



General Certificate of Education

French 5651

FR02 Aspects of Society

Mark Scheme

2005 examination – June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Question 1

En France, quels sont les médias qui se développent le plus rapidement? Selon vous, ont-ils de bons ou de mauvais effets? Utilisez des exemples tirés de vos études.

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A02	Reaction/response <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	Amplification Comments refer to Principal Examiner's report.
15-18	The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.	A very good answer will focus on what is happening on the French scene. The judgement on effects will be supported and balanced.
11-14	There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable.	A good answer will give substantial points. Coverage of the whole scene and the judgement on effects will lack a convincing edge.
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	Difficult to see specific characteristics of the French scene. Effects generally true of any society.
3-6	This is a limited personal reaction to the question, but no justification for points made.	No specific characteristics of the French scene.
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	
0	There is no evidence of any personal reaction/response.	

A03	Knowledge of Grammar <i>(These marks are awarded based on the degree to which the candidate uses structures and grammar as outlined in the specification)</i>
8-9	The manipulation of most structures is good. There are still some inaccuracies, but these tend to occur in attempts at more complex structures.
6-7	The manipulation of basic structures is generally sound. There are attempts to use more complex structures, often successfully.
4-5	There is some awareness of structure but basic errors are still frequent. Communication is generally maintained.
2-3	The level of manipulation of structures and the number of errors make comprehension difficult.
0-1	Shows little or no grasp of grammatical structure. Errors are such that communication is seriously impaired.

A04	Content /Knowledge of Society <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>	Amplification
23-27	The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic, including good use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are very good.	Internet explained. Figures on usage not from PM. French newspapers in decline. Television programmes cited. Evidence of the effects – surveys, social patterns revealed. Le retard/Minitel explained, perhaps cited as an advantage.
17-22	The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material and makes use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are good.	
11-16	The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material and to use some topic-specific vocabulary. The quality of the evidence and understanding of the topic are sufficient.	
5-10	The answer relies almost exclusively on the preliminary material. The quality of evidence and understanding of the topic are limited.	
1-4	The answer includes very little factual evidence. The quality of the evidence and understanding of the topic are poor.	
0	There is absolutely nothing of relevance either to the topic area or to the question set. A zero score will automatically result in zero for the question as a whole.	

Question 2

Comment les Français travaillent-ils pour la protection de l'environnement? Selon vous, ont-ils du succès? Justifiez votre réponse.

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A02	Reaction/response <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	Amplification Comments refer to Principal Examiner's report.
15-18	The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.	A very good answer will decide whether the French are doing enough; it will probably balance success and failure in key areas.
11-14	There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable.	A good answer will not necessarily balance success and failure and may major on one or the other. The French case with some generalities perhaps.
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	A reasonable answer will probably be very unbalanced, with success either assumed or denied. Many generalities.
3-6	This is a limited personal reaction to the question, but no justification for points made.	Very difficult to see the French case. Too much general personal opinion about the issues.
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	
0	There is no evidence of any personal reaction/response.	

A03	Knowledge of Grammar <i>(These marks are awarded based on the degree to which the candidate uses structures and grammar as outlined in the specification)</i>	
8-9	The manipulation of most structures is good. There are still some inaccuracies, but these tend to occur in attempts at more complex structures.	
6-7	The manipulation of basic structures is generally sound. There are attempts to use more complex structures, often successfully.	
4-5	There is some awareness of structure but basic errors are still frequent. Communication is generally maintained.	
2-3	The level of manipulation of structures and the number of errors make comprehension difficult.	
0-1	Shows little or no grasp of grammatical structure. Errors are such that communication is seriously impaired.	

A04	Content /Knowledge of Society <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>	Amplification
23-27	The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic, including good use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are very good.	Examples backed with data, named sites and project details. Air pollution will cite cities and solutions. Evidence of success or failure.
17-22	The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material and makes use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are good.	
11-16	The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material and to use some topic-specific vocabulary. The quality of the evidence and understanding of the topic are sufficient.	
5-10	The answer relies almost exclusively on the preliminary material. The quality of evidence and understanding of the topic are limited.	
1-4	The answer includes very little factual evidence. The quality of the evidence and understanding of the topic are poor.	
0	There is absolutely nothing of relevance either to the topic area or to the question set. A zero score will automatically result in zero for the question as a whole.	

Question 3

Selon vous, quels sont les avantages de vivre dans une France multiculturelle? Justifiez votre réponse avec des exemples tirés de vos études.

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A02	Reaction/response <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	Amplification Comments refer to Principal Examiner's report.
15-18	The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.	A very good answer will focus on what is happening/has happened in France. The candidate declares a clear view about the advantages of multiculturalism. Reference to difficulties in need of overcoming.
11-14	There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable.	A good answer will show an understanding of advantages without necessarily referring to difficulties to be addressed. Certainly France.
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	A reasonable answer will probably veer too readily to the FN or fail to provide identifiable elements of the French scene. General points about multiculturalism.
3-6	This is a limited personal reaction to the question, but no justification for points made.	A weak answer is hijacked by an extreme view. Too much FN, for example.
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	
0	There is no evidence of any personal reaction/response.	

A03	Knowledge of Grammar <i>(These marks are awarded based on the degree to which the candidate uses structures and grammar as outlined in the specification)</i>
8-9	The manipulation of most structures is good. There are still some inaccuracies, but these tend to occur in attempts at more complex structures.
6-7	The manipulation of basic structures is generally sound. There are attempts to use more complex structures, often successfully.
4-5	There is some awareness of structure but basic errors are still frequent. Communication is generally maintained.
2-3	The level of manipulation of structures and the number of errors make comprehension difficult.
0-1	Shows little or no grasp of grammatical structure. Errors are such that communication is seriously impaired.

A04	Content /Knowledge of Society <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>	Amplification
23-27	The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic, including good use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are very good.	La France blanc/black/beur illustrated. Political, sporting, musical, culinary, geographical and socially diverse examples. Evidence of the advantages for all. Foulard dilemma perhaps tackled.
17-22	The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material and makes use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are good.	
11-16	The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material and to use some topic-specific vocabulary. The quality of the evidence and understanding of the topic are sufficient.	
5-10	The answer relies almost exclusively on the preliminary material. The quality of evidence and understanding of the topic are limited.	
1-4	The answer includes very little factual evidence. The quality of the evidence and understanding of the topic are poor.	
0	There is absolutely nothing of relevance either to the topic area or to the question set. A zero score will automatically result in zero for the question as a whole.	

Question 4

A votre avis quels sont les avantages pour les Français de vivre en Europe? Justifiez votre réponse avec des exemples tirés de vos études.

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A02	Reaction/response <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	Amplification Comments refer to Principal Examiner's report.
15-18	The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.	A very good answer will explain the advantages/disadvantages and arrive at an overall view.
11-14	There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable.	A good answer will show an understanding of the advantages/disadvantages but not fix on an overall view
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	A reasonable answer will note the advantages but not go much further.
3-6	This is a limited personal reaction to the question, but no justification for points made.	A weak answer will struggle to name advantages.
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	
0	There is no evidence of any personal reaction/response.	

A03	Knowledge of Grammar <i>(These marks are awarded based on the degree to which the candidate uses structures and grammar as outlined in the specification)</i>
8-9	The manipulation of most structures is good. There are still some inaccuracies, but these tend to occur in attempts at more complex structures.
6-7	The manipulation of basic structures is generally sound. There are attempts to use more complex structures, often successfully.
4-5	There is some awareness of structure but basic errors are still frequent. Communication is generally maintained.
2-3	The level of manipulation of structures and the number of errors make comprehension difficult.
0-1	Shows little or no grasp of grammatical structure. Errors are such that communication is seriously impaired.

A04	Content /Knowledge of Society <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>	Amplification
23-27	The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic, including good use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are very good.	From the obvious : travel, cultural cross-overs, work and study to the more difficult : being at the (reluctant!) heart of the EU project. The responsibility for deciding the future of the EU.
17-22	The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material and makes use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are good.	
11-16	The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material and to use some topic-specific vocabulary. The quality of the evidence and understanding of the topic are sufficient.	
5-10	The answer relies almost exclusively on the preliminary material. The quality of evidence and understanding of the topic are limited.	
1-4	The answer includes very little factual evidence. The quality of the evidence and understanding of the topic are poor.	
0	There is absolutely nothing of relevance either to the topic area or to the question set. A zero score will automatically result in zero for the question as a whole.	

Question 5

Décrivez les influences de la francophonie dans le monde. Que pensez-vous de ces influences? Utilisez des exemples tirés d'un ou de plusieurs pays francophones.

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A02	Reaction/response <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	Amplification Comments refer to Principal Examiner's report.
15-18	<i>The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.</i>	A very good understanding of how French/France influences the world through the Arts, politics, institutions and regional loyalties. Some negative influences tackled.
11-14	There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable.	A good understanding of the different means by which French holds sway. Less good on the negative influences.
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	A reasonable understanding of the means of influence. Little understanding of the worth of the influence.
3-6	This is a limited personal reaction to the question, but no justification for points made.	No real understanding of how/why French exerts an influence.
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	
0	There is no evidence of any personal reaction/response.	

A03	Knowledge of Grammar <i>(These marks are awarded based on the degree to which the candidate uses structures and grammar as outlined in the specification)</i>
8-9	The manipulation of most structures is good. There are still some inaccuracies, but these tend to occur in attempts at more complex structures.
6-7	The manipulation of basic structures is generally sound. There are attempts to use more complex structures, often successfully.
4-5	There is some awareness of structure but basic errors are still frequent. Communication is generally maintained.
2-3	The level of manipulation of structures and the number of errors make comprehension difficult.
0-1	Shows little or no grasp of grammatical structure. Errors are such that communication is seriously impaired.

A04	Content /Knowledge of Society <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>	Amplification
23-27	The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic, including good use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are very good.	Very good cultural references to the Arts, politics and geographical francophonie from all over the world. Perhaps evidence of self-importance, lack of engagement with international issues. Good evidence: TV5, films quoted. Olympic movement. EU French obligation.
17-22	The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material and makes use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are good.	
11-16	The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material and to use some topic-specific vocabulary. The quality of the evidence and understanding of the topic are sufficient.	
5-10	The answer relies almost exclusively on the preliminary material. The quality of evidence and understanding of the topic are limited.	
1-4	The answer includes very little factual evidence. The quality of the evidence and understanding of the topic are poor.	
0	There is absolutely nothing of relevance either to the topic area or to the question set. A zero score will automatically result in zero for the question as a whole.	