

Mark Scheme (Standardisation) Summer 2008

GCE

GCE French (6442/01)

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question	
1	Accept 'il' throughout for Manue Where a candidate correctly indicates 'Vrai', and offers a correct explanation, award mark. Where a candidate offers an incorrect or contradictory explanation, withhold mark. Accept ticks for crosses

Question	Answer	Mark
1(a)	Vrai	(1)

Question	Answer	Reject	Mark
1(b)	Faux une nuit / quinze heures (c'était) (dans) la nuit du 22/23 (avril) (dernier)	Reject simple negation	(1)

Question	Answer	Mark
1(c)	Vrai	(1)

Question	Answer	Reject	Mark
1(d)	Faux Ce sont des journaux réalisés par des jeunes / amateurs (il y avait) des jeunes (amateurs) (d' / des) amateurs (t.c.) il s'agit d'équipes amateurs pour / par les jeunes amateurs	d'équipes par des jeunes amateurs des gens normaux la compétition a fait par les jeunes amateurs Reject simple negation	(1)

Question	Answer	Mark
1(e)	Vrai	(1)

Question	Answer	Mark
1(f)	Vrai	(1)

Question	Answer	Mark
2(a)	fété	(1)

Question	Answer	Mark
2(b)	développer	(1)

Question	Answer	Mark
2(c)	voyageurs	(1)

Question	Answer	Mark
2(d)	tarif/tarifs	(1)

Question	Answer	Mark
2(e)	promotions	(1)

Question	Answer	Mark
2(f)	succès	(1)

Question	Answer	Mark
3(a)	12	(1)

Question	Answer	Mark
3(b)	7	(1)

Question	Answer	Mark
3(c)	1	(1)

Question	Answer	Mark
3(d)	10	(1)

Question	Answer	Mark
3(e)	2	(1)

Question	Answer	Mark
3(f)	5	(1)

Question	Answer
4	<p>Non-existent verb forms - only withhold mark for that element</p> <p>Reject sortissent for sortent (only withhold mark once)</p> <p>Spellings: (only withhold mark once)</p> <p>Insist on prix</p> <p>Reject coûte for coûts</p> <p>Accept ambience for ambiance, but reject abiance</p>

Question	Answer	Reject	Mark
4(a)	ils (les) appréciaient les cafés étaient populaires passé composé ils apprécié(s) (les cafés) all positive judgements	present tense future tense conditional tense no idea of judgement (e.g. ils y allaient souvent) les cafés faisaient partie de leur vie quotidienne	(1)

Question	Answer	Reject	Mark
4(b) Insist on verb	ils vont aux / fréquentent les restaurants rapides / fast-foods accept McDo etc. ils font / préfèrent la restauration rapide future / past tense	ils vont aux restaurants (t.c.) (la / de) restauration rapide	(1)

Question	Answer	Reject	Mark
4(c)(i) Any two elements from three Note order of elements rule Beware untargeted lifts	ils consomment (plus) à domicile ils sortent moins ils ont modifié leur mode de consommation ils changent for ils ont modifié ils restent plus à la maison for ils sortent moins la fréquentation des cafés = one element ils consomment chez eux au lieu de sortir = 2	ils boivent moins / plus (t.c.) ils affirment sortir... domicile (or parts thereof) = 0 (lift) chez leur for chez eux	(2)

Question	Answer	Reject	Mark
4(c)(ii) Insist on prices in cafés specifically	(la hausse) des prix les prix ont / sont monté(s) les / le / la prix / coût (dans les cafés) les prix (des boissons) sont trop chers les cafés sont trop chers		(1)

Question	Answer	Reject	Mark
4(d) Subject required	ils / 27% n'y vont pas / jamais / plus future tense	ils n'aiment pas... references to smoking ban conditional tense 27% affirment ne jamais aller (or part thereof) <u>les Français ne vont pas / plus / jamais au café</u> (i.e. all French)	(1)

Question	Answer	Reject	Mark
4(e) NB Two different approaches to correct answer	any two from : ils sont enfumés (1) ils sont chers (1) ils y vont moins (1) OR <u>même s'ils</u> sont enfumés / chers, les Français apprécient l'ambiance = 2	any positive aspect	(2)

Question	Answer	Reject	Mark
4(f) Any two	les prix sont trop élevés (à cause) des prix les prix (t.c.) il n'y a pas d'espaces non-fumeur il n'y a pas d'animations / de musique etc. ils aimeraient / veulent...	idea that these are already in place (e.g. ils aiment les espaces non-fumeur) aux prix ils n'aiment pas l'atmosphère enfumée (not in last paragraph) ils aimeraient <u>également</u> ... (lift) souhaitent...prix (lift)	(2)

Question	Answer
5	Note consequential errors Note implausible elements which vitiate answer (e.g. 5(a) 'A bear which attacks goats' = 1 'A bear which attacks the Pyrenees' = 0) Accept recognisable renderings of Slovenia, Pyrenees Accept Slovakia for Slovenia Reject bare for bear

Question	Answer	Reject	Mark
5(a)	Any 2 of a bear (1) which attacks sheep / lambs (1) Pyrenees (1) implication that bear lives in Slovenia = maximum 1 mark kills / eats etc.	animals/mammals/victims/sheep _s (for sheep mark) Generalisations about bears e.g bears attack sheep = 0 OR generalisations about controversies e.g. the policy is controversial	(2)

Question	Answer	Reject	Mark
5(b)	(to oversee / prepare for) the (re)introduction of (more) (new) bears / animals (from Slovenia) bringing etc. for introduction	'in / to Slovenia' vitiates to prevent... to predict...	(1)

Question	Answer	Reject	Mark
5(c)	that it is always the <u>same</u> flocks = 1 which are attacked = 1 accept herds / groups for flocks only if sheep / lambs are mentioned	the attacks are the same = 0 it's always the same = 0 they attack the same animals = 0 heard for herd packs troops	(2)
	OR that 20 or 30 sheep attacked out of (a flock of) 500 = 1 is disastrous / a lot = 1 a large proportion of sheep are being killed (by bears) = 2 (both ideas conveyed) a lot of sheep are being killed = 1 (no sense of proportion) killed / eaten	the amount of attacks are always the same, 20 or 30 out of 500 is bad = 0 (first element wrong, and no mention of sheep in second element)	

Question	Answer	Reject	Mark
5(d)	they can <u>only</u> be banned = 1 if there is danger to property or people (either or both) = 1 population(s) / inhabitants / locals etc for people the ban cannot be done unless / until... (conveys sense of 'only...if') they can only be banned if people and owners are being attacked = 2 (only one of 'propriétés' and 'populations' needs to be correct)	owners / businesses for propriétés danger (t.c.) = 0 when there is a risk to owners and the population, savage wild animals cannot stay = 0 (no sense of 'only') they cannot be banned if / when there is a danger to property or people = 0 (misunderstanding of 'ne...que') aloud for allowed	(2)

Question	Answer	Reject	Mark
5(e)	it is insignificant allow variety of expressions which mean the same (e.g. small / minimal / less than one might think) tolerate 'less than speculated' <u>Only</u> + figures (conclusion drawn)	simple repetition of figures is inadequate. Conclusion must be drawn 'it's a lot' etc.	(1)

Question	Answer	Reject	Mark
5(f) Discrete	<u>the</u> (poor) economy = 1 economic situation = 1 difficult to get trained people = 1 (insist on some sense of 'formés' e.g. experienced, qualified, shepherds)	economy (t.c.) economical situation an economic problem the agricultural system is fragile (effect, not cause) financial difficulties they don't have any influence difficult to find people to do the job (in the summer) (no concept of formés) able	(2)

Question	Answer	Reject	Mark
5(g) Discrete	<u>gives</u> / <u>runs</u> / <u>does</u> (verb needed) skiing lessons / courses (in the winter) = 1 accept 'works on a ski course (in the winter)' rents (out) / lets self-catering accommodation (in the summer) = 1 accept a wide variety for gîtes (e.g. gîtes, log cabins, rural barnhouses, converted barns, accommodation...) accept singular for all accommodation	ski slopes suggestion that he receives lessons campsite rural equipment	(2)

Question	Answer	Mark
6	<p>(40 marks) Method of marking</p> <p>Content C / 20 Quality of language L / 20</p> <p>Assess Content first, then Quality of Language, using the grids below.</p>	

Question	Indicative content
	<p>1 CONTENT Ignore grammatical errors for this criterion - provided that task completion is comprehensible.</p> <p>A Write 1 - 4 in left margin beside each relevant piece of information and C for content developments of each completed task. Use the draw function (thick pen symbol). If task is partially completed, or barely mentioned, bracket figure thus (1). There could be no content developments if task was only partially completed.</p> <p>B If letter conventions are ignored, withhold 1 mark. One of the following is required: Origination, Date, Salutation and Valediction.</p> <p>C Mark according to following grid:</p>

Mark	Criteria
19-20	Well-structured and sequenced answer, addressing and developing all points. Good contextualisation and conclusion. Nothing missing. Fully relevant. Fully developed bullet points (at least 1 content development per bullet). As good as an anglophone AS candidate can get.
16-18	All parts of all bullets addressed successfully, some of them with development. Impression of personal engagement with task. Good overall structure, sequence, beginning and ending.
13-15	Basic mention of all bullets required for this box and upwards. All bullets addressed. One or two content developments. Mostly relevant. Well structured and sequenced. Engagement with task.
10-12	Maximum mark for one bullet missing. No developments. Possible irrelevance. Basic contextualisation and ending. Maximum mark for misunderstood scenario.
7-9	Significant omissions. 2 bullet points not mentioned at all. Possible irrelevance. Little attempt to contextualise.
4-6	Answers with little insight into the task. Only one or two points touched on.
1-3	Answers which have little to do with the scenario. Possibly rehearsed but scant relevance to the task. Contextualisation only with no bullets max 2.
0	No relevance to the task. If 0 scored for completion of task, candidate scores 0/40 for Q6 as a whole.

Question	Answer	Mark
6	<p>Possible approaches to the task:</p> <p>Accept ignorance of consumption and moral judgements of any sort throughout. No factual detail required.</p> <p>Bullet 1: Reasons for drinking. Social effects. Nights out and parties. Health issues. Binge drinking. Dependence. Alcoholism.</p> <p>Bullet 2: Anecdotal statements. A range of attitudes from zero tolerance to legalisation. Self-medication. Reactions to pressures and stress. Availability and cost. Social acceptability. Physical and mental effects. Mental health issues. Cultural factors (art, fashion, music, literature).</p> <p>Bullet 3: Age of experimentation. Reasons for smoking. Cost. Passive smoking. Health issues. Quitting. Legislation. Smoke-free areas. Peer pressures. More girls smoking.</p> <p>Bullet 4: Awareness of dangers. Less likely to start young. Problem openly discussed. Information available.</p>	

Question		Indicative content
6		QUALITY OF LANGUAGE
		Mark according to the following grid:
Level	Mark	Descriptor
	19-20	Excellent communication. Language almost always fluent, varied and appropriate. Very high level of accuracy. Excellent use of subordination.
	16-18	Very good communication. Language generally fluent, varied and appropriate. Few errors, mostly of a minor nature. Very good use of subordination.
	13-15	Good communication. Shows a good variety of lexis and structures with occasional lapses. Good use of subordination. Generally accurate. A few major errors which do not impair communication. Familiar forms and structures usually accurate.
	10-12	Satisfactory communication. Anglicised and/or inaccurate language sometimes impedes comprehensibility. Some variety of lexis and structures. Uses some subordination.
	7-9	Some communication. Basic language predominates. No successful subordination. Language often anglicised and/or inaccurate. Lots of repetition.
	4-6	Limited communication. Range of language basic and/or "translated", with a lot of inaccuracy.
	1-3	Very limited communication. Language very basic, with frequent repetition. Highly inaccurate.
	0	No rewardable language.

Question	Answer	Mark
6	<p><u>General considerations</u></p> <p>Mark positively. Marking is by impression.</p> <p><u>Long and short answers</u></p> <p>Any answers below 135 words are short. They will be self-penalising on both grids, so assess at face value. Long answers: stop marking at the end of the first sense group after 160 words. Use LENGTH annotation. A "word" is defined roughly as a group of connected letters with a space at either end. Hence: Elle a = 2 words. Elle a fait = 3 words. Elle n'a pas fait = 4 words. Elle ne s'est pas levée = 5 words. Count "words" as they are written by the candidate, eg elle ne a pas fait = 5, parceque = 1. Treat "il y a"/"il y avait", and any figures, as 1 word. Do not count proper nouns.</p>	

Question	Answer	Mark
6	<p>EXAMPLES OF REWARDABLE LANGUAGE</p> <p><u>Well-chosen lexis</u> <i>génial</i></p> <p><u>Use of subject / verb unit</u> Note both subject and verb must be correctly spelled</p> <p><u>Link words / conjunctions</u> <i>Surtout</i> <i>Par exemple</i> <i>Parce que</i> <i>Car</i> <i>Comment</i> <i>Si</i> <i>Que</i> <i>Quand</i> <i>pourquoi</i></p> <p><u>Use of infinitives</u> <i>j'ai essayé d'utiliser</i></p> <p><u>Other verb constructions</u> <i>après avoir /être</i></p> <p><u>Object pronouns</u> <i>il m'a donné</i></p> <p><u>Relative pronouns</u> <i>la vedette qui chantait</i></p>	

	<p><u>Disjunctive pronouns</u> Chez moi</p> <p>Contracted forms Au lycée Beaucoup de travail Faire du sport</p> <p><u>Idioms</u> Il y a deux semaines Je me suis bien amusé</p> <p><u>Correctly used negative adverbs</u> Nous ne sommes pas</p> <p><u>EXAMPLES OF MAJOR ERRORS</u> Un solution (gender of familiar nouns) J'ai achete (grammatical accents only) Il à acheté Il a acheter Le concert que n'était pas trop cher</p> <p><u>EXAMPLES OF MINOR ERRORS</u> Le cinema (non-grammatical accents) Par exemple (minor spelling) L'année prochain (adjectival agreement)</p>	
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