



General Certificate of Education

French 5651

FR01 Young People Today

Mark Scheme

2007 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.

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General Principles

- In questions where a candidate has been required to tick an answer, no credit can be given if there are too many ticks in answer to a multiple choice question. Any ticks in addition to the maximum required will be taken from the candidate's total for the questions. For example, in a question requiring a maximum of 4 ticks, if a candidate has ticked 5 boxes and three of these are correct then a mark of 3 - 1 = 2 will be awarded.
- In multiple choice questions where candidates must choose one letter or number, they should automatically get no mark awarded if they give more than one. If the rubric instructs them to write one letter or number in the box and they do so, but write a second letter or number outside the box too, then the answer in the box should be considered.
- Where a candidate repeats the same error within a sub-question, no further penalty should be imposed in awarding a mark for Communication (= nfp).
- In awarding marks for AO3 (Knowledge of Grammar) for answers in response to the reading passages, examiners should take into account to what extent the candidate has attempted to use his/her own words. If a candidate has entirely copied from the original then this response could not be considered when awarding marks for Quality of Language.

For answers in response to the listening passages, candidates may well rely on the original spoken text. Therefore candidates can use the same wording from the original target language they hear and score marks for AO3, although there will have to be a certain amount of accuracy in spelling, and some attempt at manipulation (eg in changing the verb endings to suit the third rather than the first person).

- English spellings are not accepted unless the word is spelt the same in both languages.
- "Rubric" should be written in margin if in wrong language and give '0' (unless numbers or place names are involved).
- Where marks are awarded for Quality of Language, the principle to be applied is that the Quality of Language marks can only be awarded for successfully conveying the required content. The following principles will therefore apply:
 1. If the maximum mark for comprehension and Quality of Language is the same, the mark awarded for Quality of Language may not exceed the mark awarded for comprehension.
 2. If the maximum marks for comprehension and Quality of Language are not the same, the maximum mark which may be awarded for Quality of Language is indicated by a table (see individual questions).

The assessment objectives will be allocated in the following way:

| | | % of AS | Marks |
|-----|------------------------------|----------------|--------------|
| AO1 | Response to spoken language | 10 | 30 |
| AO2 | Response to written language | 15 | 45 |
| AO3 | Knowledge of grammar | 10 | 30 |
| | TOTAL | 35 | 105 |

The marks will be allocated in the following way:

| | AO1 | AO2 | AO3 |
|------------------------|------------|------------|------------|
| Short listening pieces | 15 | | |
| Longer listening piece | 15 | | 10 |
| Short reading texts | | 25 | 10 |
| Longer reading text | | 20 | 10 |

Part A

| 1 | Key Idea | Marks | Accept | Reject |
|-----|---|-------|---|--|
| (a) | Beauty contests/new phenomenon | 1 | Beauty pageant ; Miss World for men / boys ; same as Miss World; a competition of male bodies | Miss World t.c. ; a competition for men |
| (b) | It's only right that there are contests for men Cosmetics for men are now very popular There's been an increase in body-building Men are interested in cosmetic surgery and fashion How they look is important to (young) men (3 from 6) | 3 | Reference to boys Reference to "they" provided it follows a reference to men in answer (a) Going to the gym | Vague references to young / young people but nfp Muscularity ; showing muscles Confusion between cause and effect |
| (c) | You have to be (at least) 1m 80 tall You have to be (at least) 18 You have to be single (2 from 3) | 2 | Over18 1.8 tall | Celibate Heights other than 1m 80 1.8 t.c. |

6 marks

| 2 | Key Idea | Marks | Accept | Reject |
|-----|---|-------|--------|--------|
| (a) | Qui a eu des problèmes avec son travail scolaire? | 1 | P | |
| (b) | Qui croit que c'est une bonne idée d'avoir des ambitions? | 1 | A | |
| (c) | Qui a été triste à cause des problèmes dans sa famille? | 1 | C | |
| (d) | Qui a eu le soutien des ses amies? | 1 | A | |
| (e) | Qui a pris des médicaments efficaces? | 1 | C | |
| (f) | Qui se sent toujours déprimé | 1 | P | |

6 marks

3.

| Key Ideas | Mark |
|--|------|
| (a) On entend souvent <i>la Marseillaise</i> aux événements sportifs | ✓ |
| (b) Les jeunes Français chantent <i>la Marseillaise</i> chaque jour. | |
| (c) Les jeunes Grecs connaissent bien leur hymne national. | ✓ |
| (d) La <i>Marseillaise</i> pourrait inciter à la violence chez les jeunes. | |
| (e) Le gouvernement veut que les enfants partagent les valeurs d'autres nations. | |
| (f) Les parents sont favorables à cette nouvelle mesure. | ✓ |

3 marks

Total for Part A = 15 marks

Note: Accept elle for il
 If answers in first person, penalise ONCE, then N.F.P.
 If candidates use elle père/mère etc, penalise once, then N.F.P.

Part B
4.

| | Key Idea | Marks | Accept | Reject |
|-----|---|-------|--|--|
| (a) | Elle y va de midi à 17 heures/l'après-midi Il y a seulement un professeur (dans son village) Les petits vont à l'école le matin (2 from 3) | 2 | À midi tc A midi à 17 heures Suggestion of 2 sittings Suggestion of not enough teachers | 1 st person once then nfp il/elle for son,sa,ses once then nfp il est seulement un prof |
| (b) | C'est un restaurant c'est petit/simple/sert des plats traditionnels/des fruits de mer | 2 | C'est un petit restaurant = 2 marks Serving food must be referred to for 2 marks | plates |
| (c) | Elle nettoie des poissons Elle épluche des légumes Elle met les tables (2 from 3) | 2 | Elle prépare les poissons nettoie | Poissions / poisons Elle fait les tables |
| (d) | Son père est parti/elle vit avec sa mère elle a sept frères et sœurs sa mère ne travaille pas d'une façon régulière elle ne gagne pas beaucoup d'argent Missy dort par terre Elle a dû quitter l'école elle doit travailler (4 from 7) | 4 | Beaucoup de frères et sœurs Sa mère a des petits boulots Sa mère est souvent au chômage Ils n'ont pas beaucoup d'argent | Wrong number of bros & sisters Petit d'argent Elle va quitter / elle quitté |
| (e) | C'est sa sœur aînée/elle est plus âgée (que Monica) elle ne va plus à l'école/elle a quitté l'école elle travaillait (must be past tense) bien à l'école elle a (eu) un bébé/elle s'occupe de son bébé elle va avoir du mal à trouver un mari (3 from 5) | 3 | se marier | Elle quitté unless nfp from answer (d) |
| (f) | Il y a des activités sportives On peut aller à la bibliothèque On y propose une éducation à la santé On peut apprendre ses droits (2 from 4) | 2 | bibliothèque sur la santé ambiguity of use of "on" | Bibliothek ; bibliotech |

Verb tenses to be taken account of under Quality

(15 marks) (A01) + 5 marks for Quality of Language = 20 marks

5. Must be correct

| | | |
|-----|-----------------|---|
| (a) | est/a été/était | 1 |
| (b) | Pris | 1 |
| (c) | Travaillera | 1 |
| (d) | Rencontrer | 1 |
| (e) | Heureuse | 1 |

The five marks for Quality of Language (AO3) for questions (a) to (f) will be applied as follows:

5 marks (A03)

Total for Part B = 25 marks

NB. Where there is nothing of relevance in the answer to the question set, no marks will be awarded for knowledge of grammar.

| Knowledge of Grammar (AO3) | |
|-----------------------------------|--|
| 5 | The manipulation of most structures is good and examples of complex language are frequently used. There are still a few inaccuracies but these tend to occur in the more complex structures. |
| 4 | The manipulation of basic structures is generally sound with some examples of more complex structures but these mostly result in increased inaccuracy. |
| 3 | There is some awareness of structure. There are still basic errors but communication is generally maintained. |
| 2 | 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. |

Where maximum mark for comprehension is 15 and maximum mark for quality of language is 5:

| Mark for comprehension | Maximum mark for quality of language |
|------------------------|---|
| 15, 14, 13 | 5 |
| 12, 11, 10 | 4 |
| 9, 8, 7 | 3 |
| 6, 5, 4 | 2 |
| 3, 2, 1 | 1 |
| 0 | 0 |

Part C**6**

| | | |
|-----|---|-----------|
| (a) | Les enfants dans les écoles primaires françaises ont des heures plus longues que les élèves ailleurs dans le monde. | F |
| (b) | Au niveau secondaire, les élèves des autres pays travaillent moins longtemps que les élèves français. | V |
| (c) | Les Français sont plus forts en maths qu'en lecture. | F |
| (d) | Les jeunes Finlandais étudient moins de matières que les élèves français. | ND |
| (e) | La plupart des Finlandais apprennent le français. | ND |
| (f) | Le taux de chômage est plus élevé parmi les non-diplômés. | V |
| (g) | 10% des adultes diplômés sont sans travail. | F |
| (h) | Plus de femmes que d'hommes obtiennent des diplômes. | V |

8 marks (AO2)**7**

| | | |
|-----|--|----------|
| (a) | Mécanicien, informaticien, électricien, il travaille pour une compagnie de transport et vérifie l'état du matériel pour le réparer si besoin est. | I |
| (b) | Indépendant ou salarié, il transporte son client d'un point à l'autre selon les tarifs affichés dans le véhicule. | D |
| (c) | Le premier fait partie d'une compagnie de transport urbain et le second est souvent salarié d'une petite compagnie aux missions multiples (voyages scolaires, tourisme etc). | E |
| (d) | Il est à la fois responsable du côté commercial (vente de billets, renseignements) et de la sécurité du personnel et des voyageurs présents dans le bâtiment. | H |
| (e) | Ils sont chargés du contact et des services aux passagers à bord d'un avion, mais aussi ils sont responsables de la sécurité des passagers. | B |
| (f) | Un métier qui demande de la patience. Il peut apprendre à ses clients à conduire les deux-roues ou les poids lourds aussi bien que les voitures. | F |
| (g) | Vois courts ou vols long-courriers, ce métier nécessite de longues études et une condition physique constamment contrôlée. | A |

7 marks (AO2)

8

| | Key Idea | Marks | Accept | Reject |
|-----|--|-------|---|--|
| (a) | Ils doivent décider qui va avoir la garde des animaux domestiques. | 1 | Reflexive form se divorcer throughout Qui a / qui garde l'animal /la garde de l'animal / le problème avec la garde / qui garde de l'animal | |
| (b) | Il a ri/il a trouvé la demande amusante L'animal va passer une semaine chez le monsieur et une semaine chez la dame. | 2 | Il a fait ce que le client lui a demandé | Il a s'éclaté de rire |
| (c) | L'animal mange à table et dort avec son maître L'animal assure une présence dans la maison Un animal est très important pour les couples sans enfants. (3 from 4) | 3 | L'animal mange et dort avec la famille = 2 marks Subject + mangeant / dormant dans la chambre | les animaux l'animal assure cette presence |
| (d) | Ils prennent en compte ...si on a assez de temps pour s'occuper de l'animal si on a assez d'espace si on a assez d'argentqui l'a acheté. (3 from 4) | 3 | Ils demandent + questions lifted BUT don't reward for quality of language | supporter for soutenir occuper de l'animal 3 questions without idea of asking questions : don't reward 1 st then nfp |
| (e) | Un animal peut aider un couple à se réconcilier. | 1 | | Anything that doesn't convey reconciliation / saving the marriage |

Verb tenses to be taken account of under Quality

10 marks (A02) + 10 marks for Quality of Language = 20 marks

The ten marks for Quality of Language (AO3) for questions (a) to (e) will be applied as follows:

NB. Where there is nothing of relevance in the answer to the question set, no marks will be awarded for Knowledge of Grammar.

| | |
|------|--|
| 9-10 | The manipulation of most structures is good and examples of complex language are frequently used. There are still a few inaccuracies but these tend to occur in the more complex structures. |
| 7-8 | The manipulation of basic structures is generally sound with some examples of more complex structures but these mostly result in increased inaccuracy. |
| 5-6 | There is some awareness of structure. There are still basic errors but communication is generally maintained. |
| 3-4 | The level of manipulation of structures and the number of errors make comprehension difficult. |
| 0-2 | Shows little or no grasp of grammatical structure. Errors are such that communication is seriously impaired. |

Total marks for Part C = 35 marks

| Mark for comprehension | Maximum mark for quality of language |
|------------------------|--------------------------------------|
| 10 | 10 |
| 9 | 9 |
| 8 | 8 |
| 7 | 7 |
| 6 | 6 |
| 5 | 5 |
| 4 | 4 |
| 3 | 3 |
| 2 | 2 |
| 1 | 1 |
| 0 | 0 |

Part D :

| 9. | Key Idea | Marks | Accept | Reject |
|-----|---|-------|---|---|
| (a) | Elle fait du roller = 1 mark but this may not be 1 st idea PLUS Il n'y a pas de voitures Il n'y a pas de compétition Elle aime faire des progrès Elle aime être avec ses copains Elle le fait pour le plaisir (4 from 5) | 5 | Has to be idea of participation Un Paris désert sans voitures = 1 mark recontrer Avec pas de compétition | Elle attend le départ etc as it does not convey idea of participation Ne / n' without pas Elle veut ne gagner pas Pour se relaxer / pour passer un bon temps |
| (b) | Il ne fait plus de l'équitation = 1 mark PLUS C'était trop cher Il n'aimait pas nettoyer Il pense que certains parents mettent trop de pression sur leurs enfants (3 from 4) | 4 | Il n'aimait pas le comportement de certains parents | Beaucoup de pression de leurs enfants |
| (c) | Il fait de la natation Il joue au foot Il fait du vélo (2 from 3) | 2 | Il joue avec un ballon Il joue dans le parc Il va pour une balade en vélo | Il fait le ballon ; il aime le ballon dans le parc ; il va au parc |
| (d) | Il aime s'amuser C'est bon pour garder la forme/maigrir C'est sociable | 3 | Il aime rigoler instead of s'amuser Il peut rester en forme Les loisirs / ils sont sociables | rigoler as well as s'amuser |
| (e) | Il y a des sportifs qui prennent des drogues Ils trichent. | 2 | la tricherie est dangereuse | faire des drogues drouges |
| (f) | Elle aime se sentir indépendante Elle a un but personnel | 2 | Elle veut d'indépendance | Indépendent(e) |
| (g) | C'est un objet de consommation On change d'activité rapidement | 2 | | |

Verb tenses to be taken account of under Quality

20 marks (A02) + 10 marks for Quality of Language = 30 marks

The ten marks for Quality of Language (AO3) for questions (a) to (g) will be applied as follows:

N.B. Where there is nothing of relevance in the answer to the question set, no marks will be awarded for knowledge of grammar.

| | |
|------|---|
| 9-10 | The manipulation of most structures is good and examples of complex language are frequently used. There are still a few inaccuracies, but these tend to occur in more complex structures. |
| 7-8 | The manipulation of basic structures is generally sound with some examples of more complex structures, but these mostly result in increased inaccuracy. |
| 5-6 | There is some awareness of structure. There are still basic errors but communication is generally maintained. |
| 3-4 | The level of manipulation of structures and the number of errors make comprehension difficult. |
| 0-2 | Shows little or no grasp of grammatical structure. Errors are such that communication is seriously impaired. |

Total for Part D = 30 marks

Total for Paper = 105 marks

Where maximum mark for comprehension is 20 and maximum mark for quality of language is 10:

| Mark for comprehension | Maximum mark for quality of language |
|------------------------|--------------------------------------|
| 20, 19 | 10 |
| 18, 17 | 9 |
| 16, 15 | 8 |
| 14, 13 | 7 |
| 12, 11 | 6 |
| 10, 9 | 5 |
| 8, 7 | 4 |
| 6, 5 | 3 |
| 4, 3 | 2 |
| 2, 1 | 1 |
| 0 | 0 |