	Accept	Mark
2(f)	A	1

Q	Accept	Mark
2(g)	L	1

Q	Accept	Mark
2(h)	E	1

Q	Accept	Mark
2(i)	A	1

Q	Accept	Mark
2(j)	E	1

Q	Accept/key idea	Mark	Notes
3(a)	<p>Ils invitent les autres (candidats à dîner chez eux).</p> <p>Ils notent les hôtes/autres (sur dix). (1 from 2)</p>	1	<p>Accept recognisable form of the verb</p> <p>Accept les candidates</p> <p>Ignore all references to tour de rôle</p> <p>Reject incorrect number</p>

Q	Accept/key idea	Mark	Notes
3(b)	<p>La cuisine (1)</p> <p>L'animation/divertissement (1)</p> <p>La décoration de la <u>table</u> (1)</p>	3	<p>Accept recognisable form of the verb</p> <p>Accept for one mark : jeu+ chant+ danse in place of animation</p>

Q	Accept/key idea	Mark	Notes
3(c)	<p>Les candidats doivent faire leurs courses avec 40 euros (1)</p> <p>Chaque candidat reçoit <u>deux ingrédients</u> surprise (qui doivent figurer dans leur plat) (1)</p> <p>Ils ont une heure pour (tout) préparer (1)</p>	3	<p>Accept recognisable form of the verb</p> <p>Reject wrong numbers</p> <p>Accept la/le course</p> <p>Reject de la course, les cours</p> <p>Reject Chaque candidat reçoit <u>deux ingrédients</u> tc</p> <p>Accept <u>deux ingrédients</u> surprise / qui doivent figurer....</p>

Q	Accept/key idea	Mark	Notes
3(d)	<p>Il a gagné/remporté/reçu 10 000 euros (1)</p> <p>Il a préparé (un plat avec) des fruits de mer /(et) des tomates (1)</p> <p>Il a ouvert son propre restaurant (1)</p>	3	<p>Must have past tense in all three answers</p> <p>Perfect tense must have an auxiliary plus past participle</p> <p>Reject wrong number but accept dix mil/milles</p>

Q	Accept	Mark
4(a)	B	1

Q	Accept	Mark
4(b)	C	1

Q	Accept	Mark
4(c)	C	1

Q	Accept	Mark
4(d)	A	1

Q	Accept	Mark
4(e)	C	1

Q	Accept	Mark
5(a)	G	1

Q	Accept	Mark
5(b)	J	1

Q	Accept	Mark
5(c)	F	1

Q	Accept	Mark
5(d)	N	1

Q	Accept	Mark
5(e)	F	1

Qu.	Accept	Marks
5(f)	N	1

Q	Accept	Mark
5(g)	G	1

Q	Accept	Mark
5(h)	J	1

Q	Accept	Mark
6(a)	H	1

Q	Accept	Mark
6(b)	G	1

Q	Accept	Mark
6(c)	E	1

Q	Accept	Mark
6(d)	A	1

Q	Accept	Mark
6(e)	C	1

Q	Accept	Mark
6(f)	D	1

Q	Accept	Mark
6(g)	J	1

Q	Accept	Mark
6(h)	F	1

Q	Accept	Mark
7(a)	B	1

Q	Accept	Mark
7(b)	A	1

Q	Accept	Mark
7(c)	C	1

Q	Accept	Mark
7(d)	A	1

Q	Accept	Mark
7(e)	C	1

Q	Accept	Mark
7(f)	B	1

Q	Accept	Mark	Notes
8(a)	F	1	Accept X

Q	Accept	Mark	Notes
8(b)	F	1	Accept X

Q	Accept	Mark	Notes
8(c)	ND	1	Accept PM

Q	Accept	Mark	Notes
8(d)	V	1	Accept T or tick ✓

Q	Accept	Mark	Notes
8(e)	V	1	Accept T or tick ✓

Q	Accept	Mark	Notes
8(f)	V	1	Accept T or tick ✓

Q	Accept	Mark	Notes
8(g)	ND	1	Accept PM

Q	Accept	Mark	Notes
8(h)	F	1	Accept X

Q	Accept	Mark	Notes
9(a)	finir	1	(Spelling must be exact)

Q	Accept	Mark	Notes
9(b)	régulière	1	(Spelling must be exact including accents)

Q	Accept	Mark	Notes
9(c)	décrit	1	(Spelling must be exact including accent)

Q	Accept	Mark	Notes
9(d)	souffrent	1	(Spelling must be exact)

Q	Accept	Mark	Notes
9(e)	allés	1	(Spelling must be exact including accent)

Q	Accept	Mark	Notes
9(f)	nette	1	(Spelling must be exact)

Q	Accept	Mark	Notes
9(g)	pris	1	(Spelling must be exact)

Q	Accept	Mark	Notes
9(h)	diffusant	1	(Spelling must be exact)

Q	Accept	Mark	Notes
9(i)	nocives	1	(Spelling must be exact)

Q	Accept	Mark	Notes
9(j)	font/feront	1	(Spelling must be exact)

Section B: Writing (Annotation of Scripts)

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

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

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

Each question will be marked out of 35, consisting of 20 marks for Content (AO2) and 15 marks for Quality of Language (AO3).

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	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

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*.

Additional guidance for marking

Introductions and conclusions

Candidates are not expected to include an introduction or conclusion, but it enhances the structure if there is a brief introduction and a concluding short paragraph, possibly including a personal response. One of the criteria for inclusion in the higher bands for content is for a logical structure and this would enhance the overall structure of the essay.

Awarding ticks and question marks

Ticks should be used for any valid, comprehensible point. This could be a statement, a personal opinion, the development or explanation of a point already made, an example or illustration and a justification of a point of view. A question mark should be placed in the margin for points which are unclear or muddled eg where the candidate makes up a word or uses confusing target language.

Repetition and irrelevance

The symbol 'rep' should be placed in the margin where a candidate repeats a point already made. The symbol 'NR' should be used if a section is not relevant to the title eg a candidate talks about the consequences of smoking when the question asks for reasons for people smoking and for suggestions to reduce smoking.

Choosing the band for Content

A mark in the 17-20 band will be awarded for an essay which contains a good number of valid points which have been expanded, which has a good structure and contains little if any irrelevance, repetition or lack of clarity. A mark in the 13-16 band will be awarded for a good essay which makes a fair number of points but may contain some of the weaknesses identified above. A mark in the 9-12 satisfactory band would suggest that the candidate makes a few valid points but fails to develop some of these points and the structure may be erratic and a number of sentences may be unclear. Where a limited number of points is made with very little development and much confusing language, a mark in the 5-8 will be appropriate. Such essays will lack a coherent structure and could be very repetitive and superficial. Rarely, a mark in the 0-4 band will be awarded but this will be limited to very poor (usually short) essays where there is very little content and much that is irrelevant.

Convert raw or scaled marks into marks on the Uniform Mark Scale (UMS) by using the link below:

UMS conversion calculator www.aqa.org.uk/umsconversion.

Possible content points

Below is a list of **possible** content points for each answer; it should be stressed that the list is not prescriptive nor exhaustive, but is illustrative of the points which could be made.

Question 10

Le shopping est la nouvelle religion et les centres commerciaux sont ses cathédrales. Des milliers de consommateurs font les magasins chaque week-end.

Pourquoi est-ce que le shopping est si populaire? A votre avis, est-ce que le shopping joue un rôle positif dans la vie des jeunes?

- it's a leisure activity
- people have more money than in the past/consumerism
- interest in fashion/new technology
- shopping centres offer other activities for a day out
- retail therapy
- shared experience with friends
- people want to look good/have the latest equipment
- can encourage greed/exploitation
- people spend more than they can afford
- lot of money wasted

Both parts of the question should be attempted. If either part is omitted, the maximum mark for Content will be 12. It is for the student to decide how to tackle the second part; they could only see positive aspects, only negative or a mixture of the two points of view. Any points should be developed as far as possible eg. *Le shopping est bon pour combattre le stress* gains a tick but then this ideally should be expanded with an explanation. Both parts of the question can be answered at any point during the course of the essay.

(35 marks)

Question 11

Le gouvernement vient de lancer une campagne qui nous avertit des dangers que représentent les nouvelles technologies pour les jeunes.

A votre avis, quels sont les dangers des nouvelles technologies? Pourquoi est-ce que les jeunes continuent à les utiliser si elles sont dangereuses?

- over passive life style/health risks
- anti-social
- bullying/sexual grooming
- fraud
- people live in a virtual world
- good for relaxing
- the young rely on new technology for social networking
- security (eg mobile phones)
- use new technology in their work
- offers information, entertainment

Again both parts of the question should be tackled. If either is absent, then the maximum mark will be 12 for Content. The interpretation of new technologies is for the student to

decide. Some will deal only with the internet, others will also talk about mobile phones and other forms of new technology. The second part could be a discussion of the advantages of new technology or students may try to explain why young people use technology despite the dangers eg. *On dit que les portables sont mauvais pour le cerveau mais la plupart des jeunes pensent que les preuves ne sont pas assez solides.* In other words, the second part can be tackled without reference to advantages. Both parts of the question could be answered at any point during the course of the essay.

(35 marks)

Question 12

Le concubinage c'est de vivre avec une personne sans être marié. On dit que c'est bien de connaître tout sur une personne afin de ne pas avoir de mauvaise surprise après le mariage.

A votre avis, quels sont les aspects positifs et négatifs du concubinage? Selon vous, est-ce que le mariage ou le concubinage est préférable?

- get to know someone before commitment
- less expensive than marriage
- gives people more freedom
- marriage old fashioned
- may lead to fewer divorces
- lack of commitment
- lack of stability for children
- financial issues
- encourages people to take relationships lightly
- social problems linked to one parent families

There are three parts to this question. Students need to mention some positive aspects, some negative and state their own preference. If any one of these three is missing then a mark of 16 is the maximum for Content. The answer to the third part could be contained in a separate section or appear at any point within the essay.

(35 marks)