



**General Certificate of Education (A-level)
June 2013**

French

FREN1

(Specification 2650)

Unit 1: Listening, Reading and Writing

Final

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 students' 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 students' 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 students' 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

- 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 in question 3 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).
- Ignore errors of accents for comprehension/communication marks.
- tc = tout court
- In Question 3 reject incorrect pronouns. Ignore errors of gender/number. Tense must be appropriate to the question. Accept 3rd person plural for 3rd person singular and vice versa. Accept *elle* for *il* and vice versa. Reject invalidating additions.

Q	Accept	Marks	Notes
1(a)	Loneliness/lonely; feeling alone/on your own(1) problems /arguments /disputes/ tensions / difficulties with parents (1) failure at school ; struggling at school ; poor marks (1)	3	Reject alone t.c. Reject when you're or being on your own/alone Reject:lack of attention Reject parents t.c. Reject school ; school worries ; stress at school ; difficulties at school

Q	Accept	Marks	Notes
1(b)	A girl died (1) After drinking too much / a lot (1) She was (only) (just over) 12 (1)	3	Reject: she was not (even) 12 ; wrong number for age

Q	Accept	Marks	Notes
1(c)	<u>Road</u> / <u>car</u> / <u>traffic</u> accident(s) (1) violence / violent fights / violent behaviour(1) <u>unprotected</u> sex (1) addiction / dependence / dependency / becoming an alcoholic (1)	4	Reject accidents t.c. Reject on the route home Reject harmful additions e g gang violence, violent outbursts, violent crimes Reject rape, one-night stands, sexual assault, sexual abuse Ignore minor mis-spellings e g dependance

Q	Accept	Marks
2(a)	H A (any order)	2

Q	Accept	Marks
2(b)	C K (any order)	2

Q	Accept	Marks
2(c)	B F (any order)	2

Q	Accept	Marks
2(d)	G J (any order)	2

Q	Accept	Marks
2(e)	D I (any order)	2

Q	Accept/key idea	Mark	Notes
3(a)	Les victimes du sida / les personnes qui vivent avec le sida	1	Accept (le) sida t.c. Reject English spellings, unrecognisable verb forms and invalidating additions as per general principles.

Q	Accept/key idea	Mark	Notes
3(b)	Les victimes ne parlent pas (parlent rarement) de leur / cette maladie	1	Reject English spellings, unrecognisable verb forms and invalidating additions as per general principles.

Q	Accept/key idea	Marks	Notes
3(c)	<p>Une famille veut regarder / regarde un feuilleton / regarder la télé</p> <p>Il y a une panne d'électricité / il n'y a pas d'électricité</p> <p>Un(e) jeune / Le garçon / la fille casse la télé</p>	3	<p>Accept famille and feuilleton but reject all other misspellings</p> <p>Accept il(s) / elle(s) regarde(nt) ; on regarde</p> <p>panne must be correctly spelt if used</p> <p>électricité must be correctly spelt except for errors with accents</p> <p>Reject jeun</p> <p>Reject English spellings, unrecognisable verb forms and invalidating additions as per general principles.</p>

Q	Accept/key idea	Mark	Notes
3(d)	Montrer / présenter les effets nuisibles de la télévision (sur la famille)	1	<p>Accept nuisible but no other misspelling</p> <p>Reject English spellings, unrecognisable verb forms and invalidating additions as per general principles.</p>

Q	Accept/key idea	Marks	Notes
3(e)	<p>Il écrit au Président (1)</p> <p>Pour (lui) demander d'interdire les bonbons (1)</p>	2	<p>Reject le / du Président</p> <p>Reject incorrect pronouns if used</p> <p>Accept pour interdire les bonbons</p> <p>Reject l'interdit des bonbons</p> <p>Reject English spellings, unrecognisable verb forms and invalidating additions as per general principles.</p>

Q	Accept/key idea	Marks	Notes
3(f)	<p>Un bel/bon avenir (1)</p> <p>L'Afrique / la population africaine est un grand marché (1)</p> <p>Il y a des studios modernes (1)</p> <p>On peut tourner de (très) bons films ; des films d'une (très) bonne qualité (technique)</p> <p>(2 from 4)</p>	2	<p>Accept il y a un avenir</p> <p>Reject en / on for un</p> <p>Accept marche</p> <p>Accept minor misspellings of africaine e.g africane ; afriquaine ; africainne</p> <p>Reject English spellings, unrecognisable verb forms and invalidating additions as per general principles.</p>

Q	Accept	Mark
4(a)	E	1

Q	Accept	Mark
4(b)	A	1

Q	Accept	Mark
4(c)	C	1

Q	Accept	Mark
4(d)	F	1

Q	Accept	Mark
4(e)	G	1

Q	Accept	Mark
5(a)	P	1

Q	Accept	Mark
5(b)	N	1

Q	Accept	Mark
5(c)	P/N	1

Q	Accept	Mark
5(d)	N	1

Q	Accept	Mark
5(e)	P	1

Q	Accept	Mark
5(f)	P/N	1

Q	Accept	Mark
6(a)	G	1

Q	Accept	Mark
6(b)	V	1

Q	Accept	Mark
6(c)	M	1

Q	Accept	Mark
6(d)	V	1

Q	Accept	Mark
6(e)	M	1

Q	Accept	Mark
6(f)	G	1

Q	Accept	Mark
6(g)	V	1

Q	Accept	Mark
6(h)	M	1

Q	Accept	Mark
7(a)	C	1

Q	Accept	Mark
7(b)	L	1

Q	Accept	Mark
7(c)	F	1

Q	Accept	Mark
7(d)	H	1

Q	Accept	Mark
7(e)	I	1

Q	Accept	Mark
7(f)	E	1

Q	Accept	Mark
7(g)	A	1

Q	Accept	Mark
7(h)	D	1

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

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)	F	1	Accept X

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)	monoparentales	1	(Spelling must be exact)

Q	Accept	Mark	Notes
9(b)	reconnu	1	(Spelling must be exact)

Q	Accept	Mark	Notes
9(c)	s'agir	1	(Spelling must be exact)

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

Q	Accept	Mark	Notes
9(e)	masculins	1	(Spelling must be exact)

Q	Accept	Mark	Notes
9(f)	peuvent/ pourront/ pourraient	1	(Spelling must be exact)

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

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

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

Q	Accept	Mark	Notes
9(j)	éviterait	1	(Spelling must be exact / must have accent)

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.

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.

10 A votre avis, quels sont les avantages et les inconvénients des vacances?

- combats stress/relax
- spend time with family
- make new friends
- broaden horizons
- sport on holiday can be healthy
- stressful
- expense
- environmental concerns (air travel)
- destroys local culture/same everywhere you go
- threat to famous monuments.

(35 marks)

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.

11 Pourquoi est-ce que la télévision est moins populaire aujourd'hui? A votre avis, quel est l'avenir de la télévision?

- other entertainment opportunities
- too much poor quality TV
- health concerns
- lack of originality
- new technology (Internet TV)
- 3D/high definition will improve quality
- less influential
- could go downmarket
- more advertising/sponsorship/product placement
- more specialist channels.

(35 marks)

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.

12 Quelles sont les qualités d'un bon film? A votre avis, est-ce que les films doivent simplement amuser le public?

- script
- acting
- direction
- entertaining/relaxing/thought-provoking
- plot/story/can be enjoyed with others
- should be entertaining because it is an escape from reality
- can be both entertaining and thought provoking
- should make you think about social issues
- learn about human nature
- people want to be entertained not lectured.

(35 marks)