



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

**French**

**FREN3**

**(Specification 2650)**

**Unit 3: 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.

Further copies of this Mark Scheme are available from: [aqa.org.uk](http://aqa.org.uk)

Copyright © 2013 AQA and its licensors. All rights reserved.

**Copyright**

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

**Unit 3**

The assessment objectives will be allocated in the following way.

		<b>% of A Level</b>	<b>Marks</b>
AO1	Response to spoken language	8	25
AO2	Response to written language	18	60
AO3	Knowledge of grammar	8	25
	<b>TOTAL</b>	34	110

The marks will be allocated in the following way.

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
Listening Section	25		
Reading Section (includes transfer of meaning from and into the target language)		35	10
Writing Section		25	15

## **Section A: Listening, Reading and Writing**

### **General Principles**

- 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 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.
- Errors of accent are not penalised unless they are grammatical.
- Rubric should be written in the margin if the answer is written in the wrong language and 0 should be awarded (unless numbers or place names are involved).

Q	Accept	Mark
1(a)	E	1

Q	Accept	Mark
1(b)	B	1

Q	Accept	Mark
1(c)	I	1

Q	Accept	Mark
1(d)	A	1

Q	Accept	Mark
1(e)	G	1

Q	Accept	Mark
1(f)	C	1

Q	Accept	Mark	Reject/Notes
2(a)	6 and 10	2	1 mark for each number. Accept in either order.

Q	Accept	Mark	Reject/Notes
2(b)	2 and 11	2	1 mark for each number. Accept in either order.

Q	Accept	Mark	Reject/Notes
2(c)	4 and 8	2	1 mark for each number. Accept in either order.

Q	Accept	Mark	Reject/Notes
2(d)	1 and 5	2	1 mark for each number. Accept in either order.

Q	Accept	Mark
3(a)	B	1

Q	Accept	Mark
3(b)	D	1

Q	Accept	Mark
3(c)	C	1

Q	Accept	Mark
3(d)	A	1

Q	Accept	Mark
3(e)	B	1

Q	Accept	Mark
3(f)	C	1

Q	Accept	Marks	Reject/Notes
4	A E F I J	5	Accept letters in any order

Q	Accept	Mark	Reject/Notes
5(a)	V	1	Accept T or ✓

Q	Accept	Mark	Reject/Notes
5(b)	ND	1	Accept N, PM or ?

Q	Accept	Mark	Reject/Notes
5(c)	V	1	Accept T or ✓

Q	Accept	Mark	Reject/Notes
5(d)	F	1	Accept X

Q	Accept	Mark	Reject/Notes
5(e)	ND	1	Accept N, PM or ?

Q	Accept	Mark	Reject/Notes
5(f)	F	1	Accept X

Q	Accept	Mark	Reject/Notes
5(g)	F	1	Accept X

Q	Accept	Mark	Reject/Notes
5(h)	V	1	Accept T or ✓

<b>Q</b>	<b>Accept</b>	<b>Mark</b>	<b>Reject/Notes</b>
6(a)	<b>7</b>	1	Accept <b>lieu</b>

<b>Q</b>	<b>Accept</b>	<b>Mark</b>	<b>Reject/Notes</b>
6(b)	<b>2</b>	1	Accept <b>eaux</b>

<b>Q</b>	<b>Accept</b>	<b>Mark</b>	<b>Reject/Notes</b>
6(c)	<b>6</b>	1	Accept <b>inverse</b>

<b>Q</b>	<b>Accept</b>	<b>Mark</b>	<b>Reject/Notes</b>
6(d)	<b>10</b>	1	Accept <b>poids</b>

<b>Q</b>	<b>Accept</b>	<b>Mark</b>	<b>Reject/Notes</b>
6(e)	<b>9</b>	1	Accept <b>origine</b>

<b>Q</b>	<b>Accept</b>	<b>Mark</b>	<b>Reject/Notes</b>
6(f)	<b>3</b>	1	Accept <b>flore</b>

<b>Q</b>	<b>Accept</b>	<b>Mark</b>	<b>Reject/Notes</b>
6(g)	<b>4</b>	1	Accept <b>habitat</b>

<b>Q</b>	<b>Accept</b>	<b>Mark</b>	<b>Reject/Notes</b>
6(h)	<b>11</b>	1	Accept <b>polluants</b>

Q	Accept	Mark	Reject/Notes
7(a)(i)	accueillie	1	Accept miscopying provided that it is clear that the correct word has been chosen.

Q	Accept	Mark	Reject/Notes
7(a)(ii)	perçu	1	Accept miscopying provided that it is clear that the correct word has been chosen.

Q	Accept	Mark	Reject/Notes
7(a)(iii)	De plus	1	<b>Reject</b> plus (tc) Accept miscopying provided that it is clear that the correct word has been chosen.

Q	Accept	Mark	Reject/Notes
7(a)(iv)	inespéré	1	Accept miscopying provided that it is clear that the correct word has been chosen.

Q	Accept	Mark	Reject/Notes
7(a)(v)	décrocher	1	Accept miscopying provided that it is clear that the correct word has been chosen.

Q	Accept	Marks	Reject/Notes
7(b)	<b>C D E H</b>	4	Accept letters in any order.



Q		Accept	Reject/Notes
8	1 mark for each box. Award the mark if the sense of the French is expressed in acceptable English. Tolerate accents on English words and spelling errors except where indicated below. <b>The working total of 20 should be divided by 2 to give a maximum mark of 10. Round up any half-mark at the end.</b>		
1	Le Mexique est également	Mexico is also/equally (1)	<b>Reject</b> an equal partner; The Mexico/Mexique
2	un partenaire principal dans la campagne	a main/principal/key/ important partner/player in the campaign (1)	<b>Reject</b> French spelling campagne; <b>reject</b> country; <b>reject</b> principle
3	pour planter un milliard d'arbres.	to plant/for planting a/one billion trees.(1)	<b>Reject</b> million/billions <b>Reject</b> billion of
4	Ce pays, avec l'appui	This country, with the support/backing/help/ approval/consent (1)	<b>Reject</b> These countries/ the country
5	de son président et de son peuple,	of /from its president and (its) people/citizens/inhabitants/population (1)	<b>Reject</b> it's; <b>reject</b> their/the
6	s'est déclaré	(has) declared itself/ that it is (1)	<b>Reject</b> have; <b>Reject</b> themselves unless nfp from box 5 <b>Reject</b> present tense
7	prêt à planter	ready/prepared to plant (1)	has committed (itself) to planting=2marks
8	un tiers des arbres de cette campagne.	a/one third of the trees of /in/for this campaign. (1)	Possible nfp from Box 2 <b>Reject</b> from <b>reject</b> <u>the</u> campaign
9	Représentant environ 1,5% des émissions	Being responsible for/Representing /Making up about/roughly/ approximately 1.5% of ... emissions (1)	<b>Reject</b> By being Accept comma instead of decimal point <b>Reject</b> nearly/near to
10	de gaz à effet de serre	greenhouse gas (before emissions)/ of greenhouse gases (1)	<b>Reject</b> French spelling gaz
11	à l'échelle mondiale,	on a /the world/global scale/in the world/ throughout /around the world/the world's/global emissions of ... (1)	
12	le Mexique démontre son engagement à	Mexico shows/ demonstrates / is showing its commitment to / engagement in (1)	<b>Reject</b> past tense Possible nfp from boxes 1 and/or 5 <b>Reject</b> involvement/participation
13	la lutte contre le changement climatique.	the struggle/ fight/battle /to fight against climate/climatic/climatical change/changing climate. (1)	<b>Reject</b> climactic
14	De cette façon,	In this fashion/manner/ (In) this/that way/thus/thereby (1)	<b>Reject</b> therefore
15	le pays cherche à	the country seeks to/looks to/is trying to (1)	<b>Reject</b> searches to
16	relever le défi	meet /rise to/take on/face the ...challenge (1)	<b>Reject</b> beat/overcome/ defeat/conquer
17	le plus important auquel	most important/greatest ...which (1)	
18	est confronté notre siècle,	our century faces/is confronting/faces our century/of our century, (1)	<b>Reject</b> past tense <b>Accept</b> meet unless used in box 16
19	à savoir	namely/that is to say/i.e./known as (1)	
20	le réchauffement de la planète.	global warming/the heating(up)/ warming(up)/ of the planet/world (1)	<b>Reject</b> reheating/ <u>the</u> global warming

Q		Accept	Reject/Notes	
<b>9</b>	For each box award the mark if there are no errors other than accents which do not change the meaning of the word. Reject paraphrases. <b>The working total of 20 should be divided by 2 to give a maximum mark of 10. Round up any half-mark at the end.</b>			
9(a)				
	1	It is clear that	Il est/C'est clair/évident/ certain/sûr que (1)	<b>Reject</b> sur without accent
	2	for the most part	pour la plupart/dans l'ensemble/pour la plus grande partie/en général/généralement/en majeure partie/la plupart du temps (1)	<b>Reject</b> principalement/en fin de compte/pour la majorité t.c./pour la majeure partie t.c.
	3	we have benefited	nous avons/on a bénéficié/tiré (un)/des bénéfice(s)/ profité/ tiré profit (1)	<b>Reject</b> bienfaits
	4	from scientific progress.	du/des/par le(s) progrès/de la progression de l'/des avancement(s) scientifique(s)/de la science/des sciences (1)	<b>Reject</b> l'avance
9(b)				
	1	Thanks to science,	Grâce à/A cause de la science/Grâce aux/ A cause des sciences (1)	<b>Reject</b> grâce <u>a</u> / Dû à
	2	it is now possible	il est/c'est maintenant/ désormais/actuellement/à l'heure actuelle/finalement/enfin/aujourd'hui possible de/On peut maintenant etc (1)	<b>Accept</b> Maintenant etc at start of sentence
	3	to cure many	guérir/remédier à beaucoup de/ (de) nombreuses /pas mal de/(un grand/bon) nombre de (1)	<b>Reject</b> soigner/traiter <b>Reject</b> plusieurs
	4	serious illnesses.	maladies graves/ sérieuses. (1)	<b>accept</b> adjective before noun
9(c)				
	1	However,	Cependant/Pourtant/Néanmoins/ Quand même/Toutefois/En revanche/Par contre (1)	
	2	we do not always understand	nous ne comprenons/on ne comprend pas toujours (1)	<b>Reject</b> toujours before pas <b>reject</b> omission of pas..
	3	what scientists	ce que les scientifiques/hommes de science/savants (1)	<b>Reject</b> des <b>reject</b> des chercheurs t.c.
	4	are trying to do.	essaient/essayent/tentent de/ cherchent à/veulent faire. (1)	

9(d)				
	1	Some of the	Quelques-uns/Certains des (1)	<b>Accept:</b> Il est très difficile de ...
	2	ethical problems	problèmes éthiques/d'éthique déontologiques (1)	<b>Reject</b> d'éthiques certains/quelques problèmes = 1 out of 2
	3	are very difficult	sont très/fort/vraiment difficiles/durs (1)	<b>Accept:</b> trouver une solution à/pour if following il est difficile de
	4	to solve.	à/pour résoudre/solutionner. (1)	
9(e)				
	1	For example,	Par exemple, (1)	
	2	should we allow	devrions-nous/devrait-on/est-ce que nous devrions/est-ce qu'on devrait/faudrait-il/est-ce qu'il faudrait permettre (1)	<b>Accept</b> laisser followed by les/des plus infinitive <b>Accept</b> without inversion or est-ce que if there is a question mark at the end of the sentence
	3	quite old women	à des/aux femmes/dames assez/plutôt /relativement âgées/vieilles (1)	<b>Accept</b> que <b>Reject</b> un peu/bien/très <b>Reject</b> anciennes Accept vieilles but not âgées before noun
	4	to have children?	d'avoir des enfants/un enfant ?(1)	if que used in box 3 then subjunctive (aient) needed <b>Reject</b> les enfants

## SECTION B: WRITING

### Marking Guidance

1. The range of topics and areas for study is inevitably very wide, but all essays are assessed according to the same criteria. If the question requires, for example, an analysis of the main themes of a work, this will be the student's view of what the main themes are, provided he/she justifies his/her choice. If there are clearly significant errors of fact, these cannot be ignored, but fact should not be confused with interpretation.
2. The mark scheme refers to *understanding and knowledge of the task*. 'The task' is to answer the specific question set.

'Understanding of the task' is the way in which the answer addresses the question, e.g. range, depth, covering all parts of the question and relevance to the question. 'Knowledge of the task' is the amount and range of detail used to answer the question set. It is not so much the actual knowledge as the way this knowledge is used and evaluated that is being assessed. Hence the Content mark is determined by how well the student has answered the specific question set.

3. When assessing an essay for Content, a "top down" approach should be adopted by deciding whether the essay matches the criteria for the top band. If not, move down to the second band and so on. If an essay fully matches all the criteria for the top band, it should be given maximum marks. Such an essay will fully answer all parts of the set question. It will be fully relevant, contain a good deal of evidence and very clear evaluation.
4. If the essay is not worthy of a mark in the top band, move down the bands until the criteria are the best match for that essay. In these bands, in the event that an essay matches exactly the criteria for the band, it should be given the middle mark in that band. Otherwise, the mark should be adjusted up or down according to whether it is nearer the criteria for the band above or the band below. If an essay appears to be on the boundary between two bands and it is difficult to decide between the two, place the essay at the bottom of the higher band rather than the top of the lower band as this will allow access to the higher marks for Quality of Language.
5. The degree of personal reaction required for any given band will vary to some extent according to the precise question set, and it is accepted that in some topics, particularly the study of a region, the reaction is effectively bound up with the evaluation, whereas if the question asks for the student's opinion of an author or artist, more obvious personal reaction is clearly required. Students do not constantly have to say "I think that..." to be giving personal reaction. For example, adjectives such as "effective" or "extraordinary" are expressing opinions.
6. Evidence can take different forms. The student must show knowledge of the topic, but in the case of a literary topic, for example, this does not have to be accomplished via quotations; precise reference to specific episodes may fulfill this requirement. Furthermore, a quotation may explain or justify a point, but on its own it does not make a point; the student must be explicit.
7. Remember that in awarding the Quality of Language marks, these may not come from a higher band than the Content mark. Thus if the Content is judged "Sufficient" (11–15) then the maximum mark for each of the three Quality of Language marks is 3. However, it should be noted that this is the **maximum** mark available; the mark will be lower if the essay does not meet the criteria for 3 marks.
8. There is a minimum number of 250 words specified on the paper. There is no automatic penalty for writing less than the minimum: this will be self-penalising. Students can have access to the top mark bands by writing the minimum number of words; however, not all

students will be able to meet the requirements of the top mark bands in an essay of 250 words. A well-structured and well-planned essay of 250 words with a wide range of vocabulary/range of structures will be eligible for the highest marks. It is the quality of the response and **not** the number of words which is important. There is no maximum number of words and all work is marked.

**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

---

### Guidance on individual essays

- 10 (a) This should be a straightforward question to mark. The problems discussed will probably include aspects of the economy, but there may be political, population or other issues raised. The second part of the question must be dealt with adequately for the Content mark to be placed in the top two bands, but it is up to the student whether this is done as each problem in turn is analysed or whether it is left to a (reasonably substantial) section at the end.
- 10 (b) This essay clearly calls for an analysis of the contribution of different industries to the economy of the region, but it is entirely up to the student to agree or disagree with the statement. Again, for the Content mark to be in the top two bands, a student should answer the specific question by indicating whether the region is or is not prosperous and whether this is because of its variety or lack of variety of industries.
- 11 (a) This is a very open question and so can be answered in a number of ways. Essays which simply recount facts with no analysis of the impact on the population of the time will not score highly. The top band essay will probably deal with the idea that whether a student would have liked living during the period would depend on who (s)he was and so consider the life that would have been led by different sectors of the population.
- 11(b) The key to this essay is clearly to analyse the importance of the chosen events, rather than just describing the events themselves. The interpretation of *plus tard* is left to the student; the question of the impact *plus tard* may be dealt with as part of the analysis of the importance of the events rather than being left to the conclusion, but this part of the question must be/must have been dealt with adequately for the essay to be placed in the top two bands for Content.
- 12(a) Remember that if a short story writer is chosen, at least three stories must be discussed for the essay to be placed in the top two bands for Content. The second part of the question – the student's opinion of the society – can be dealt with relatively briefly but opinions must be clear and justified for the essay to be placed in the top band for Content.
- 12(b) Students are of course at liberty to agree or disagree with the statement but there should be some analysis of whether or not the reader can identify with the characters and whether this is important for the enjoyment of the novel. Again, if a short story writer is chosen at least three stories must be discussed for the essay to be placed in the top two bands for Content.
- 13(a) The 'human emotions' discussed will of course depend upon the works studied, and a number of different approaches are possible. It is likely that students will analyse the effect of the emotions on the individual (the poet or the character(s) in a play) but any reasonable interpretation of the question should be accepted. The second part of the question may be dealt with in the body of the essay as each aspect is analysed, or left to a concluding section, but the opinions must be justified.
- 13(b) Students may agree or disagree with the statement. If answering with reference to a play some analysis of how the play would appear on stage would normally be expected, though it is possible that an able student may argue that the full impact of a play may be derived by merely reading the text. If a poet is studied we would expect some reference to elements such as rhythm, sound values etc to be made for the essay to be placed in the top band for Content, but it is possible that a student may write a good or very good essay disagreeing with the statement and concentrating on what aspects of the poetry can be appreciated just by reading it.
- 14(a) A number of approaches are possible here, but an analysis of what the emotions are and how the artist creates them is clearly needed. For the essay to be placed in the top two bands for Content, some reference to the medium rather than just the themes would

normally be needed; for a painter it is difficult to see how a student could fail to provide some analysis of technique, but for a film director, architect or musician there should normally be some reference to technique, in its broadest sense.

- 14(b) A very open question and whatever factors identified by the student should be accepted, provided that they are analysed in sufficient depth. The second part of the question will probably be left to the conclusion and may be dealt with adequately in a relatively brief way, provided that the opinion is justified.

**CONTENT**

<b>Marks</b>	<b>Criteria</b>
<b>21-25</b>	<p><b>Very Good</b></p> <ul style="list-style-type: none"> <li>• Thorough understanding and knowledge of the task</li> <li>• Wide range of relevant examples and evidence</li> <li>• Clear evidence of evaluation and well-justified personal reaction</li> <li>• Well-organised structure with clear progression</li> </ul>
<b>16-20</b>	<p><b>Good</b></p> <ul style="list-style-type: none"> <li>• Sound understanding and knowledge of the task</li> <li>• Good range of relevant examples and evidence</li> <li>• Some evidence of evaluation and personal reaction but not always convincingly justified</li> <li>• Logical structure with some progression</li> </ul>
<b>11-15</b>	<p><b>Sufficient</b></p> <ul style="list-style-type: none"> <li>• Some understanding and knowledge of the task</li> <li>• Some relevant examples and evidence</li> <li>• Some evaluation and personal reaction evident but often not justified; over-reliance on received ideas</li> <li>• Structure is satisfactory though there may be some deficiencies</li> </ul>
<b>6-10</b>	<p><b>Limited</b></p> <ul style="list-style-type: none"> <li>• Limited understanding and knowledge of the task</li> <li>• Limited use of relevant examples and evidence</li> <li>• Limited evaluation and personal reaction; mainly descriptive or factual</li> <li>• Structure limited; often unclear or confusing</li> </ul>
<b>0-5</b>	<p><b>Poor</b></p> <ul style="list-style-type: none"> <li>• Little understanding and knowledge of the task</li> <li>• Lack of relevant evidence. Few examples</li> <li>• Little or no evaluation and/or personal reaction</li> <li>• Structure mainly unfocused and/or disorganized</li> </ul>



---

**QUALITY OF LANGUAGE**

**Range of Vocabulary**

Marks	Criteria
5	Very wide range of vocabulary used
4	A wide range of vocabulary used
3	Some variety in the use of vocabulary
2	Little variety in the use of vocabulary
0-1	Vocabulary simple and very limited

**Complexity of Language**

Marks	Criteria
5	Very wide range of complex structures
4	A wide range of structures including complex constructions
3	A variety of structures used with some attempts at complex constructions
2	Structures mainly simple, with little variety
0-1	Structures very simple and limited in scope

**Accuracy**

Marks	Criteria
5	Highly accurate with only occasional errors
4	Generally accurate with few errors
3	More accurate than inaccurate. Errors rarely impede communication
2	Some errors but these generally do not impede communication
0-1	Many errors which significantly impede communication

It should be noted that the marks awarded for each of *Range of Vocabulary*, *Complexity of Language* and *Accuracy* cannot be in a higher band than the band awarded for *Content*.