

Mark Scheme (Standardisation) Summer 2008

GCE

GCE French (6446/03)

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 Number | Answer | Mark |
|-----------------|--|------|
| 1 | Candidates are free to develop the scenario as they see fit, but there must be a first-person past-tense narrative and some awareness that the narrator (male) has awoken to discover that the person who had been with him is no longer there. The question requires a continuation, so there should be no recapitulation of previous events. There should be a clear development in the narrative, but the outcome might or might not be left open; the other person might or might not be located. In a good answer the narrator might spend some time wondering what had happened or what to do. | (40) |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 2 | The English title of the film is <i>The Devil is a Woman</i> , and is set in Seville. In it Bardot plays Éva, 'Une femme qui s'amuse à torturer, par la jalousie qu'elle attise, son ancien amant. Elle n'hésite pas à danser nue devant des connaisseurs dans une pièce spécialement aménagée. De déchéance en déchéance l'homme suit la sauvageonne.'(www.cinemotions.com) . The candidates are free to interpret the photo as they see fit, but there must be a third-person past-tense narrative including the prompts given in the rubric. The scene might be set, and some reason given for the actress running from, or to, something or someone. Candidates might comment on whether the character is happy or frightened. There should be a clear conclusion. Accept any references to the other person in the photograph. | (40) |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 3 | In the actual incident, armed police entered a fast-food restaurant in response to an alarm about three hooded men who had threatened a cleaning lady. By the time the police arrived, the three had disappeared. The content of the article is the choice of the candidate, but it must be written in journalistic, possibly sensational, style using past tenses and have a clear structure and outcome. The 'panic' might be no more than a charred burger, but could be more serious, eg a fire or a hold-up. A good answer would show some appreciation of the term 'moment' and suggest that the panic was short-lived and perhaps unnecessary. The article might end with some reflection about the event, eg on violence in society. Candidates could base the scenario on the poisoning of the Russian in London in 2006. | (40) |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 4 | <p>Vast sums of money are spent on space exploration which could be much better spent on earth where there are many pressing demands. We have already successfully explored near space, to try to go beyond this is not very practical and is a waste of effort. It is almost certain that life or any useful resources will not be found in areas where man could not survive anyway. It is dangerous and will become increasingly so. Powerful nations just use it as a way of demonstrating / underlining their superiority. Space is already becoming a dumping ground. On the other hand man's inquisitive nature has always driven him to explore. There are few unexplored areas left on earth. We simply do not know what we will find. It is possible that places or resources might be found which will help to solve the most pressing problems which face us on earth. Space exploration exploits leading technology, there have already been many useful spin-offs.</p> | (40) |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 5 | <p>A capitalist society depends on the idea of profit, so in a capitalist society it is legitimate for companies to make reasonable profits. A company has a duty to make profits for those who are willing to invest money in it. Profits can also be used constructively to reward workers, to improve the company by re-investment and to help the general economy of the country. Profits generate tax for the State, The need to make profits also leads to efficiency. In a profit-making situation companies and investors have to accept that there is a possibility of making a loss. The search for profit, however, should not be made at all costs. It should not bring exploitation of workers or consumers. Candidates should be able to explore the concept of fair trade and the use of poorly-paid, often young, workers abroad. They should also be able to consider the morality of profits made from such things as arms sales, drugs, etc. The balanced view may be that profit-making is healthy but needs to be tempered by humanity. (It could be argued that the above notes respond to a different question (the pros and cons of profit-making), and that the ideas are too technical for non-students of economics or politics. They do not cater for candidates who argue that things other than profit are important in some companies, eg community benefit, sponsorship, etc, though these depend on profits being made.)</p> | (40) |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 6 | <p>We live in an age when free society needs to be protected against terrorism. Democratic freedom is often what is targeted by terrorists. If we get rid of such freedoms and rights we are handing victory to the terrorists. Generations of our ancestors have fought and died to preserve rights which we take for granted such as freedom from oppression, freedoms of speech and movement, a right to privacy. If we give them up in the face of terrorism, we are deriding the sacrifices of such people. Restrictions in the wrong hands could be used improperly, for purposes other than controlling terrorists. On the other hand our society is under threat from a sinister force which is hard to deal with. We should use technology, in such things as CCTV, ID cards, to make it more difficult for terrorists to operate. A slight restriction of our liberties is a small price to pay if it ensures the survival of the democratic system we hold dear. Law-abiding citizens with nothing to hide have little to fear.</p> | (40) |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 7 | <p>The provision of free public services was a noble aim put into practice over 60 years ago. It is now outdated and, above all, unaffordable. In education pupils stay on longer, need many more facilities and resources. In health, to keep us living longer in better shape, equipment, expertise, medicine have all been developed which in some cases are extremely expensive. However much money government devotes to such areas there never seems to be enough. It is not too much to ask of people to pay for some of the smaller items themselves, eg stationery, visits, games equipment in schools, non life-threatening treatment, inexpensive drugs, cosmetic surgery, self-inflicted harm etc in the health service. State expenditure could be more effectively directed at the areas of greatest need. By doing this, however, you immediately create a two-tier system. The rich will be able to buy better services than the poor. More affluent areas will gain better services and facilities than deprived ones. Free services are a precious legacy of the past which we should not give up easily. Taxpayers should not have to pay twice for the provision of services. The best answers will address 'de plus en plus' in the title.</p> | (40) |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 8 | <p>The required content is defined in the rubric of the Task. The answer must be in the format and style of a business report. There should be a short introduction; thereafter there might be sub-headings or continuous prose; whichever structure is chosen, it should follow the order given. In part (a), any plausible sequence of events may be chosen, but it is important that the notes are expanded into a narrative. In part (b), a basic answer will select one of the events and say briefly why it is considered to be the cause. A more sophisticated answer might come to a reasoned conclusion after considering more than one possibility. In part (c), candidates should offer plausible ideas eg lost sales or profits, cost of replacing furniture/re-decorating, need to find alternative premises in the meantime. In (d), there might be something about a smoking ban, the need for regular fire drills, etc.</p> | (40) |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 9 | <p>The answer should be in the style and format of a report, ending with recommendations. There should be some awareness of the purpose of the museum and its likely appeal to the students in the party. The problem-solving element is to choose the four most interesting displays for a non-specialist group of students. There should be a reasoned argument justifying the choices. It is hoped that the candidates will explain the relevance of the displays to the students or to the modern world, possibly drawing on themes they have studied during their course, eg why the theme of <i>Changer d'ère</i> is important (environment, pollution, etc).</p> | (40) |

Marking Grids

| Mark | Creative/Discursive content (AO2) |
|-------|---|
| 17-20 | Very good response. Implications of question fully grasped. Extremely clear and effective organisation of ideas. Very imaginative use of stimulus, where appropriate. |
| 13-16 | Good understanding of question. Organisation and development logical and clear. Good use of stimulus, where appropriate. |
| 9-12 | Satisfactory understanding of question. Organisation and development defective or lacks clarity in places. Satisfactory use of stimulus, where appropriate. |
| 5-8 | Limited understanding of question. Some relevant points made. Frequent defects in organisation and development. Use of stimulus, where appropriate, often defective. |
| 1-4 | Implications of question only vaguely grasped. Answer largely irrelevant and disorganised. Major deficiencies in use of stimulus, where appropriate. |
| 0 | No rewardable material. |

| Mark | TBA Response to the task (AO2) |
|-------|---|
| 17-20 | Very good response. Implications of task fully grasped. Extremely clear and effective organisation of ideas. Very skilful use of data. |
| 13-16 | Good understanding of task. Development logical and clear. Good use of data. |
| 9-12 | Satisfactory understanding of task. Organisation and development defective or lacks clarity in places. Satisfactory use of data with some deficiencies. |
| 5-8 | Limited understanding of task. Some relevant points made. Frequent deficiencies in organisation and development. Use of data often defective. |
| 1-4 | Response shows that implications of task only vaguely grasped. Minimal organisation and development. Hardly any constructive use of data. |
| 0 | No rewardable material. |

| Mark | Accuracy of the target language (AO3) |
|------|---|
| 5 | Almost flawless. |
| 4 | Few errors, mostly of a minor nature. |
| 3 | A number of major errors made, without impairing communication significantly. Familiar forms and structures usually accurate. |
| 2 | Communication impaired at times by basic errors eg agreements, verb forms. Some familiar language is accurate. |
| 1 | Accuracy only in the simplest forms. A high incidence of basic error. |
| 0 | Language so inaccurate that no reward is possible. |

| Mark | Range and appropriateness of lexis (AO3) |
|------|--|
| 9-10 | Rich and complex language. A wide range of appropriate lexis. High degree of sensitivity to nuance. Tone and register wholly suited to the chosen task. Very able to handle the language of ideas and abstract concepts where appropriate. |
| 7-8 | A wide range of appropriate lexis. Good awareness of nuance. Tone and register very well suited to task. Able to handle the language of ideas and abstract concepts where appropriate. |
| 5-6 | A good range of appropriate lexis, with minor lexical errors only. Language sometimes lacks sharpness. Tone and register usually suited to the task. Some ability to handle the language of ideas and abstract concepts where appropriate. |
| 3-4 | Adequate but predictable range of appropriate lexis. A number of significant lexical errors. Tone and register sometimes unsuited to the task. |
| 1-2 | Lexis often inappropriate with frequent anglicisms and wrong words. Limited feeling for tone and register. |
| 0 | No sense of the tone and register required. |

| Mark | Manipulation of language (AO3) |
|------|--|
| 5 | Fluent, showing a high degree of sophistication in the manipulation of the structures of the language. |
| 4 | Very successful manipulation of language. Adventurous use of complex structures, with the occasional lapse. |
| 3 | Satisfactory to good manipulation of language, but generally unadventurous. Attempts to handle complex structures not always successful, possibly affecting communication. Some anglicised structures. |
| 2 | Limited ability to manipulate language: mainly simple 'translated' language, which impedes communication at times. |
| 1 | Very limited ability to manipulate language. |
| 0 | No ability to manipulate the language. |