

**Oxford Cambridge and RSA Examinations**



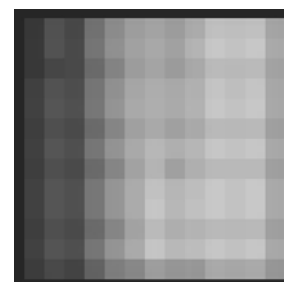
**ADVANCED GCE  
ADVANCED SUBSIDIARY GCE**

**A2 7861  
AS 3861**

# **FRENCH**

**COMBINED MARK SCHEME  
AND REPORT FOR THE UNITS  
JANUARY 2005**

**AS/A2**



3861/7861/MS/R/05J

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All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

The report on the Examination provides information on the performance of candidates which, it is hoped, will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the syllabus content, of the operation of the scheme of assessment and of the application of assessment criteria.

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RECOGNISING ACHIEVEMENT

Mark Scheme 2651 01/02/03  
January 2005

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**Marking Scheme: Unit 2651 (French), 2661 (German), 2671 (Spanish)**
**Components 01, 02 and 03: Speaking****Total: 60 marks****Section A Role-play**

Response to written text	5 marks (AO2)	[Grid 1A]
Response to Examiner	5 marks (AO1)	[Grid 1B]
Quality of Language	5 marks (AO3)	[Grid 1C]

**Section B**

Topic presentation	20 marks (AO4)	[Grid 1D]
Topic discussion		
Spontaneity and fluency	15 marks (AO1)	[Grid 1E]
Pronunciation and intonation	5 marks (AO1)	[Grid 1F]
Quality of Language	5 marks (AO3)	[Grid 1C]

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**Section A Role-play: Grids 1A and 1B****10 marks****Grid 1A: Response to written text****0-1 Very Poor**

Little use made of stimulus material. Supplies one or two of the key points, but with many gaps and no detail.

**2 Poor**

Some attempt made to use the stimulus material, but covers less than half the key points. Many omissions or points not conveyed clearly.

**3 Adequate**

Performance is inconsistent. Makes a reasonable attempt to use the stimulus material. Covers about half of the key points, but there are some gaps.

**4 Good**

Makes good use of stimulus material. Covers over half the key points with some detail, but does not extend quite far enough to qualify for very good.

**5 Very Good**

Makes full use of the stimulus material. Covers virtually all the key points clearly supported by detail.

**Grid 1B: Response to Examiner****0-1 Very Poor**

Barely able to respond to many of the Examiner's questions. Shows very little initiative or imagination. Unable to react to Examiner's comments.

**2 Poor**

Some attempt to carry out the task but with limited success. Responses to the Examiner frequently inadequate. Shows little initiative or imagination.

**3 Adequate**

Inconsistent. Responds satisfactorily to the Examiner, but does not extend a great deal. Some quite good replies but some omissions.

**4 Good**

Completes the task successfully, showing initiative and imagination most of the time. Is able to keep the momentum going. Extends quite well, but could have gone a little further.

**5 Very Good**

Completes the task successfully, responding fully to the Examiner's questions and showing initiative and imagination throughout. Takes charge of the conversation. A convincing performance.

**Grid 1C: Quality of Language****5 marks****0-1 Very Poor**

Little evidence of grammatical awareness. Persistent serious and elementary errors. Only simplest sentence patterns.

**2 Poor**

Evidence of gaps in basic grammar. Frequent errors of an elementary kind, e.g. irregular verbs frequently not known. Some attempt at use of subordinate clauses and more complex sentence patterns, but errors still even in common structures.

**3 Adequate**

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language but not always successfully. Expression rather forced and problems with correct word order.

**4 Good**

Accuracy generally good. Shows sound grasp of AS structures list. Tenses and agreements sound although there may be errors in more complex areas. Ambitious in use of complex sentence patterns but not always able to maintain correct usage.

**5 Very Good**

High and consistent level of accuracy. Only minor errors and slips. Confident and correct use of a range of structures.



**Section B****45 marks****Topic presentation: Grid 1D****20 marks**

**Note:** The Examiner awards a mark for this grid on the basis of candidates' presentations. Candidates are initially placed in the middle of the mark band, which is considered to be appropriate to their performance in the presentation. Following the subsequent discussion the mark may be adjusted within the band or even into a higher or lower band.

**Note that it is not possible to be specific in the following grid because of the diversity of topics presented. The Examiner should adapt the general statements below to the specific topic being addressed. Grid 1D focuses on (i) knowledge and factual information; (ii) evidence of planning and preparation; (iii) quality of exposition and presentation. Other issues, such as ideas, opinions and the ability to enter into debate about the topic are dealt with when assessing the discussion (see Grid 1E).**

**0-4 Very Poor**

Conveys very little information about the subject. Material very thin and vague. Much waffle or superficiality. Gives the appearance of not having studied the subject seriously, and not to have planned with care. Poor and hesitant presentation.

**5-8 Poor**

Little information beyond the obvious or commonplace. Material thin, rambling, repetitious. Some evidence of planning and preparation, but presentation is pedestrian.

**9-12 Adequate**

Solid base of information with evidence of preparation and planning. Material is factually adequate, but with no evidence of wider reading. Material may not always be relevant. Exposition of topic is worthy but somewhat stilted.

**13-16 Good**

Good exposition and sound organisation of the topic. Makes relevant factual points. Well-informed with a range of relevant factual information. Well planned and organised material. Good exposition of topic.

**17-20 Very Good**

Shows well-informed and consistently well-illustrated factual knowledge of the subject. Knowledge is allied to a clear grasp of the subject and understanding of the context and wider issues. Detailed planning evident and topic presented with style and flair.

**Note: If candidates fail to relate the Presentation/Discussion to aspects of the society or culture of the country or community where the language is spoken then the maximum mark that can be achieved is 8/20 on Grid 1D.**

If, in response to the Examiner's questions, there is some superficial reference subsequently made then this could rise to a maximum of 9/20. If more than a superficial reference is made then the full range of marks in the Adequate band can be accessed.

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**Topic discussion: Grids 1E, 1F and 1C** **25 marks**

**Grid 1E: Spontaneity and fluency** **15 marks**

**0-3 Very Poor**

Has very little to offer by way of ideas and opinions. Much irrelevance or superficiality. Cannot really cope with Examiner's non-factual questions. Slow, with frequent pauses. Fluency confined to pre-learnt material.

**4-6 Poor**

Beginning to develop ideas and opinions, but very patchy. Can respond intelligently to a few of Examiner's non-factual questions. Beginnings of fluency but with some inconsistency or hesitancy.

**7-10 Adequate**

Shows some ability to develop ideas and opinions and can respond intelligently to a number of the Examiner's non-factual questions. Reasonably fluent and spontaneous.

**11-13 Good**

Increasing ability to develop ideas and opinions. Can respond intelligently to almost all the Examiner's non-factual questions. Fluent and spontaneous much of the time.

**14-15 Very Good**

Able to develop ideas and opinions well. A very fluent and spontaneous performance throughout.

**Grid 1F: Pronunciation and intonation****5 marks****0-1 Poor**

Only comprehensible with difficulty. Heavily influenced by mother tongue. Many sounds mispronounced.

**2-3 Adequate**

A number of errors, with particular problems with more difficult sounds. Otherwise intonation and pronunciation mostly acceptable.

**4 Good**

Pronunciation and intonation mostly correct, although there may be occasional mispronunciation with more difficult sounds.

**5 Very Good**

Only occasional errors of pronunciation and intonation. Sounds authentic most of the time.

**Grid 1C: Quality of Language****5 marks****0-1 Very Poor**

Little evidence of grammatical awareness. Persistent serious and elementary errors. Only simplest sentence patterns.

**2 Poor**

Evidence of gaps in basic grammar. Frequent errors of an elementary kind, e.g. irregular verbs frequently not known. Some attempt at use of subordinate clauses and more complex sentence patterns, but errors still even in common structures.

**3 Adequate**

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language but not always successfully. Expression rather forced and problems with correct word order.

**4 Good**

Accuracy generally good. Shows sound grasp of AS structures list. Tenses and agreements sound although there may be errors in more complex areas. Ambitious in use of complex sentence patterns but not always able to maintain correct usage.

**5 Very Good**

High and consistent level of accuracy. Only minor errors and slips. Confident and correct use of a range of structures.





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RECOGNISING ACHIEVEMENT

Mark Scheme 2652  
January 2005

2652 January 2005UNIT 2, Listening, Reading and Writing, and UNIT 3, Reading and Writing

The following general principles apply to the marking of Units 2 and 3 in French, German and Spanish.

- 1 Obliques indicate alternatives, any one of which scores the marks indicated.
- 2 Bracketed points indicate information or words not essential to score the full marks.
- 3 Alternatives: The award of marks is not necessarily dependent on the specific wording in the mark scheme; other wordings will score the marks, provided they are semantically equivalent. Acceptable alternatives will be discussed at the Examiners' meeting and the mark scheme amplified accordingly.
- 4 Copying of material: Candidates are instructed that they may use expressions of up to 5 words from the text **unchanged**. In practice, there is likely to be little opportunity for extensive "lifting" to occur (only in extended writing exercises); where it does happen, the general rule is that the lifted material should be bracketed and discounted for the purpose of assessing the quality of the language.
- 5 Grammar and spelling: In **UNIT 2, Section 2C** and in **UNIT 3, Section B** the quality of the FL in which the Writing task is expressed is assessed under the appropriate assessment grids. In the English exercise in **UNIT 2, Section 2B**, spelling, punctuation and grammar should be assessed under grid 2B.
- 6 Rubric infringements: The most likely rubric infringement in these papers would be answering in the wrong language. Where this occurs, no marks should be awarded.

Any other rubric infringements should be drawn to the attention of the Principal Examiner.

- 7 Particular points relating to Unit 2
  - 7.1 If some of the verbal questions have been omitted, Quality of Language (grid 2A) should be assessed as normal and then the resulting mark will be reduced pro rata (see additional grid in mark scheme).
  - 7.2 Incorrect answers in the target language: assess the language element, provided that the candidate has attempted a response to the question.
  - 7.3 Totally irrelevant, or pre-learnt all-purpose answers should score no marks.
  - 7.4 Answers in English, other than in Unit 2, Section 2B, should score no marks.
  - 7.5 The use of the familiar pronoun in the Writing task should be regarded as a "serious error" in the language criteria
  - 7.6 Transfer of meaning exercise: if candidates have attempted only part of the translation, assess as follows:
    - if they have attempted 50%+ of the translation, assess the 2B mark as normal and do not adjust
    - if they have attempted 25-50%, maximum 2B mark = 3
    - if they have attempted less than 25%, maximum 2B mark = 2
  - 7.7 The 'sympathetic English reader' should be **very** sympathetic in assessing comprehension.
    - ☛ marks to be allowed in comprehension questions (to be rounded up at the end of the paper).

- 7.8 Fluency of style and appropriateness of vocabulary should be ignored under grid 2B but will be discussed under the details of the comprehension points.
- 7.9 Transfer of meaning into the target language (grid 2C). For each point not attempted, deduct ½, **after** arriving at the overall language mark.
- 7.10 Vocabulary should be considered under 'structure'.
- 7.11 Do not penalise candidates who write more than 100 words.
- 7.12 Inappropriate register should be reflected in the language mark.

8 Particular points relating to Unit 3

- 8.1 To avoid penalising candidates twice for the same fault, the language must be marked fully, even where the mark under 3B/3C is very low or zero. In the case of a totally irrelevant piece of writing, the script should be referred to the Team Leader.
- 8.2 Annotation of scripts: mark with a circled number any content point (show the mark in the right-hand margin). Mark with a tick in the left-hand margin any personal additions or imaginative points made by the candidate
- 8.3 Rubric infringements are unlikely to occur. Refer any problems of this kind to the Team Leader or Principal Examiner.
- 8.4 Allow 'lifting' of up to 5 words (from the original stimulus or from the cloze test) in Task 4. Put brackets round lifted sections. Discount lifted sections when assessing using grid 3A.
- 8.5 Quality of vocabulary should be rewarded under structure.
- 8.6 Responses that are irrelevant to the task and/or text should be assessed only for language.
- 8.7 Comprehension (grid 3B).  
For 'Adequate', the candidate should refer to c.40% of the content points.  
For 'Good', the candidate should refer to 50%+ of the content points.
- 8.8 Content points can be precise, factual points **or** allusions. This will depend on the text. Points do not need to come from the entire passage - they can come from only a section of the text.
- 8.9 Response (grid 3C). 'Insight' and 'originality' refer to anything that was not in the original text.

**Modern Languages at Advanced Subsidiary**

**UNIT 2, Listening, Reading and Writing, and UNIT 3, Reading and Writing**

**Please use the following symbols on all scripts to indicate marks awarded and any deductions.**

- 1 Tick each point for which a whole mark is awarded. Write ½ for a half-mark, if necessary.
  - 2 Cross any incorrect answer for which no content marks are awarded. (Write a zero to indicate no marks.)
  - 3 **Underline all language errors in Section 2.**
  - 4 Use **X INV** to indicate an item that invalidates an answer
  - 5 Indicate omitted information by a caret sign: ^.
  - 6 Indicate superfluous information or clumsiness in language by a wavy line: ~.
  - 7 In translation exercises, the end of each sub-section may be indicated by the symbol: //.
  - 8 Where candidates give alternative answers, only the first one written, or the one on the line should be marked.
  - 9 In the exercise where a response in English is required, inaccuracy should be shown by **a single underline** for individual items and **a wavy line** should be used for inaccurate/clumsy sections.
  - 10 For each question or section, write the mark awarded in the right-hand\* margin. At the end of the exercise write the total marks, **and ring this figure**. Allow any half-marks to stand.
- \* Left-handed markers may use the left-hand margin.
- 11 In Unit 3, section B, Writing, show the mark for Grid 3A (Quality of Language) first and then the mark for 3B (Comprehension), then the mark for 3C (Response) e.g.

$$A4 + B3 + C3 = 10$$

Individual content points made should be numbered consecutively and ringed, either in the body of the text or in the right-hand margin. Any personal or imaginative additions by the candidate should be ticked in the left-hand margin.

- 12 At the end of each exercise total the marks awarded, **and ring this figure**. Allow any half marks to stand.

**Arriving at the final mark**

Add the ringed totals for each exercise, and write this figure at the end of the script. Round UP any half-mark remaining. Ring the final total, and transfer it to the box on the front cover. On the OMR mark sheet enter **the final total only**.



**Tâche 1** – 1 mark for each correct answer

## Section A

- 1 D
- 2 A
- 3 G
- 4 F
- 5 B

## Section B

- 6 C
- 7 B
- 8 B
- 9 A
- 10 B

**Tâche 2** – 1 mark for each correct answer**G**

D

**No mark - example**

M  
E  
B  
I  
F  
J  
A  
H

**Tâche 3** – 1 mark for each correct answer**I**

- 5
- 6
- 9
- 10
- 12
- 14
- 17
- 18
- 20

## Tâche 4 - Section 2A

## COMMENTS / NOTES

1	1 il a envoyé un message 1 (mais) son ordinateur ne marche pas 1 il a besoin d'une réponse 1 vite/ rapidement / c'est (assez) urgent  <p style="text-align: right;"><b>(any 3)</b></p>	Ignore CONSISTENT incorrect use of « je » for « il ».
2	1 D  1 E	
3	1 aille chercher les employés	Accept any 3rd person plural pronoun (providing use is consistent).
4	1 B  1 E	
5	1 A	
6	1 Les prix (avantageux) 1 Le service <u>rapide</u> (d' Euro-Carpets).	Accept any possessive adjective, but use must be consistent throughout.
7	1 le manque de temps / il est (peut-être) / (probablement) trop tard / problème de temps	Accept phrase using « retard ». Reject « tare » or any other spelling which alters sense. Reject « tard » t.c., « plus tard ».
8	1 <u>doit finir</u> en moins de 15 jours.	

**Grid 2A: Listening**

0-1	<i>Very Poor</i>	Little evidence of grammatical awareness. Persistent serious and elementary errors in spelling, agreements and transcriptions from the spoken word.
2	<i>Poor</i>	Evidence of gaps in basic grammar. Frequent errors of an elementary kind, in spelling, agreements and transcriptions from the spoken word
3	<i>Adequate</i>	Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Still recurrent errors in spelling, agreements and transcriptions from the spoken
4	<i>Good</i>	Accuracy generally quite consistent, but there may be errors in more complex area and/or a number of minor errors in spelling in transcriptions from the spoken word.
5	<i>Very Good</i>	High and consistent level of accuracy. Only minor errors and slips. Confident and correct use of a range of structures. Virtually no problems in transcriptions from the spoken word.

**Task 2A** has 5 non-verbal marks out of 15

n→ i↓	1	2	3	4	5	6	7	8	9	10
5	4½	4	3½	3	2½	2	1½	1	½	0
4	4	3	3	2	2	2	1	1	0	0
3	3	2	2	2	1½	1	1	1	0	0
2	2	2	1	1	1	1	1	0	0	0
1	1	1	1	1	½	0	0	0	0	0

**i** is the initial mark awarded for quality of language under Grid 2A.

**n** is the total number of marks for language-productive questions **not attempted** by the candidate.

**Tâche 5: Section 2B**

1 mark for each component, up to the maximum for each paragraph. The total for each paragraph is to be divided by 2. No rounding up at the end of this task.

1	<p>1 Experts have inspected / examined <u>the factory</u></p> <p>1 they have (just) handed in / released / have their report</p> <p>1 (it would seem that) / (according to them) the damage</p> <p>1 is not as serious as / is less serious than</p> <p>1 (we had) initially feared / believed / thought / expected</p> <p>1 (Of course) (if we want) to maintain / keep / save / preserve</p> <p>1 our (firm's / business' / company's) (good) name / reputation</p> <p>1 selling our <u>carpets</u></p> <p>1 <u>as if</u> nothing had happened</p> <p>1 is out of the question</p> <p>1 We must <u>therefore</u></p> <p>1 liquidate / sell (off) / get rid of our <u>entire</u> stock</p> <p style="text-align: right;"><b>(any up to max 10)</b></p>	<p>Accept: conclusion / verdict / (some) findings.</p> <p>Reject: damages (plur), result, outcome, waste, rubbish.</p> <p>Accept "they" for "we".</p> <p>Expression of purpose or need required to earn mark.</p> <p>Reject: enterprise.</p> <p>Reject: "moquette/s"; "products", "goods".</p> <p>Reject "passed" for "happened".</p> <p>Accept: "We cannot sell" (our carpets...).</p> <p>Reject "destroy".</p>
2	<p>1 This is why</p> <p>1 we are (now) writing to you</p> <p>1 (Indeed / in fact), <u>as</u> you have been for a long time</p> <p>1 one of our <u>most</u> faithful / loyal / best customers</p> <p>1 we (wanted to) contact you</p>	<p>Reject "wrote".</p> <p>Accept "as / since / therefore" if used later (eg before "we wanted to contact you": relationship between cause/effect must be shown.</p> <p>"Superlative" essential for earning the mark Reject: reliable, valued, trusted.</p> <p>Accept: "We wanted to contact you first" (2 marks).</p> <p>Accept present tense.</p>

	<p>1 before writing to other (possible / potential / prospective / future) customers</p> <p>1 We need not describe... / Pointless / Needless to describe</p> <p>1 the <u>range</u> / the <u>variety</u> / <u>gamut</u> of our products</p> <p>1 You already know <u>their</u> quality</p> <p>1 and <u>the quality</u> / <u>that of</u> our service</p> <p style="text-align: right;"><b>(any up to max 8)</b></p>	<p>Reject: "eventual", "new".</p> <p>Reject: "Useless..."</p> <p>Reject: "a" variety.</p>
3	<p>1 Given our long(-standing) association,</p> <p>1 we would like to give / grant / offer you</p> <p>1 <u>up to</u> 90% discount</p> <p>1 on any / every <u>order</u> / all <u>orders</u> made / placed</p> <p>1 <u>before / by the end</u> of the month / this month.</p> <p>1 If you are interested (in this offer / idea / deal / proposition)</p> <p>1 we (would) recommend / advise</p> <p>1 that you send someone / a (sales) representative</p> <p>1 as soon / quickly as possible</p> <p>1 to have the <u>widest</u> / <u>largest</u> (possible) choice.</p> <p>1 <u>From</u> next week / <u>At the beginning of</u> next week</p> <p>1 <u>this / the</u> offer will be available</p> <p>1 to (all) our regular / main customers</p> <p>1 then (finally) to the (general) public (at large).</p> <p style="text-align: right;"><b>(any up to max 12)</b></p>	<p>Accept: "Seeing our..."</p> <p>Reject: "Looking at our / Seen our..."</p> <p>Accept: acquaintance / partnership / cooperation / relationship.</p> <p>Reject: reimbursement / refund.</p> <p>Reject: "passed", "commands", "stock", "what you have", "purchase".</p> <p>Reject: briefest delay.</p> <p>Superlative required to earn mark.</p> <p>Reject: "an" offer.</p> <p>Reject: major / biggest.</p> <p>Reject: grand / big public.</p>

**Grid 2B: Quality of Written English**

0-1	<i>Very Poor</i>	Major and persistent errors in grammar, punctuation and spelling.
2	<i>Poor</i>	Frequent serious errors in grammar, punctuation and spelling.
3	<i>Adequate</i>	Still a number of errors in grammar, punctuation and spelling, some of them serious.
4	<i>Good</i>	Very accurate with only a few minor errors in grammar, punctuation and spelling.
5	<i>Very Good</i>	Excellent, almost faultless grammar, punctuation and spelling.

**Tâche 6: Section 2C**

½ mark to be deducted for each sub-component that has not been attempted.

1	<ul style="list-style-type: none"> <li>• Their offer is very generous</li> <li>• we would like to accept it</li> </ul>	
2	<ul style="list-style-type: none"> <li>• We have just signed a new contract</li> <li>• we need a lot of carpets</li> </ul>	
3	<ul style="list-style-type: none"> <li>• I am planning to go and see</li> <li>• their stock on Wednesday</li> </ul>	
4	<ul style="list-style-type: none"> <li>• Will they arrange delivery</li> <li>• as they have done in the past?</li> </ul>	
5	<ul style="list-style-type: none"> <li>• How long we would have</li> <li>• to settle the account?</li> </ul>	

Work to be assessed for quality of language – Grid 2C

0-2	<i>Very Poor</i>	Little evidence of grammatical awareness. Persistent serious and elementary errors in endings, tenses, genders. Only simplest sentence patterns, and those mainly incorrect.
3-4	<i>Poor</i>	Evidence of gaps in basic grammar. Frequent errors of an elementary kind, e.g. irregular verbs frequently not known; adjectival agreements and common genders faulty. Some attempt at use of subordinate clauses and more complex sentence patterns, but errors still even in common structures.
5-6	<i>Adequate</i>	Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language and shows some ability to produce syntax and structures appropriate to the task but work is characterised by being inconsistent and with variable accuracy. Expression rather forced and problems with correct word order.
7-8	<i>Good</i>	Accuracy generally consistent. Shows sound grasp of AS and/or A2 structures list. Tenses and agreements sound although there may be some inconsistency and errors in more complex areas. Ambitious in use of a variety of complex sentence patterns but not always able to maintain correct usage.
9-10	<i>Very Good</i>	High and consistent level of accuracy. Mainly minor errors. The overall impression is one of competence. Confident and correct use of a varied range of structures.

**Tâche 1 – 1 minute - Enfants ou travail, le dilemme des femmes.**

Aujourd'hui en France, 60% des femmes travaillent et à la naissance d'un enfant 15% d'entre elles arrêtent leur activité professionnelle temporairement ou définitivement.

Si la volonté de s'occuper des enfants est la première raison donnée pour arrêter de travailler, le porte-monnaie y est aussi pour beaucoup, surtout pour celles qui gagnent peu. En plus, 33% des femmes qui prennent un congé de maternité ont un emploi instable avec des horaires difficilement compatibles avec la vie de famille.

C'est vrai que les mères qui restent à la maison bénéficient d'une allocation pour les petits de moins de 3 ans. Seulement attention! Après un arrêt de travail, une femme sur deux se retrouve au chômage. C'est la raison pour laquelle 30% des femmes qui ont arrêté de travailler regrettent leur choix.

**Tâche 2 – 1 minute – Les écoles sont ouvertes pendant les grandes vacances.**

Dans le hall de l'école, un petit magnétophone est posé par terre; des filles suivent le rythme. C'est l'atelier de danse moderne. Quelques mètres plus loin, autre atelier, autre ambiance: pas un bruit mais une dizaine d'enfants devant des ordinateurs. C'est l'activité « soutien scolaire – option français ».

L'école ouverte, c'est un peu de soutien scolaire le matin et l'après-midi, les élèves ont le choix: sports, peinture ou encore cuisine – de quoi occuper tous les enfants qui restent à la maison pendant tout l'été.

L'intérêt numéro un de l'école ouverte, c'est de voir l'école autrement: on leur montre que ça peut être agréable d'apprendre et ils viennent parce qu'ils ont envie de venir.

À la rentrée, les bénéfices sont certains. Bien sûr, les élèves ne rattrapent pas tout leur retard en deux mois, mais ils deviennent plus confiants et plus motivés.

**Tâche 4 – 1 minute - Message**

Ici l'Hôtel de la Gare à Toulouse. J'ai essayé de vous envoyer un mail hier, mais comme j'ai des problèmes avec mon ordinateur, je vous téléphone aussi. Pouvez-vous me rappeler dès que possible car c'est assez urgent ?

Premièrement - pouvez-vous confirmer le lieu et l'heure d'arrivée de vos employés? Faut-il aller les chercher ? Est-ce que nous devons les nourrir et les loger pendant qu'ils travailleront ici ?

Deuxièmement - comme vous allez poser les moquettes dans trois hôtels différents, où seront-elles livrées ?

Un quatrième hôtel de la ville aurait aimé se joindre à notre groupe pour profiter de vos prix avantageux et de la rapidité de votre service. Mais il est peut-être trop tard pour cela.

Selon les termes du contrat, vous devez terminer en moins de quinze jours. Puisque c'est notre fermeture annuelle, il n'y aura pas de problème. Si on avait des clients, ce serait différent.





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RECOGNISING ACHIEVEMENT

Mark Scheme 2653  
January 2005

**2653 Mark scheme – January 2005**Tâche 1

2. G
3. K
4. D
5. C
6. J
7. F
8. I

Tâche 2

1. C
2. A
3. C
4. A
5. B
6. B
7. C
8. A

Tâche 3

Points could include :

a)

- sitting in car longer / journeys increasing from 20 to 40 mins / double length of journey time
- long journeys
- regular / daily journey / journeys to work
- not stopping
- traffic jams
- sitting in wrong position
- turning head (to look behind) before changing direction
- passengers sleeping (in bad position)
- confined atmosphere of car
- continuation over time
- fatigue (as cause, not as a problem)

Reject:

- journeys to school ("school" invalidates)
- holiday journeys ("holidays" / "vacation" invalidates)

Note: if a point is clearly expressed in question "a" as a cause, it may be accepted; but double credit may not be given for this same point in question "b" if it is repeated as a solution.

b)

- get into a good position
- legs not stretched / legs relaxed
- feet comfortably / appropriately on pedals
- check position of rear-view mirrors
- passengers sit with straight backs / facing ahead
- stop regularly
- 15 mins every 200km (details must be exact)
- particularly on motorway
- drink slightly-sweetened drinks / water (suggestion of "alcoholic" invalidates)

Reject:

- feet on pedals (t.c.)

c) mark according to grid 3C

Maximum mark: 6 if no comparisons between methods of transport attempted.

#### Tâche 4

- a) A
- b) A
- c) C
- d) B
- e) B
- f) A
- g) B
- h) C
- i) B
- j) C
- k) A
- l) C
- m) A
- n) B





RECOGNISING ACHIEVEMENT

Mark Scheme 2654 01&03  
January 2005

**Unit 2654 (French), 2664 (German), 2674 (Spanish)*****Components 01 and 03: Speaking and Reading******Total: 60 marks*****Section A Discussion of Article**

Response to and understanding of article	10 marks (A02)	(Grid 4A)
Comprehension of and response to examiner	10 marks (A01)	(Grid 4B)

**Section B General conversation**

Spontaneity, comprehension, responsiveness, fluency	15 marks (A01)	(Grid 4C)
Pronunciation and intonation	5 marks (A01)	(Grid 1F)
Quality of language	10 marks (A03)	(Grid 4D)
Factual knowledge, ideas and opinions	10 marks (A04)	(Grid 4E)

**Section A: Discussion of article: Grids 4A and 4B****20 marks****Grid 4A: Response to and understanding of article****10 marks**

<b>0-2</b>	<i>Very poor</i>	Minimal understanding shown of article. Ideas largely superficial.
<b>3-4</b>	<i>Poor</i>	Limited knowledge shown of article. Considerable gaps in understanding.
<b>5-6</b>	<i>Adequate</i>	A reasonable level of understanding. Needs encouragement to develop ideas.
<b>7-8</b>	<i>Good</i>	Article generally well understood, but ideas rather limited.
<b>9-10</b>	<i>Very Good</i>	Excellent understanding of all aspects of the article.

**Grid 4B: Comprehension of and response to Examiner****10 marks**

<b>0-2</b>	<i>Very Poor</i>	Severe problems of comprehension. Very marked hesitation. Limited responsiveness.
<b>3-4</b>	<i>Poor</i>	Has general difficulty in understanding. Limited response to the majority of topics raised.
<b>5-6</b>	<i>Adequate</i>	Understands questions on basic concepts but has difficulty with more complicated ideas. Some delay in response.
<b>7-8</b>	<i>Good</i>	Few problems of comprehension. Responds readily and without undue hesitation. Quite forthcoming.
<b>9-10</b>	<i>Very Good</i>	No problems of comprehension. Prompt response to questions. Takes initiative in developing themes.

## Section B: General conversation: Grids 4C, 1F, 4D and 4E

40 marks

## Grid 4C: Spontaneity, comprehension, responsiveness, fluency

15 marks

<b>0-3</b>	<i>Very poor</i>	Severe problems of comprehension. Very marked hesitation. Limited responsiveness. No fluency or feel for the language.
<b>4-6</b>	<i>Poor</i>	Has general difficulty in understanding. Limited response to questions on majority of topics raised. Little fluency or feel for the language. Translates literally from the mother tongue.
<b>7-10</b>	<i>Adequate</i>	Understands questions on basic situations and concepts but has difficulty with more complicated ideas. Some delay in response. Needs encouragement to develop topics. Reasonable fluency and feel for the language with occasional use of relevant idiom. Limited expression of ideas.
<b>11-13</b>	<i>Good</i>	Few problems of comprehension. Responds readily and without undue hesitation. Reasonably forthcoming but tends to follow examiner's lead. Good fluency and feel for the language. Shows competent use of relevant idiom.
<b>14-15</b>	<i>Very Good</i>	No problems of comprehension. Prompt response to examiner's questions. Very forthcoming in developing topics. Able to guide the discussion and lead the examiner, offering and seeking opinions as appropriate. Very good feel for the language and is able to express concepts fluently and in the appropriate idiom.

## Grid 1F: Pronunciation and intonation

5 marks

<b>0-1</b>	<i>Poor</i>	Only comprehensible with difficulty. Heavily influenced by mother tongue. Many sounds mispronounced.
<b>2-3</b>	<i>Adequate</i>	A number of errors, with particular problems with more difficult sounds. Otherwise intonation and pronunciation mostly acceptable.
<b>4</b>	<i>Good</i>	Pronunciation and intonation mostly correct, although there may be occasional mispronunciation with more difficult sounds.
<b>5</b>	<i>Very Good</i>	Only occasional errors of pronunciation and intonation. Sounds authentic most of the time.



## Grid 4D: Quality of language

10 marks

There is a mark out of 5 for grammatical accuracy and another mark out of 5 for range, variety and appropriateness.

**Grammatical accuracy**

<b>0-1</b>	<i>Very poor</i>	Little evidence of grammatical awareness. Persistent serious and elementary errors in endings, tenses, genders.
<b>2</b>	<i>Poor</i>	Evidence of gaps in basic grammar. Frequent errors of an elementary kind, e.g. irregular verbs frequently not known; adjectival agreements and common genders faulty.
<b>3</b>	<i>Adequate</i>	Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language, but work is characterised by being inconsistent and with variable accuracy. Expression rather forced and problems with correct word order.
<b>4</b>	<i>Good</i>	Accuracy generally consistent. Shows sound grasp of A2 structures list. Tenses and agreements sound although there may be some inconsistency and errors in more complex areas.
<b>5</b>	<i>Very good</i>	High and consistent level of accuracy. Mainly minor errors. Confident and correct use of the full range of structures contained within the specification.

**Range, variety and appropriateness**

<b>0-1</b>	<i>Very poor</i>	Very limited vocabulary. Frequent anglicisms. Very limited range of structures. Only simplest sentence patterns.
<b>2</b>	<i>Poor</i>	Narrow range of vocabulary. Frequent repetition of common words. Some attempt at more complex sentence patterns, but errors still even in common structures.
<b>3</b>	<i>Adequate</i>	Some attempt to extend range of vocabulary but still rather repetitive. Shows some ability to produce syntax and structures appropriate to the task.
<b>4</b>	<i>Good</i>	Good range of vocabulary with little repetition. A positive attempt to introduce variety. Ambitious in use of a variety of complex sentence patterns but not always able to maintain correct usage.
<b>5</b>	<i>Very good</i>	Apt use of a wide range of vocabulary. Able to use idiom appropriately. Confident use of a wide range of complex sentence patterns and structures.

**Grid 4E: Factual knowledge, ideas and opinions****10 marks**

Note that it is not possible to be specific in the following grid because of the diversity of topics presented. The examiner should adapt the general statements below to the specific topics being addressed by the candidate. Grid 4E focuses on (i) knowledge and factual information; (ii) evidence of reading and preparation; (iii) ideas and opinions. Note that response to the examiner is assessed as AO1 in Grid 4C. The concern here is with knowledge and opinions.

<b>0-2</b>	<i>Very Poor</i>	Conveys very little information about the topics. Material very thin and vague. Much waffle or superficiality. Gives the appearance of not having studied the subject seriously. Insubstantial and hesitant delivery. No, or very few, ideas or opinions expressed.
<b>3-4</b>	<i>Poor</i>	Little information beyond the obvious or commonplace. Material thin, rambling, repetitious. Some evidence of preparation, but delivery is pedestrian, as are the one or two ideas expressed.
<b>5-6</b>	<i>Adequate</i>	Solid base of information with evidence of preparation. Material is factually sound, but with no evidence of wider reading. Material may not always be relevant. Exposition of topics is serious but somewhat stilted. Has begun to think about the issues and express ideas.
<b>7-8</b>	<i>Good</i>	Detailed exposition of the topics. Well-informed with a range of relevant factual information. Well prepared material. Interesting ideas and observations.
<b>9-10</b>	<i>Very Good</i>	Shows well-informed and consistently well-illustrated factual knowledge of the subject. Knowledge is allied to a clear grasp of the subject and understanding of the context and wider issues, and is expressed in a range of opinions and observations. Detailed preparation evident and topic presented with style and flair.

**Note: In cases where candidates fail to offer some factual knowledge, ideas and opinions related to the country where the language is spoken, a maximum of 4 marks (Poor) will be available on Grid 4E.**



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RECOGNISING ACHIEVEMENT

Mark Scheme 2655  
January 2005

**Transcript of cassette****Tâche 1:****Des étudiants en mal d'argent** (2 minutes 30)

-[reporter] Étudier pour ensuite trouver un travail ou travailler pour pouvoir étudier, c'est le dilemme de Fatima 18 ans, en première année de médecine et obligée de chercher un emploi à temps partiel. Elle reçoit une bourse de 300€ par mois, pas davantage, parce qu'elle vit chez ses parents en banlieue parisienne. Le système la considère donc comme une étudiante soutenue par ses parents, même si le père et la mère de Fatima sont actuellement en difficulté.

- [Fatima] Bon, moi je suis chez mes parents mais il faut dire que j'ai beaucoup de charges puisque notamment ma mère est handicapée et mon père est au chômage. Comment on fait? La carte orange, les sorties, les vêtements, la nourriture, à la fin du mois je me retrouve sans argent sur mon compte, comme maintenant, mais je n'ai pas le choix, je suis obligée de travailler.

- [reporter] Jérôme lui aussi a dû se serrer la ceinture, aujourd'hui en thèse de physique, il vit bien avec une bourse de 900€, mais le plus dur, dit-il, c'était avant.

- [Jérôme] Ça a été dur au début moi aussi j'avais seulement 300€ de bourse par mois. Et 3000€ pour dix mois, c'était difficile. Alors j'ai dû travailler pendant les vacances quoi. Je n'avais pas le choix. Si j'avais eu plus d'argent, ça aurait été plus facile, hein !

- [reporter] Le rapport Dauriac recommande notamment une allocation annuelle de 3000€ pour tous les étudiants de Bac+3 et Bac+4 qui ne vivent pas chez leurs parents sans autre distinction. Certains comme Jeanne Berre, trouvent cette mesure injuste.

- [Jeanne Berre] Vous avez donc les classes les plus défavorisées qui ne sont pas suffisamment aidées et de l'autre côté vous avez les classes les plus favorisées qui bénéficient d'une manière directe et très favorable ce qui donc ne fait que reproduire les inégalités.

- [reporter] Démocratisation d'un côté, sélection par l'argent de l'autre, le rapport Dauriac insiste sur le fait que les étudiants dont les parents ont un salaire mensuel supérieur à 4500€ ont deux fois plus de chances d'accéder au deuxième et troisième cycles que ceux dont les parents gagnent moins de 1500€ par mois.

**Transcript of cassette****Tâche 2:** ( 2 minutes)**Faut-il imposer l'hébergement d'urgence aux SDF?**

À Paris quatre sans-abris sont décédés en 48 heures. Alors faut-il, ou non, imposer à tous les SDF d'être pris en charge pour échapper au froid?

Il y a deux logiques qui s'affrontent :

D'un côté il y a le Préfet de Police de Paris qui dit qu'il faut emmener de force les personnes qui sont en grand danger. Lui, il réagit en termes d'urgence.

Et puis d'un autre côté, il y a les travailleurs sociaux qui eux, justement, font des tournées, doublent les tournées en période de grand froid pour aller au contact des gens. Les logiques ne sont pas les mêmes. Pour les travailleurs sociaux, leur logique est un travail qui consiste en un travail de contact qui repose sur la confiance, qui repose sur la relation amicale. Cette relation amicale, elle est la base de tout leur travail et elle va jusqu'à la persuasion, c'est-à-dire essayer de convaincre la personne d'aller se mettre à l'abri, sans recourir à la force.

Les associations, elles, disent: s'il nous faut utiliser la force, à ce moment-là, il ne faut pas que les policiers nous apportent dans nos centres d'hébergement les personnes qu'ils ont ramassées la nuit dans la rue. Parce que qu'est-ce qui va se passer? Nous, on n'a pas les moyens de retenir ces personnes. Elles vont venir là et puis une heure après elles vont repartir. Nous, on ne va pas les enfermer, à moins de mettre des barreaux au foyer d'hébergement. Mais à ce moment-là, ça s'appelle plus foyer d'hébergement, ça s'appelle commissariat de police ou prison. Ce n'est pas notre travail, disent les travailleurs sociaux. En revanche, c'est vrai que une personne qui manifestement est en grand danger, on ne peut pas la laisser mourir dehors, mais à ce moment-là, il faut laisser les services 'urgence agir, c'est-à-dire les pompiers et la police. Donc, à chacun ses responsabilités.

Réponses à la tâche 1 :

a) elle travaille / elle cherche du travail (à temps partiel)

b) parce qu'elle habite chez ses parents / parce qu'elle est considérée comme une étudiante soutenue par ses parents (1)

c)

- parce que sa mère est handicapée (1)
- et son père est au chômage (1)

d)

- il a dû travailler (pendant les vacances) / il a dû se serrer la ceinture (1)
- parce que sa bourse était insuffisante / il avait des difficultés financières / il avait seulement 300€ par mois/3000€ par an / il n'avait pas assez d'argent (1)

e)

- l'aide aux étudiants défavorisés est insuffisante (1)
- l'aide est favorable aux classes favorisées (1)
- cela reproduira/crée des inégalités / n'aidera pas à réduire le fossé existant / c'est injuste (1)

f) le salaire (mensuel) des parents (1)

[Total : 10 points]

Réponses à la tâche 2 :

- 1) la mort / le décès (1)
- 2) emmener de force (1) [both ideas needed to gain a point]
- 3) contacter/parler avec / communiquer (1)
- 4) leur confiance / amitié(1)
- 5) la persuasion (1)
- 6) les/des centres d'hébergement / foyers / abris / refuges (1)
- 7) repartir / partir / s'en aller / quitter le centre (1)
- 8) mette des barreaux (1)
- 9) transformerait / transforme / changerait / change
- 10) personnes (qui sont en) en danger (1)

[Total : 10 points]

**In addition 5 marks to be awarded for AO3 Grid 5A (see following)**

Réponses à la tâche 3 :

- 1) s'adonnent / se consacrent (1)
- 2) trop de temps / tout leur temps / un temps considérable (1) [an intensifier is needed to gain the mark]
- 3) une dépendance à / une addiction à (1)
- 4) sans (1)
- 5) s'inquiètent (1)

Réponses à la tâche 4 :

- aux jeux de réseau (1)
- aux jeux de rôle (1)

Réponses à la tâche 5 :

- a) mettre en relation (1)
- b) sur un mode très particulier (1)
- c) dissimuler (1)
- d) (totalement) imaginaire (1)
- e) dans les cas extrêmes (1)

Réponses à la tâche 6 :

- a) ont des difficultés à / ont des problèmes à / trouvent difficile de (1)  
exprimer leur personnalité / s'extérioriser / s'assumer (1)
- b) la communication / une relation/ une conversation entre (1)  
deux personnes seules/deux solitaires (1)
- c) La Toile / le Web  
aide à ne pas montrer / permet de dissimuler (1)  
qu'on est malheureux / qu'on n'est pas heureux / la tristesse (1)  
[2 points out of the above 3 have to be explained to gain 2 marks]
- d) personne ne (1) vous regarde / ne vous juge (1)  
or les autres (1) ne vous jugent pas / ne vous regardent pas (1)

Réponses à la tâche 7 :

- a) the desire to invent another self / to be someone else
- b) young people detached from society / social life / those without social life (1)
- c) children abandon all family relationships / they ignore their family / become cut off / they lose touch with their family (1)
- d) they fall behind/they get bad results (1)  
they spend all night in front of the computer (1) and they sleep during the day time (1) / night and day are inverted (2)
- e) it is not a real addiction / leave addiction to addicts(1)  
it is an insignificant / banal phenomenon (1)  
it is a way to escape reality (1)  
it is not new / it always existed (1)

- f) to reading / books (1)
- g) we can't bear to see(1) young people get / be bored (1)
- h) they feel it is a real addiction (1)
- i) when one has lost the ability (1) to adapt/control one's behaviour (1)  
when one has lost the freedom / liberty (1) not to do such or such a thing (1)
- j) put them through therapy aimed at (1) understanding the reason of their addiction (1)

**In addition 5 marks to be awarded for AO3 Grid 5B (see following)**

Tâche 8 :

(marked according to grid 5C)

In order to have access to the full range of marks in the Range criteria, the candidate must have covered a minimum of 10 points including one personal opinion.

If 5-9 points have been covered + one personal opinion the maximum mark for Range will be 3. Below 5 points + one personal opinion the maximum mark for Range would be 2. If there has been no attempt at giving a personal opinion, deduct 1 mark from the marks awarded for the range grade.

- a)
  - décès de 15 000 / nombreuses personnes
  - une canicule / une vague de chaleur / des températures très élevées
- b)
  - les fonctionnaires perdent le Lundi de Pentecôte
  - dans le secteur privé les employés perdent un jour férié ou de repos
  - les employeurs paient au gouvernement
  - un pourcentage des profits faits ce jour-là
  - qui sera versé dans une caisse pour les personnes âgées et les handicapés
- c)
  - les syndicats pensent que c'est un nouvel impôt pour les ouvriers
  - les employeurs prévoient un cauchemar bureaucratique
  - l'opposition pense que c'est trop peu
  - trop tard
  - le chef du parti socialiste trouve que c'est insuffisant et injuste
  - les promoteurs de corridas sont mécontents car c'est le jour où ils font le plus de bénéfices
- d)
  - support de 80% des Français
- e)
  - collecte de fonds suffisants
  - sur cinq ans
  - pour créer 10 000 places dans les maisons de retraite (d'état)
  - et 17 000 emplois



f)

- pays très touché par les effets de la vague de chaleur
- cela montre la vulnérabilité des personnes âgées
- aide aux vieux est un devoir





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RECOGNISING ACHIEVEMENT

Mark Scheme 2656  
January 2005

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**Unit 2656 (French), 2666 (German), 2676 (Spanish)****Culture and Society (written paper)****Total: 60 marks****MARKING SCHEME**

Information about and understanding of topics, texts and issues 40 marks for each essay (AO4) [Grid 6A]

Quality of Language 20 marks for each essay (AO3)[Grid 6B]

**The following general principles apply to the marking of the Culture and Society paper in all languages.**

- 1 **Assessment criteria:** All scripts are to be marked in accordance with the assessment criteria below (Grids 6A and 6B).
- 2 **Marking:** Examiners are asked:
  - (a) to single-underline all language errors
  - (b) to indicate omissions by a caret sign (^)
  - (c) to indicate superfluous or unclear material by a wavy line.
- 3 **Comments:** Examiners are asked to write **no comments** at all on the scripts. However, in certain cases it may be helpful to attach comments on a separate sheet when an explanation of the allocation of marks may be deemed necessary.
- 4 **Length:** As there is no limit on the number of words to be written per essay, no penalties are to be imposed.

Essays which are too short should be assessed as normally; the shortness will usually be self-penalising.

- 5 **Rubric infringements:**

**Where candidates write their essays based on the same text or topic, only the better of the two should be marked.**

In such cases the action taken by the examiner must be clearly shown at the foot of the essay, and the words **RUBRIC INFRINGEMENT** written on the front cover. There is no need to mark such scripts for the attention of the Team Leader.

Any other cases of rubric infringements should be drawn to the attention of the Team Leader.

- 6 **Reference to the country:** Both the Aims and the Assessment Objectives of the specification indicate that essays in Section C must relate to "**a country where the language studied is spoken**". It is acknowledged that some of the topic titles have international application, but each title in the specification refers specifically to the country/countries in question. There is, therefore, no excuse for essays which do not refer to the country/countries studied. It should be noted in this respect that, with the exception of those topic areas asterisked in the specification, **any** country where the language is

spoken is acceptable for the purposes of this paper (eg Francophone Africa, Austria, Latin America).

**Essays which make no or little reference to the country/countries in question may be awarded no more than 7 marks on both grids.**

- 7 **Indication of marks:** At the end of each essay, the examiner must show the mark awarded under each separate grid, and the resulting total, which should be ringed.

e.g.

6A	15	17	32
6B	6	7	13
			45

Add the two totals out of 60 together to get an overall mark out of 120. Divide this by two (rounding up any ½ marks) to get a final total out of 60. Indicate this on the front cover of the answer script.

e.g.

$$45 + 38 = 83 = \textcircled{42}$$

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**Grid 6A (1) Information about topics, texts, relevance and appropriateness of response****40 marks****0-3 Very Poor**

Extremely brief and/or very inadequate answer. Little or no knowledge of the text/topic. Frequent irrelevance. A very superficial treatment of the task.

**4-7 Poor**

The candidate has a limited grasp of the text/topic. Some material but little attempt to organise it or answer the question. There are omissions and some irrelevancy in completing the task.

**8-11 Adequate**

Evidence that the candidate has understood the text/topic presented. The essay has a preponderance of content but there is evidence of ability to recognise the central issues. Rather dull treatment of the task.

**12-15 Good**

Evidence of thought and preparation showing a sound knowledge of the text/topic, supported by factual knowledge. Mainly relevant to the task and demonstrating some imagination and/or originality (where appropriate).

**16-18 Very Good**

The text/topic is used and pointed to the question, the general issues pertinent to the text/topic have been taken into account in response to the question. There is evidence of an ability to produce an imaginative and/or original response to the task (where appropriate).

**19-20 Excellent**

Intelligent use of factual information, clarity, sense of control. Clear evidence of thoughtful evaluation of texts/topics. A precise and thorough response to the task showing insight into the text/topic.

**Grid 6A (2) Understanding of topics, texts and issues, structure and development of ideas. 20 marks**

**0-3 Very Poor**

May have great difficulty communicating at this level in the foreign language. Ideas presented at random. Sequence illogical with no development of an argument and no ability to draw conclusions.

**4-7 Poor**

Little attempt to structure the work. Some sequence in facts presented, but a weakness in paragraphing and no real build-up of an argument to a conclusion. Rambling and disjointed.

**8-11 Adequate**

Ideas generally organise in a structured way and some ability to organise into paragraphs and sequence the argument, although somewhat superficial.

**12-15 Good**

Some ability to develop ideas and opinions even if without much sophistication. Clear line of thought with competent development of argument. Ideas mostly well-linked and some ability to draw conclusions.

**16-18 Very Good**

The essay has an argument and develops a case but there may be some limitations in scope. There is a clear line of thought and/or evidence of an ability to draw conclusions.

**19-20 Excellent**

Well-balanced and coherent piece with an excellent introduction and good organisation with clarity and a sense of control. Ideas clearly linked and well-developed. Thoughtful work.

**Grid 6B Quality of language** **10 marks**

**Grammatical accuracy** **10 marks**

**1-2 Very Poor**

Little evidence of grammatical awareness. Persistent serious and elementary errors in endings, tenses, genders.

**3-4 Poor**

Evidence of gaps in basic grammar. Frequent errors of an elementary kind, e.g. irregular verbs frequently not known; adjectival agreements and common genders faulty.

**5-6 Adequate**

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language but work is characterised by being inconsistent and with variable accuracy. Expression rather forced and problems with correct word order.

**7-8 Good**

Accuracy generally consistent. Shows sound grasp of A2 structures list. Tenses and agreements sound although there may be some inconsistency and errors in more complex areas.

**9-10 Very Good**

High and quite consistent level of accuracy. Confident and correct use of the full range of structures contained within the specification. Only minor errors of spelling which do not affect the morphology.



**Range, variety and appropriateness****10 marks****1-2 Very Poor**

Very limited vocabulary. Frequent anglicisms. Very limited range of structures. Only simplest sentence patterns.

**3-4 Poor**

Narrow range of vocabulary. Frequent repetition of common words. Some attempt at more complex sentence patterns, but errors still even in common structures.

**5-6 Adequate**

Some attempt to extend range of vocabulary, but still rather repetitive. Shows some ability to produce syntax and structures appropriate to the task.

**7-8 Good**

Good range of vocabulary, with little repetition. A positive attempt to introduce variety. Ambitious in use of a variety of complex sentence patterns, but not always able to maintain correct usage.

**9-10 Very Good**

Apt use of a wide range of vocabulary. Able to use idiom appropriately. Confident use of a wide range of complex sentence patterns and structures.





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RECOGNISING ACHIEVEMENT

REPORT ON THE UNITS  
January 2005

## French 2651 (Oral Examination)

### General comments

There were many good performances in this examination and overall the standard was higher than in the summer, a result which is to be expected, as many candidates were re-sitting the examination, or were bilingual or were native speakers taking the examination for the first time. There was evidence of good preparation and practice, and initiative and imagination were displayed both in the role-plays and in the topic discussions.

### Comments on individual questions

#### Role-play

#### Response to Written Text

#### Task A

This was the most frequently used role-play, as it came first in the random sequence. The task proved to be straightforward and most candidates coped well with it. They were able to cover the key points without too much difficulty, and many of them were able to explain the advantages of the Safeguard system in contrast to alarms and double glazing for security purposes. Many of them were also able to use appropriate vocabulary to convey the point about leaving the Safeguard system locked without shutting out the daylight. The vocabulary of most candidates proved to be adequate to the task when dealing with discounts and guarantees. Many candidates used *les mesures* or *la taille* when explaining that one has to supply the measurements of windows and doors, but few of them used *les dimensions*. The telephone number was for the most part correctly conveyed, although some candidates seemed unaware of the French convention for expressing these numbers with two digits together.

#### Task B

This task was the least frequently used, as it was the last in the random sequence and occurred only in Centres where there were five or more candidates. Most candidates conveyed correctly the number of houses built and the price of the *Cranmore*. Discussion of the dimensions caused more problems, with some candidates expressing the figures as metres rather than millimetres. The other key points caused no problems and the majority of candidates were able to convey most of the information required.

### Task C

This task was for the most part well done by those candidates who attempted it. Most were able to cover the majority of the key points, although some could have explained a little more clearly what there was to see in the museum and the fact that visitors could learn about the history of St. Helens. As in Task A, some candidates gave the telephone number in single digits. *J7* on the motorway was not understood in some cases and many candidates seemed not to know la sortie.

### Response to Examiner

Many candidates asked the two preliminary questions correctly and it was pleasing to hear attempts at rephrasing the forms on the candidate's sheet. Candidates who begin with *Pourriez-vous me dire?* or *Je voudrais savoir* are to be commended. There was the occasional failure to change the possessive adjective in the first question in Task A.

Most candidates had spent the preparation period well and were able to convey the main points of the English text confidently. They responded well to the examiner's questions, and in some cases were able to speak at length and expand on the points.

The extension questions were in most cases well handled. For example, in Task A, some candidates advanced good ideas for the best ways to reduce burglaries; furthermore, some imagination was evident in describing the characteristics of a good company representative. The extension questions in Tasks B and C also produced some good answers. The most successful candidates in this area are those who take charge of the conversation and respond to the Examiner's questions at length. They participate in a positive way and play the role as if it were a real situation.

### Language

There was a wide range of performance on quality of language, and while there were many candidates who were able to handle the language without making many errors, the accuracy of others was inconsistent and, in some cases, poor. Some examples of errors are:

vous est  
vous êtez  
on peut les coulisse  
qui offrit  
par demander (for *en demandant*)  
ils fait  
il donner  
nous faitons  
nous vous téléphonez  
ils envoyer

votres fenêtres

beaucoup des  
de le, de les  
à le, à les

Incorrect genders of words such as *fenêtre, porte, taille, brochure, chose, système, garantie, gamme, grille, gare, région*.

Examples of anglicised vocabulary:

démonstrater  
criminals  
signes (for *panneaux*)  
intruder  
duration  
cultural  
objects  
quotation  
absolument  
cost  
protector  
physicalement

## Examining

The role-plays were in most cases correctly timed and conducted according to the instructions. Examiners generally introduced the tasks clearly and made good use of the suggestions for development in the Examiner's booklet.

Care should be taken, however, not to "feed" information which the candidate is expected to supply; marks cannot be awarded under "Response to Written Text" for information given by the Examiner. Nor should the Examiner ask for information which has already been given by the candidate, as this is off-putting to the candidate. It is also important to give the candidates the opportunity to cover the key points, while remaining within the time allowed for the role-play. In one or two instances insufficient numbers of questions were asked, and so the candidates were prevented from covering some of the stimulus material.

## Topic Discussion

### Presentation

While the usual topics were in evidence (for example La Drogue, Le Tabagisme, L'Alcool, L'Éducation, La Gastronomie, with the usual facts and figures), it was a pleasure to listen to some really personal and individual choices such as La Marine

française, Mon Grand-père à Courchevel, La Presse française en crise, L'ETA, L'Identité bretonne and L'Aviation.

There is so much information available now that very few candidates failed in this examination to reach the adequate band for factual knowledge. The best presentations were those which displayed evidence of research and which had a clear structure, often ending with a conclusion. They were able to convey detailed facts, including statistics where appropriate, and to add further factual information during the discussion.

Candidates who were less successful in this area produced rather thin factual content without much detail. Some presentations were rambling and badly organised and were, in some instances, difficult for the listener to follow. Some candidates were not able to add many more facts after the presentation.

Some candidates still try to read or recite the presentation from notes. The best presentations are those which are spontaneous. Although candidates need some notes as a prompt, too heavy a reliance on them spoils the natural flow and can cause problems of comprehension for the listener.

### **Spontaneity and Fluency**

The majority of candidates were able to speak French fluently and to discuss the topic spontaneously and in an interesting way. The most successful candidates took charge of the conversation and developed their ideas and opinions at considerable length, which was impressive. Some candidates, especially those talking about social problems such as smoking, alcohol or drugs, as well as many of those discussing education or food, rehearsed only obvious points and were not able to offer very much personal experience of the situation in France. Candidates are reminded that if they make no reference to France, they cannot be awarded a mark above "Poor" for the presentation. They are also expected to be able to refer to the situation in France during the discussion.

As in the presentation, there were some candidates who seemed to be relying very heavily on notes during the discussion. They were not able to offer any ideas beyond rehearsed replies to the Examiner's questions. Such discussions would not normally score higher than "Adequate" in this area.

The most successful topic discussions are those where there is a full and planned presentation, with additional facts being conveyed during the discussion. The facts are presented in an interesting and lively way. During the discussion there is some personal engagement so that the candidate is able to follow a particular interest in the topic.

## Pronunciation and Intonation

There were not many instances of poor pronunciation and intonation in this examination.

Many candidates sounded French most of the time, with generally good intonation and few errors of pronunciation. There were, nevertheless, some candidates whose intonation was rather anglicised and who made some significant errors of pronunciation, for example:

The im- and in- prefixes in words such as *inévitabile, interdit, important, indépendant, intéresser, influence, informations*.

A tendency to sound silent endings in words such as *ils, dans, art, offrent, statistiques, respect, tabac*.

Some candidates sounded the “s” in *est*

Anglicised pronunciation of words such as *gouvernement, alcool, parents, déclarer, éducation, qualité*.

Incorrect pronunciation of *gn* in words such as *signer, significatif*.

Other words sometimes pronounced incorrectly included: *femmes, eu, chaînes* (pronounced *chaîns*).

## Language

Many candidates could handle constructions such as passives, subjunctives, *après avoir/être*, *en* + present participle, and *depuis*, as well as a range of tenses including the conditional perfect in some instances. In order to be placed in the “Good” or “Very Good” bands, candidates are expected to produce some complex structures and a good range of vocabulary. Of course, candidates who talk at length in a natural way are rewarded in the same way.

The vocabulary of most candidates was adequate to the task and in some cases impressive. There were, however, some instances of anglicised vocabulary, for example: *picturesque, l’individuel, interférer, officials, sacrificier, professionals, similar, popular, résoudre, difficult, expenses, exhibitions*.

As in the role-play, the accuracy of candidates’ language varied considerably. Examples of errors are:

ils fait

j’aurais voir

les Français rester

les touristes vient

c’est for il y a



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ils a été

vous arrive

vous peut

les jeunes sait

le gouvernement ont

ils dit

beaucoup des

à le, à les

de le, de les

plus beaucoup

per cent

des autres

différent que

avant il a

par créer for en créant

l'adolescents, l'enfants

c'est belle

Incorrect genders of words such as *guerre, surprise, plupart, question, décision, musée, langue, croix, idée, ville, région, personne, musique, santé*.

### Examining

Many teacher-examiners conducted the topic discussion in a lively way and showed interest in what the candidates had to say. They asked a good range of questions to elicit factual information and to draw out the candidates' ideas and opinions as far as possible within the time allowed.

Some Examiners did not ask sufficiently searching questions to draw out further information during the discussion or to allow the candidates to develop their ideas and opinions beyond a basic level. In some cases spontaneous questions should have been asked to prevent the candidates from reading from notes and thereby allow them to develop ideas beyond those which had been practised previously.

The presentation is intended to allow the candidate to introduce the topic and to convey the basic factual information in an ordered way. It must not be interrupted by the teacher-examiner.

## 2652: Listening, Reading and Writing (1)

### General Comments

The paper produced a wide range of marks, with quite a large number of candidates managing to score at least 60 marks. This is in line with the fact that, rather than taking this exam early in Year 12, many candidates are in fact A2 candidates re-taking this AS unit.

Weaker candidates scored more marks in Section 1 than in Section 2, where language-producing skills were required. The vast majority of candidates completed all the tasks, so it would seem that they had had plenty of practice in allocating their time efficiently.

### Comments on Individual Questions

#### Task 1

##### Section A

1 to 5 This provided a straightforward introduction to the paper and was well done by most candidates. Q5 (B) was the most accessible and Q4 (F) the least. Q3 (G) frequently caught candidates out: they often gave (C) as an answer because they equated *emploi instable* and *emploi temporaire*. Quite a number of candidates inverted (D) and (A). Logic could have told them that the number of women in work had to be greater than the number of those choosing to give up work on the birth of a child.

##### Section B

6 to 10 This section was also accessible. To complete this section, candidates had to listen to the whole passage again, and this meant that they understood it better. They made fewer mistakes. There was no real discernible pattern in the incorrect choices, except perhaps in Q7, where (C) was often given instead of (B).

#### Task 2

1 to 11 Most candidates managed to score at least half marks on this exercise. Best answered were Q1 (G), Q5 (E), Q9 (J) and Q11 (H). For Q2 (C) - possibly because candidates associated dancing and singing - and (F) figured quite a lot. (L) was frequently given for Q10 because candidates latched on to the word *retard* in the passage and took no notice of grammatical clues which should have indicated that an adjective - and not an adverb - was required to complete the sentence. In spite of this instance, it would seem that candidates were beginning to make better use of grammatical markers when choosing their answer.

### Task 3

1 to 10 This exercise seemed to be more demanding. Generally candidates scored fewer marks for Task 3 than for either of the preceding exercises. A number of candidates wrote only 9 ticks, thus wasting one of their chances. The mark of a candidate who gives more than 10 answers is reduced by the number of ticks in excess of 10. Many candidates feel that reading is easier than listening, and so perhaps do not concentrate as much as they should. They therefore tend to read either the text or the questions without sufficient care and attention. They often tend to make choice on the basis of words appearing both in text and statement. Consequently Q2, for example, was often ticked, presumably because of *honnête*, regardless of the fact that in the text it was associated with *ne...que*, whereas in the statement it was linked to the intensifier *très*. Similarly, *carrière* in both text and statement meant that Q3 was frequently selected. Candidates should not base their replies on isolated words or phrases but should instead take into consideration the meaning of the whole relevant section of the text. Having erroneously ticked Q2 and Q3, candidates reached their total of 10 and did not give enough consideration to some of the later statements. Only the best candidates selected Q9, because most ignored the phrase *avec préméditation*; and Q10 was favoured, possibly because candidates did not know *enfermé*.

### Task 4

As ever, weaker candidates found this exercise the most demanding of all. Some attempted only Q1, Q2, Q4 and Q5; and so forfeited the 5 language marks from grid 2A. Others attempted to transcribe long sections of the spoken text, regardless of the questions that were asked. To maximize their scores, candidates must allocate time to check the quality of their French in their answers. Far too many basic errors occurred (infinitive instead of past participle, lack of agreement between subject and verb, noun and adjective etc.).

1) Here the vast majority of candidates understood that there was a computer problem and many added that the manager had tried to send a message, though a number incorrectly assumed that he had been unable to send it. The concept of urgency was less frequently identified. A significant number of candidates felt they had to give the substance of the message here and provided a summary of the whole message. They should have looked at subsequent questions and seen that the material was tested elsewhere and therefore was not required for Q1. Weaker candidates, having failed to understand the text, tried to transcribe it and ran together the words *mail* and *hier*. The outcome was meaningless.

- 2) A significant number of candidates failed to read the rubric carefully and ticked only one box. Checking the marks allocation would have saved them from wasting a mark. The vast majority answered correctly, with only a few choosing (B) or (F) instead of (D)
- 3) Not many candidates could manage the subjunctive, in spite of the clear invitation provided by *il faut que* in the question. Only the best candidates referred to *les employés*, showing their sound understanding of the text. Others picked up *les chercher* from the text and were fortunate that the mark scheme allowed the use of the 3<sup>rd</sup> person plural pronoun.
- 4) As for Q2, occasionally only one box was selected. Occasional errors occurred, the most frequent being the choice of (D) ,presumably because of the presence of *heure (d'arrivée)* in the message.
- 5) Most gave the right answer here (A), with just a sprinkling of (B) and even fewer (C).
- 6) Most candidates managed at least one of the two points allocated to this question. *Les prix avantageux* was incorrectly rendered (*nos pre-avantage jeux*). Although it was stated in the passage, the gender of *rapidité* was not known. Other common language errors included *de le service* and *de les prix*.
- 7) Occasionally candidates gave the answer to Q6 here, which showed they had not understood either question or, more particularly ,the verbs *attirer* and *empêcher*. It is also possible that, having heard *se joindre* on the tape, they assumed that what came next was the answer to this question ,where *se joindre* also appeared.
- 8) Only about 20% of candidates managed to answer this question correctly. The difficulty was twofold and involved both listening and linguistic ability: Firstly, candidates had to identify the number 15(which some mistook for 14 or even 4 ) as well as *en moins de*. The nasal sound defeated most: they thought that they had heard *au moins*. Secondly, the sentence had to be completed so that it made sense grammatically – with a verb in the 3<sup>rd</sup> person singular. The verb *devoir* was often missed out, showing that candidates had not really understood that constraints were related to the contract. Better candidates managed to express the correct concept and even produced valid answers which had not been anticipated such as *a un maximum de 15 jours pour terminer*.

- 9) Faulty listening skills led many candidates to think that the message mentioned *la fermeture de Noël* (often rendered as *fermeture*) when in fact it referred to *la fermeture annuelle*. It is worth paying careful attention to vowel sounds and singling them out when practising listening. Another problem occurred when the candidate answer contained a statement which was clearly at odds with the meaning of the text, implying, for example, that because the hotel would be closed, Euro-Carpet could take as long as it liked to complete the job (*Parce que c'est leur fermeture annuelle, donc si nous ne terminons pas dans 15 jours, ce n'est pas un problème*). A number of candidates managed to get the mark attached to the concept of the absence of problems, but poor use of tenses and faulty syntax frequently resulted in meaningless French.

### Task 5

??? This question differentiated very well, but it appeared that, possibly because they did not have to translate it, a number of candidates had not read the introductory paragraph that put the letter in its context. Consequently, they had very little idea of what was happening in the rest of the text.

There were fewer spelling mistakes than in the past: "available" and "necessary" were correctly spelt but "initially", "business", "entire", "writing", "representative", "benefit" and "regular" proved more problematic. So was the difference between "of" and "off" and between "as" and "like". A number of candidates did poorly on grid 2B because they gave a word-for-word translation of the French. Instead of thinking of the ideas contained in the text and transferring them into meaningful and grammatically correct English, they produced gibberish. Inappropriate use of tenses was not uncommon, especially in the first two paragraphs. Candidates must learn to keep time to check the irquality of the language. It was very pleasing to note that some candidates were able to produce an excellent rendering of the French text in fluent, elegant and correct English.

#### Paragraph 1

The following words and phrases were inappropriately rendered: *usine* (kitchen, fire, usage, machine, system, disaster, flooring, flood) *viennent de* (future tense), *dégâts* (damages, waste, stains, losses, even delegates), *bien entendu* (well heard, listen well), *si* (although, as), *liquider* (to liquidize, to destroy, to dissolve). A number of weak candidates did not recognize *avons* as a part of *avoir*. Instead they contrived to include aeroplanes in their rendering of the letter; common sense should have told them that within the context of a fire in a carpet factory, "flying them in crates" might not be right. Similarly, the thought of "dissolving/liquidizing" an entire stock of carpets should have sent warning signals. *Il n'est pas question de* also proved quite a puzzle, with many suggestions of shady practices ("If we are to preserve our good reputation we must unquestionably sell our carpets as if nothing had happened"). Candidates must not translate word for word but must convey the right ideas. It is possible to move away from the text and still explain its meaning (e.g. "we cannot possibly" for *il n'est pas question de*).

### Paragraph 2

Problems with incorrect English were frequent – word order with the superlative, present tense with “for a long time”. Candidates found the following words and expressions testing: *de longue date, un de nos clients les plus fidèles, nous tenions à vous contacter, acheteurs éventuels, la gamme de nos produits*. For a number of candidates, it was noticeable that when they had difficulties understanding some sections of the text, they simply left them out. This was particularly true of the sentences starting with *En effet* and *Inutile de*. At the end of the paragraph, many did not seem to realise that *qualité* referred to both products and service, so they lost a mark.

### Paragraph 3

This section was generally found easier than the rest ,but a number of expressions gave difficulties: *Vu* (seen or looking at), *remise* (left out) *jusqu’à* (around), *toute commande passée* (previous/past/passed commands), *dans les plus brefs délais* (with brief details/delays) and finally *grand public* (great/grand public). A common error was to think that Maxi-Moquettes would be sending a representative.

## Task 6

Although there were fewer really good letters this time than on previous occasions, candidates overall seemed to cope with this exercise better than in the past. The majority of candidates merely put the bare message into French with varying measure of success . Some had armed themselves with business phrases which they could not always incorporate syntactically. The more able attempted to give structure and authenticity to their writing instead of producing a string of isolated sentences.

Verb forms and tenses continue to be problematic, as are agreement of adjectives, position of adjectives and pronouns ,and infinitive constructions (*j’irai et voir*). “Work” vocabulary was not known: “*to sign, a contract, delivery, to settle, an account*”. Other problem areas included: “carpet ”(surprising given the context of the situation), “Wednesday ”(*en le/sur Mercredi* or some other day of the week), “offer ”(*offert*), *besoin* used as a verb (*nous besoin beaucoup*), “to be able to ”(*est-ce qu’il possible*),. Candidates often resorted to inventing words or to leaving untranslated any words they did not know, instead of trying to rephrase the message. There is much scope for improvement in this section, but it was pleasing to see expressions such as *nous venons de conclure un nouveau contrat, j’envisage de vous rendre visite, je compte venir, seriez-vous en mesure de* etc. appropriately used in highly competent letters.

## 2653: French Reading and Writing

### General Comments

The two comprehension questions were well done, despite the fact that some candidates still tend to jump to conclusions based on the similarity of vocabulary. The grammar question elicited excellent answers; only the weakest candidates obtaining fewer than half marks. The main discriminator was, as always, the writing exercise and, within that, the Quality of Language and Comprehension elements.

It must also be stressed that the standard of candidates' presentation is deteriorating. Whilst examiners make every effort to decipher what is written, an answer which is unclear, crossed out, or truly illegible cannot be given credit.

### Comments on Individual Questions

#### Q 1.

Many achieved full marks for this question. Answers most often incorrect were 3 (H for K, perhaps because candidates were too quick to associate *confort* and *confortable*), 6 (I for J, a similar association of *mal* and *malade*) and 7 (B for F: *salle*). Time must be taken to read the sentences carefully and to ensure that they are understood before the exercise is completed.

#### Q. 2

This was very well done by most candidates, the majority of whom scored at least 6/8. Where there were errors, these again seemed to be the result of completing the exercise too swiftly and without looking at details such as qualifiers: so, for 1 the answer given was often A, ignoring the distinction between *toujours* and *pas seulement*. One item of vocabulary which was not always known was *défendu*, thus leading to the wrong answer in 6.

#### Q. 3

The new layout of the writing question appears to have helped candidates and encouraged them to realise that 10 marks for comprehension were to be gained within paragraphs (a) and (b). Even so, this was in many cases the weakest of the three elements. The recommended length for this exercise is 200 words. It is not necessary for candidates to give an accurate word count – time would be better spent on checking what they have written – but they should be warned that to write at great length may be counter-productive.

### 3A Quality of language

Few candidates were able to reach the “Very Good ”band (9-10) in this element. Accuracy was variable, and the formation of irregular verbs, even *être*, was often poor; *conduire* in particular was rarely known. There were many basic errors: the singular ending after *ils* was prevalent, the forms of *ce* were not known (*cet problèmes, celles véhicules*), and the reflexive pronoun was often omitted (*les passagers réveillent avec des douleurs*). Common genders were ignored, even when they were obvious from the text (*le voiture* or *la voiture* followed by *ils*).

Vocabulary was anglicised or invented: *préventer, fiable* and *convénient* were the most popular. There was confusion between *jambes/jambons, transport/transportation, rester/reposer, ajuster/ajouter* and *dos/derrière* (*ils trouve qu'ils ont mal au derrière*), and most were unable to distinguish between *vite/ rapide* or *tard/en retard*. A slip of the pen led to errors such as *il faut boire une poisson légèrement sucrée*.

On the positive side, many used the subjunctive with confidence, and infinitive constructions were generally well known. It was also pleasing to see a number of idioms in candidates' work. There was evidence of pre-learnt set phrases; these are not penalised, provided they are used correctly and in context, which was not always the case.

### 3B Comprehension of text

A few candidates did not read the questions carefully, with the result that their answers were partly irrelevant; in (a) these tended to concentrate on the problems rather than the causes. There was some misunderstanding, particularly of *au volant* (*avant volant, il faut installer correctement, le volant doit prendre un arrêt*) and of the reference to 20-40 minutes. Many wasted time and space by repeating the question, often in bad French (*Les solutions sont proposées sont...*) and there were in fact very few answers which obtained the full 10 marks, even though there were almost twice that number of points from which candidates could choose. More practice on working out the link between the questions and the text would probably be helpful.

Candidates' French was itself responsible for distortion of the facts: *c'est très important d'adapter la position entre vous et vos jambes ; on devrait placer leurs pieds sur les pédales sans mouvoir les jambes ; on doit trouver la distance correcte pour les jambes pour qu'on ne stress jamais ses moules ('muscles' ?), il est important d'assurer que le dos face tout droit à la route*. There were many examples of 'lifting' from the text, and in some cases this distorted the meaning e.g. the omission of *légèrement* from *une boisson très légèrement sucrée*.

### 3C Response

Again, the importance of reading the question must be stressed. Candidates were not asked, 'What do you think of the article', but something more precise. In deciding whether they thought the car was the best method of transport, candidates needed to make at least some reference to other possibilities. Many responded very well, and marks in the “Very Good” category were not rare. However, examiners are looking for some evidence of 'insight and imagination' for the higher bands, so GCSE-type



references to 'the car is fast', 'trains are late', 'I like flying' were given only minimal credit. Points which scored highly included references to a feeling of independence, the ability to relax, car-sharing, pollution (though the Environment is an A2 topic and was not expected at this level), benefits to health, and many other excellent individual points. It was surprising to note that only a minority of candidates used the term *transports en commun*.

Q. 4

The language exercise was very well done; centres and candidates have obviously made a huge effort to cope with the demands of the grammar list and are to be congratulated on their success. It was, however, disappointing to note that some of the points known in question 4 were not put into practice in the Writing exercise (notably *beaucoup de*).

The main problem was in (d), where the position of the pronoun was not known. In (f) many did not recognise the need for the subjunctive. A few made very poor choices: *doivent été* in (g), *on ne voulons pas* in (i), *ses réveillent* in (k), *ce qui ne boivent pas* in (m), but there was a high proportion of marks of 13+/15 in this exercise.

Candidates should be reminded that if they copy phrases word for word from Q. 4 into their answers for Q. 3, those words will not be taken into consideration in assessing the Quality of Language mark.

## **2654 – French: Speaking & Reading**

### **General Comments**

The candidature consisted of a significant number of native speakers (out of a total candidature of 43) and a fairly high number of A grade candidates .. The three texts all appeared accessible and no problems occurred in the conduct of the tests.

### **Comments on Individual Questions**

With many Centres submitting single candidates, Text A was used much more widely than B or C. C was rarely used.

**2655/01: French Listening, Reading and Writing  
(Written Examination)**

**General Comments**

The paper was appropriate for the ability range of the candidates. And candidates' overall performance was generally good. The paper produced a good spread of marks as did most individual exercises within it.

Some scripts were outstanding, as they demonstrated an excellent understanding of the language, a wide knowledge of vocabulary and an ability to use complex structures with confidence. All questions were generally well understood but weaker candidates had difficulties with the gap filling exercises and with explaining expressions from the text in their own words.

All the candidates finished the paper and many wrote in the last question very interesting responses to the topic of giving up a bank holiday to help old people.

Candidates on the whole were well prepared to the demands of this A2 paper.

**Comments on Individual Questions**

**Section A:**

In general candidates found the second listening comprehension exercise more challenging than the first one.

**T.1:**

On the whole candidates showed a good understanding of the passage; some showed a very good ability to manipulate the language, while others had problems with the syntax and accuracy, as they phonetically transcribed what they heard instead of answering the question.

**(a)** Most candidates understood the question and gave the correct answer. The phrase *à temps partiel* proved to be difficult for some, as it was often misspelled. A few students failed to understand the meaning of *à part ses études* and answered *médecine*.

**(b)** This was usually well answered but the verb was often not conjugated correctly, e.g.: *elle vie/vi*. In some cases candidates said *she was living in the suburbs of Paris*, but failed to say *she was living with her parents* and thus lost a mark.

**(c)** Some candidates who were unsure wrote more answers than required, hoping that the correct answer would be among all those they had written. Such practice does not gain extra marks, as in such cases only the first answer on each line is credited.

The majority of candidates were able to give the correct answer; however *handicapée* was often incorrectly spelt.

**(d)** Candidates understood the question and usually gave the correct answer but some candidates failed to notice the question was in the past tense and used the wrong tenses in their answer.

**(e)** This was the least well answered question as many candidates phonetically transcribed the text, making language mistakes in the process or leaving out key words they did not understand. This question was a good discriminator for the language mark. The words which caused difficulties were *suffisamment*, *favorisées*, *défavorisées*, *bénéficient*, *de l'autre côté*.

(f) Some candidates gave some specific salary details, e.g. *ses parents gagnent moins de 1500€ par mois* which is not what was required.

## T.2

Many candidates found this task difficult and the weaker candidates left many of the gaps blank.

- (1) Though many candidates understood the question the answer was often inaccurate, e.g. *les morts, décédé, avoir décédé*.
- (2) Few candidates gave the correct answer. The most common wrong answers were *forcer, utilisé la force*.
- (3) (4) (5) (6) (7) (10) These were usually well answered. The article/adjective was often left out in (4) and (5).  
Candidates found (8) and (9) the most difficult. A few candidates successfully used the subjunctive in (8).

In this type of exercise it is important that candidates fill in the gaps with words which are grammatically correct.

## Section B:

### T.3

Many candidates found this exercise difficult. Good candidates were able to show their language skill not only by picking the right word/expression but also by writing it accurately.

- (1) Many candidates failed to notice that the required verb needed the preposition *à* after it, so though the use of *utilisent* showed understanding it was not accurate.
- (2) *Beaucoup de temps* was not enough, an intensifier was needed to gain a point.
- (3) The right word was used but often with the wrong preposition.
- (4) This was the most difficult gap to fill as many candidates left it blank or put in the wrong word, e.g. *par, avec*.
- (5) Most candidates showed understanding but few showed accuracy, e.g. *inquiets, inquiètent, soucient*.

### T.4

This task was done correctly by the majority of candidates. Only a few failed to see the word *souvent* in the question and therefore gave the wrong answer.

Candidates “hedging their bets” by writing more than one answer on each line, should realise that only the first answer on a line is taken into consideration.

### T.5

Some candidates failed to give the exact equivalent by either writing too much (e.g. *se dissimuler, un personnage totalement imaginaire*) or too little (e.g. *un mode très particulier* where *sur* is missing; *les cas extrêmes* where *dans* is missing).

### T.6

This was the most challenging task in the paper, as candidates had to explain the expression in their own words. The definition they provided also had to make sense and be grammatically correct in order to gain a good language mark in this section.

(a) one mark was allocated for an explanation of *ont du mal à* and another for *s'affirmer*. Some good answers included *trouvent qu'il est difficile d'être soi-même; des gens pour qui la communication personnelle avec les autres est pénible*.

**(b)** The key words to explain were *solitude* and *partagée*. *C'est partager sa solitude avec quelqu'un* will not score any marks, as it re-uses the words already provided. Good answers included *c'est quand on peut passer du temps avec quelqu'un qui est aussi seul que vous*; *l'opportunité pour les personnes seules de créer une relation avec d'autres solitaires*.

**(c)** The candidate had to explain two out of the three key points: *Internet, est un peu un cache* and *misère*. *Internet* was easy to replace as equivalents like *la Toile* and *le Web* were used in the text, yet not many candidates chose to explain that word. Most candidates found it difficult to explain the rest. Some good answers included *on a recours à la Toile pour dissimuler ses soucis*; *la Toile dissimule la tristesse*.

**(d)** This was the expression candidates found the most difficult to explain. The candidate had to convey the idea of not being judged by another. Correct answers included *personne ne vous regarde*; *personne ne vous juge*; *il n'y a pas un regard étranger sur soi-même*.

### T.7

Most candidates did well in this question. Very few scored under 10.

**(a)** This was usually well answered. Some wrong answers included *"It is more interesting for them; it is imaginary; it is easier to be a general than to say hello to the neighbour"*.

**(b)** Very few candidates failed to gain a mark in this question. Some wrong answers included: *"Those who have huge social problems in real life; those with money and addiction"*.

**(c)** **This** was usually well answered. However answers like *"Family relationships break down/weaken/are damaged/ are ruined"* gained no mark.

**(e)** Very few candidates failed to gain three marks in this question. Those who gained only two usually failed to say the child was sleeping during the day.

**(d)** All candidates gained at least two marks in this question. Some failed to mention *"the insignificant phenomenon"* and that *"it always existed"*.

**(f)** A few candidates answered *"lectures"* instead of *"reading"* and gained no mark.

**(g)** This question was not always well answered, as candidates often failed to understand *ne peuvent pas supporter* and failed to indicate that it was the *"young people who were bored"*.

**(h)** Most candidates answered correctly.

**(i)** This was usually well answered. However *"possibility"* instead of *"ability"* did not gain a mark. What candidates found difficult was to convey the idea of *de ne pas faire telle ou telle chose*.

**(j)** All candidates gained full marks for this question.

### Section C:

#### T.8

This question, which is marked solely as a language exercise, requires candidates to summarise the passage before giving their own reaction to it. Hence, to qualify for the full range of marks they had to identify at least 10 points and give a personal response. The candidates' answers showed that the text had captured their interest and stimulated their ideas.

Generally candidates did quite well, as they showed a good knowledge of appropriate vocabulary and structures, and many put forward their views and opinions in a coherent and convincing way. They did generally better in section (f) where they were able to express freely their views on the matter. Many agreed with the decision of the French government, feeling that more should be done

for old people and the handicapped. However, some thought it was the government's job to help and that it was unfair to ask workers to give up a day off because they were working hard and deserved their holiday. Very often they suggested alternative ways of raising funds.

In the other sections a number of items of lexis caused quite widespread difficulty, notably : "elderly "(*les ages, les troisièmes*), "heatwave "(*une marée de chaleur, un raz de chauffage*), "died "(*mortés, ont morts*), "retirement homes "(*maisons de retraitement*), "bank holiday "(*séjour de la banque*), "Whit Monday "(*lundi de Whit*), "taxes", "trade unions "(*les unions de commerce*), "scheme", " too little", "bullfight "(*bataille de bulles*), "affected, the extent to which".. Some candidates, instead of trying to translate word-for-word an expression they did not know, used vocabulary they knew to convey the right idea, e.g. *organisateurs de fêtes avec des taureaux* for "bullfight promoters"; *une forte chaleur* for "heatwave", *un jour de congé en mai* for "Whit bank holiday".

It was pleasing to see that some candidates made the effort to use linking words and a variety of complex structures. Most candidates showed their ability to use the subjunctive; very few attempted to use the passive form.

Candidates should take time at the end to check their work to avoid basic mistakes such as agreement of adjectives (e.g. *les personnes âgés*), missing accents (e.g. *a partir de*), genders (e.g. *la partie socialiste*), verbs (e.g. *les syndicats pense; le public a été donner*) and thus avoid losing marks through carelessness.

## **2656 : Culture and Society (Written Examination)**

### **General Comments**

Relatively few candidates sat this paper in the January 2005 session. The following remarks on individual questions are therefore inevitably based on a small number of answers. Of those who did, the numbers attempting literary texts/topics questions and non-literary topics questions were approximately equal. The overall – though not exclusive – trend was for literary answers to score more highly on mark grid 6A1 because candidates' knowledge of texts was greater than their factual knowledge of contemporary issues. Some rubric offences did occur – one candidate answered only one part of a tripartite guided commentary question, while another attempted both the guided commentary and the essay for the same literary text, as well as another question. Centres should ensure that candidates are in no doubt about the correct format of the examination.

Answers to guided commentaries ranged from very poor to excellent. While it is possible that the weakest candidates may be choosing the guided commentary as a means of avoiding writing a full-length essay, it is encouraging that some of the best candidates are also opting for these questions, demonstrating that such questions by no means deny access to the top mark band on any assessment criteria. The ability to analyse the extract and its broader significance to the text was impressive in stronger candidates. Essays on prescribed texts also mostly revealed a sound working knowledge of the texts and attempted to answer the questions relevantly and analytically, although the lower extreme in terms of irrelevance and superficiality was also in evidence.

Answers to literary topics questions tended to be principally narrative and offer little actual analysis of the specific question. A generally sound knowledge of the texts was demonstrated, and appropriate extracts and events were referred to, but often without making explicit reference to the relevance of these to the question, rather hoping that this would be implicitly clear.

Essays on non-literary topics tended to fall short on relevant factual information specific to a French speaking country. Whilst on the whole these essays were written in a competent discursive style and, mostly, were pointed towards the actual question, content was thin and the marks awarded under 6A1 were necessarily limited.

## Comments on Individual Questions

### Section A: Prescribed literary texts

- 1) **Anouilh: *Antigone***  
No answers on this text were offered.
- 2) **Camus: *L'Étranger***
  - (a) Guided commentaries on Camus were generally of a high standard. Candidates demonstrated a solid knowledge of the text and, for part (i), were able to identify the significance of the story of the old man with regard to the global text: as one candidate quite eloquently stated « L'histoire nous montre qu'il est quelquefois impossible de savoir les vrais sentiments de quelqu'un envers quelqu'un d'autre, et ce sera très important dans le procès de Meursault, quand il faut qu'on sache si Meursault avait dissimulé ses sentiments envers sa mère au jour de l'enterrement. » Also referred to, crucially, was how this story introduced the motif of the refusal to judge others and the significance of that for later episodes. Parts (ii) and (iii) of the question were also well answered, the best candidates considering the relationship between Meursault and Marie from the point of view of both protagonists, and drawing intelligent parallels with the trial while analysing how justifiable it is for the prosecutor to use these against Meursault. Generally each section was answered relevantly and coherently with a sound internal structure. It appears that *L'Étranger* has been well taught by Centres.
  - (b) Candidates made a reasonable attempt at bridging the intellectual gap between simply discussing aspects which could be brought in to support their answer (Meursault's character, his attitude in prison) and producing an analysis of whether the conclusion was optimistic or pessimistic. Some thoughtful responses were offered: « à la fin du roman .... on a le sentiment que la vie humaine n'est vraiment pas précieuse et qu'il ne vaut presque pas la peine de vivre si nos actions ont si peu d'importance. »
- 3) **Giono: *Regain***  
No answers on this text were offered.
- 4) **Mauriac: *Le Nœud de Vipères***  
No answers on this text were offered.
- 5) **Molière: *Le Misanthrope***



- (a) Guided commentaries on Molière were generally very competently performed. Éliante's comments were explained both in the context of the plot but also as a demonstration of aspects of characterisation, and the analyses of her character as shown in this extract were incisive, with candidates clearly understanding the idea of the voice of reason against Alceste's excesses: « elle essaie de dire qu'il n'ait pas été trahi si sérieusement qu'il pense » reflects a not perfect but nevertheless praiseworthy attempt at such analysis. Candidates showed an encouraging ability to perform character analysis, using both the extract and the text as a whole, of which they displayed a sound knowledge. This also allowed good, analytical answers to part (iii) to be produced, explaining why Alceste, because of the respective personalities of himself and Célimène and their mutual relationship, had very little chance of succeeding in his stated intentions.
- (b) No answers to this question were offered.

6 **Proust: *Un amour de Swann***

No answers on this text were offered.

7 **Sartre: *Les Mains sales***

- (a) Guided commentaries on Sartre did not come up to the same high standard as those for other texts. Candidates did not get to grips with the significance of the phrase « horriblement léger », tending to miss the point regarding Hugo's reaction to his crime. Answers on parts (ii) and (iii) varied in quality, but tended towards superficiality and, in the weakest candidates, irrelevance. Knowledge of the text ranged from quite good to apparently minimal. No reference to existentialism, or to man being the sum of his actions, was made.
- (b) The only answer to this question was very insufficient in content, and in fact referred only to the (quite different) English title of the play, such that virtually no factual content marks could be awarded. This demonstrates that, while it is acceptable for candidates to use English translations of texts as a study aid, it is certainly not acceptable to rely entirely on these to the exclusion of the French text!

8 **Voltaire: *Candide***

- (a) A single guided commentary on Voltaire produced a competent analysis and demonstrated an ability to situate the extract correctly in context and a sound knowledge and understanding of the text, especially with respect to the use of humour and to the criticism of the doctrine of Optimism.

- (b) This question was well answered, demonstrating a good knowledge of the text and providing well-formulated comparisons between life in Eldorado and the rest of the world, with its horrors that Candide had witnessed and experienced. Answers went beyond the purely narrative to examine the causes of the evils in the outside world, referring to Eldorado's absence of poverty, religious intolerance, war, etc. Quotations from the text were used intelligently to illustrate arguments, and the ironic style of the text was referred to effectively to demonstrate the wider significance of Candide's remark, namely his rejection of Pangloss's philosophy of Optimism.

### Section B: Literary topics

- 9 The question on young people was answered using *Un Sac de Billes* by Joffo. An adequate knowledge of the text was demonstrated, but the question was only very implicitly addressed. A number of different episodes from the text were referred to, but their relevance to the question was variable, and the style used was principally narrative rather than analytical, with no effective conclusion being used that might have provided a more relevant answer.
- 10 The question on women was answered with reference to *La Dentellière* by Lainé. Again, the style was predominantly narrative, with very basic, rather superficial character analyses of the principal female characters.
- 11 The question on war was answered using *Le Silence de la Mer* by Vercors. Generally this involved a fairly basic plot summary, with only a faint nod towards the title of the essay: the concept of 'dignité humaine' was given only the most cursory and superficial of mentions.
- 12 No answers on the topic of love were offered.
- 13 *L'Étranger* by Camus was used to answer the question on the individual and society. This was a good choice of text for this question, but while a good knowledge of the novel was demonstrated, the opportunity to investigate why Meursault might pose a threat to society was largely missed through a mainly narrative style which summarised the text, rather optimistically hoping that this would provide an appropriate answer to the question without drawing any explicit conclusions. A lengthy discussion of the impact of nature on Meursault was only very tentatively relevant.
- 14 No answers on the topic of the urban or rural milieu were offered.

**Section C: Non-literary topics**

- 15 (a) This produced an extreme case of an answer demonstrating virtually no factual knowledge of the subject. The question about the dangerous influence of TV was answered without reference to a single French television programme. Candidates must be aware that if they answer non-literary topics questions and have such scarcity of relevant factual information, they are very unlikely to score more than a 'Poor' rating at 6A1.
- (b) No answers on the sub-topic of Recent Developments were offered
- 16 (a) Answers to the question about the importance of physical activities for young French people showed insufficient knowledge and factual awareness of the subject. This question seemed to attract weaker candidates, and produced little more than a high level GCSE style answer about the benefits of sport for health, as a social outlet, etc. These answers tended to be very superficial and were substantiated by very little factual reference, even when the quality of discussion in the essay was of a more analytical nature. Statements such as the following were commonplace: « Des enfants sportifs sont vis-à-vis avec la réalité, pas comme leurs amis qui jouent des jeux sur l'ordinateur pendant 5 ou 6 heures chaque jours. »
- (b) No answers on the sub-topic Generation Conflict were offered.
- 17 No answers on the French Cinema topic were offered.
- 18 (a) No answers on the sub-topic National Parks and Conservation were offered.
- (b) Answers to the question on the extent to which the French individually accept their environmental responsibilities sometimes demonstrated a fair knowledge of environmental issues but without really addressing the question, referring instead to national and local government initiatives such as nuclear energy, and the signing of the Kyoto protocol – these clearly do not fit neatly into the sub-topic "L'individu et l'environnement". Where relevant points were made, such as overuse of cars and sorting of waste, little statistical evidence was used in support, and the combination of individual and governmental initiatives tended to cause problems with structuring responses. Where answers to this question tried to be relevant, they were again compromised by a lack of factual knowledge, limiting themselves, for example, to very basic material on traffic problems in Paris, recycling and energy-saving, with very little depth or evidence of serious study of the topic.
- 19 No answers on the French town or region or Francophone country topic were offered.

- 20 (a) The question on immigration tended to produce “All I Know “-style answers about the history of immigration, xenophobia and racism, every day problems such as housing, etc., and failed to address and certainly to analyse the salient question of evolving socio-professional categories. It is very difficult for such answers to achieve a mark in category 6A1 above the bottom of the adequate band, at best.
- (b) The question on Le Pen and the politics of the Far Right was relatively popular and on the whole one of the more successfully answered non-literary questions. While some essays were more relevant to the sub-topic as a whole than the actual question, being supported by general references to the Far Right rather than analysis of its demographic vote distribution, the sub-topic had clearly been studied in detail and better candidates not only showed a solid knowledge of the Front National’s political stance and priorities, but also were able to apply this to a discussion of its appeal to the working classes. A good example of a straightforward but relevant conclusion was as follows: « C’est donc normal que les partis de l’extrême-droite feront appel aux gens issus d’un milieu ouvrier parce que c’est eux qui doivent vivre parmi les immigrés. »
- 21 (a) The question on Alcohol received answers which failed to demonstrate an adequate factual knowledge of the topic. While they tended to produce a reasonable level of analysis and discussion, they contained major omissions, concentrating on only one or two possible areas of social damage such as alcoholism among the young, differences in male and female drinking habits (only very loosely relevant), etc. While most essays contained elements of relevance to the question, they were thin in creditable content, with just a few statistics about alcoholism in France used by way of country-specific data. Little or no mention was made of issues such as the effects of alcoholism on health, domestic violence, homelessness, etc.
- (b) Answers to the question on healthy diet were even shorter of factual information, and were very general in nature, containing opinion and discussion but completely unsupported by any evidence of having studied the subject in detail. Answers were generally limited to candidates’ own opinions on why women were more concerned about their figure than men.

### Quality of Language

While some candidates demonstrated a very advanced linguistic ability, using complex structures confidently, answers were often marred by a very high incidence of extremely basic language errors. Verb constructions, especially of irregular verbs (*venir/devenir* seem to cause particular problems), were very inconsistent. The following, among many others, were noted: *la France support ; il accept sa vie et la mort qui vien ; ils faissent ; ils vendre ; elles deviennent/elle devienne ; la plupart du monde finissent ; je ne crois pas ; ils ont apprendre ; il est deven plus difficile ; 'j'avais lit.*

Common genders were also very frequently incorrect, including in key vocabulary for the topic: *la roman; un action; une monde; le mort de Hoederer; un chose; la manque; un maison; une sondage.*

Equally, spelling of words including key vocabulary was very inconsistent and often Anglicised, or incorrect Anglicised vocabulary was used: *un hostage; un figure paternel; le sector; la supporte; le process; le jeun/les jeunes; especialment; leurs peers; escaper; ses adventures; un victim; un embrace; le relationship; involvé; le caractère; ressources renouvelables; beacoup (repeatedly).*

Vocabulary was also misused, most commonly *caractère* for *personnage* and *santé* used as an adjective; at least the use of *leur haie* instead of *leur haine* brought a moment of light relief.

Longer phrases were also often typified by Anglicised or clumsy constructions: *on peut comprendre que sorte de femme est lui; si un membre fait écheque un task, c'est le fin d'eux.*

Other common areas of error were adjectival agreement (*des femmes vieux' tous la population*); demonstratives (*ceux individus, ceux femmes, ce aspect, c'est point de vue*); confusion of *et* and *est*; confusion of *avoir* and *être* (*il est une attitude très positive*); adverbs (*vitement, malheureusement*); and accents, the use of which was extremely haphazard.

To end on a positive note, a number of good uses of subject-specific vocabulary in non-literary essays were evident: *capacités psycho-motrices* especially impressed!

## 2657: Culture and Society (Coursework)

### General Comments

Very few Centres submitted work for assessment at this session. It would seem that some of the candidates were re-taking this unit whilst the others were A2 candidates taking the unit early- too early in some cases ,because neither their grasp of language or of content was up to A2 standards. Nevertheless, all candidates were clearly committed to the task they had undertaken and wrote essays that were worth reading.

### Preparation of Coursework

All topics were suitable and were related to francophone culture and/or society. A few essays, although related to France, were in fact of a fairly general nature (especially one on La protection de l'environnement and another on La nourriture ). Candidates should be warned about the possible pitfalls associated with such topic areas. About 40% of essays dealt with literary texts, mostly *L'Étranger*, but also *Les Petits Enfants du Siècle* and *Boule de Suif*. Candidates generally knew the text well and were able to give pertinent examples to support their case. Many had read criticisms on their texts and/or had been well taught by their teachers. Some were too keen to show off all they had learnt and were not always able to select what was truly relevant to their titles.

Titles were mostly well-chosen, but some invited candidates to adopt a descriptive approach (Quel a été l'impact de Chanel sur la mode et la société française ? , La pollution et de possibles solutions ). Candidates must be warned that, unless they can develop a case and sustain an argument, they are unlikely to do well under Grid 6A2. Occasionally, candidates chose good titles but did not exploit their possibilities fully, so ended up writing narrative rather than analytical essays.

Plans came in all forms and shapes: some extremely succinct and hardly helpful, others as a list of bullet points failing to show the structure of the essays or others as summaries of the various paragraphs. A number of plans were far too long; the equivalent of one hand-written side of A4 is what is expected. Plans should consist of a series of headings and sub-headings, which may include examples of factual information and how it can illustrate certain aspects of the argument.

Bibliographies were included and more and more candidates provide all the required information, as set out in the Coursework Guidelines booklet. One or two bibliographies revealed that the candidates involved had relied almost exclusively on sources written in English, which is not recommended.

Candidates should realise that their essay must fit within the prescribed words limit. One piece, claiming to be 1200 words long in fact contained only 950 words. In such cases, the language marks must be adjusted (see Coursework Guidance booklet).

Administrative procedures were better followed than last summer and the various necessary forms were included with the submission. A few essays, however, were received beyond the stated date.

## **Marking of Coursework**

Marking, although it remained mostly within acceptable limits, tended to be a little generous. This could be because teachers, having discussed plans with their candidates, have an understanding of their intentions whereas such intentions are not necessarily clear to an outsider – the Moderator.

Grid 6A1 assesses the amount of information imparted in the essay. To deserve a mark beyond the 'Adequate' band, this information must have been selected for its relevance to the title. The whole essay, not just the introduction and the conclusion, must be geared towards answering the title. Centres often over-rated this component and the marks they awarded implied qualities not shown in the essays.

Grid 6A2 assesses the candidate's ability to develop an argument and make a case. Narrative pieces cannot go beyond the 'Adequate' band. To deserve a mark in the higher bands, the candidate must be able to develop ideas and to draw conclusions, not merely at the end, but throughout the essay, with relevant factual evidence to support them. As for Grid 6A1, Centres tended to be too lenient in its application.

Grid 6B1 assesses the accuracy of the language of the essay. With a few exceptions, this grid was mostly applied at the correct level. In some cases, candidates made numerous serious errors of a basic nature (incorrect genders, adjective agreements, and verb endings); these should not occur at this level and more thorough checking is essential.

Grid 6B2 assesses the range of structures and vocabulary and their appropriateness. However, attempting to vary language cannot be rewarded if the outcome is not readily understandable. Centres were too generous here and regarded blatant Anglicisms complexity. It is important to take into account ambition, complexity and an ability to maintain correct usage when applying this grid.

**Advanced Subsidiary GCE FRENCH 3861**  
**JANUARY 2005 Assessment Session**

**Unit Threshold Marks**

<b>Unit</b>		<b>Maximum Mark</b>	<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>	<b>u</b>
<b>2651 01/02/03</b>	Raw	60	47	41	36	31	26	0
	UMS	90	72	63	54	45	36	0
<b>2652</b>	Raw	80	65	58	51	44	37	0
	UMS	120	96	84	72	60	48	0
<b>2653</b>	Raw	60	48	43	38	34	30	0
	UMS	90	72	63	54	46	36	0

**Specification Aggregation Results**

Overall threshold marks in UMS (i.e. after conversion of raw marks to uniform marks)

	<b>Maximum Mark</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>U</b>
<b>3861</b>	300	240	210	180	150	120	0

The cumulative percentage of candidates awarded each grade was as follows:

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>U</b>	<b>Total Number of Candidates</b>
<b>3861</b>	25.17	45.36	68.21	83.78	95.36	100.00	312



**Advanced GCE FRENCH 7861**  
**JANUARY 2005 Assessment Session**

**Unit Threshold Marks**

Unit		Maximum Mark	a	b	c	d	e	u
<b>2654</b> <b>01/03</b>	Raw	60	48	43	38	33	29	0
	UMS	90	72	63	54	45	36	0
<b>2655</b>	Raw	80	62	55	49	43	37	0
	UMS	120	96	84	72	60	48	0
<b>2656</b>	Raw	60	46	41	36	31	26	0
	UMS	90	72	63	54	45	36	0
<b>2657</b>	Raw	60	50	45	40	35	30	0
	UMS	90	72	63	54	45	36	0

***Specification Aggregation Results***

Overall threshold marks in UMS (i.e. after conversion of raw marks to uniform marks)

	Maximum Mark	A	B	C	D	E	U
<b>7861</b>	600	480	420	360	300	240	0

The cumulative percentage of candidates awarded each grade was as follows:

	A	B	C	D	E	U	Total Number of Candidates
<b>7861</b>	27.27	51.52	75.76	93.94	96.97	100.00	40





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