



## **General Certificate of Education**

# **French 5651** *Specification*

**FR01**      *Young People Today*

## **Mark Scheme**

*2008 examination - January 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.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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## Unit 1 – Young People Today

### 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 question, no further penalty should be imposed in awarding a mark for Communication (= nfp). However, this does not apply to the change from first to third person in questions 8 and 9 where nfp applies to each sub-question.
- 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:

		<b>% of AS</b>	<b>Marks</b>
AO1	Response to spoken language	10	30
AO2	Response to written language	15	45
AO3	Knowledge of grammar	10	30
	<b>TOTAL</b>	35	105

The marks will be allocated in the following way:

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
Short listening pieces	15		
Longer listening piece	15		10
Short reading texts		25	10
Longer reading text		20	10

**Part A**

1.

	<b>Key Idea</b>	<b>Marks</b>	<b>Accept</b>	<b>Reject</b>
(a)	<p>They come from poor families</p> <p>Deprived areas</p> <p>The father has left</p> <p>The parents are unemployed</p> <p>They have difficulty reading</p> <p>(Any 3 from 5)</p>	3		unfortunate
(b)	<p>Fewer pupils per class</p> <p>More teachers</p> <p>They have teaching assistants/extra help</p> <p>The school stays open later</p> <p>Pupils can do their homework (in the library)</p> <p>(Any 3 from 5)</p>	3	Lots of teachers	<p>More traditional teachers</p> <p>More teachers in colleges</p> <p>The pupils can go to the library</p>

**6 marks (AO1)**

2.

		Marks	Accept
(a)	Qui croit que les cigarettes devraient être plus chères?	1	A
(b)	Qui s'inquiète du tabagisme passif?	1	G
(c)	Qui n'aime pas l'odeur du tabac?	1	E
(d)	Qui a cessé de fumer?	1	G
(e)	Qui pense qu'il faut limiter la vente des cigarettes?	1	A
(f)	Qui essaie de cacher des cigarettes?	1	E

6 marks (A01)

3.

(ai)	Le championnat a déjà eu lieu.	1	
(b)	Le championnat est réservé aux hommes.	1	
(c)	Pendant le championnat, on va faire du judo par équipe.	1	√
(d)	Il y aura beaucoup de spectateurs au championnat.	1	√
(e)	Au championnat d'Europe les Françaises n'ont pas eu de succès.	1	
(f)	L'équipe japonaise n'est pas très forte.	1	
(g)	Le judo est moins populaire que le tennis.	1	√

3 marks (A01)

**Total for Part A = 15 marks**

**Part B**

4.

	<b>Key Idea</b>	<b>Marks</b>	<b>Accept</b>	<b>Reject</b>
(a)	<p>Il était fort en dessin            Son professeur lui en a parlé            Il voulait faire un métier pratique            et intellectuel            Il aime rencontrer des gens            et réfléchir à leurs besoins</p> <p>(Any 4 from 6)</p>	4		<p>Dessein/dessain etc.</p> <p>practique</p> <p>jeunes besions</p>
(b)	<p>Il faut écouter les gens            et satisfaire leurs besoins            Il faut avoir des idées nouvelles            et trouver des solutions (aux problèmes)            Il faut organiser les artisans</p> <p>(Any 3 from 5)</p>	3	organiser le travail	Etre organisé tc.



	Key Idea	Marks	Accept	Reject
(c)	Il a étudié pendant 6 ans Il est allé à une école d'architecture Il a étudié les maths la physique la sociologie le dessin l'informatique  (Any 4 from 7)	4	pour 6 ans	étudié  les sciences
(d)	Il se sent très anxieux Les responsabilités sont lourdes/les maisons doivent rester debout	2	anxieuse	nerveux
(e)	(En France) on utilise moins souvent les architectes On les utilise pour des grandes maisons (seulement) Les architectes travaillent pour des personnes riches On ne fait pas d'architecture pour des logements (plus) modestes  (Any 2 from 4)	2		

**15 marks (AO3) + 5 marks for Quality of Language = 20 marks**

Verb tenses to be taken account of under Quality

The five 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.**

<b>Knowledge of Grammar (AO3)</b>	
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	<b>Maximum</b> 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

5.

		<b>Marks</b>
(a)	est/était	1
(b)	vieilles	1
(c)	faisait	1
(d)	autres	1
(e)	travailler	1

**5 marks (A03)****Total for Part B = 25 marks****Part C**

6.

(a)	Chloé	<b>P</b>
(b)	Margot	<b>P/N</b>
(c)	Luc	<b>N</b>
(d)	Romain	<b>P</b>
(e)	Pauline	<b>P/N</b>
(f)	Albertine	<b>N</b>
(g)	Madison	<b>P/N</b>

**7 marks (A02)**

7.

1.	parents
2.	privée
3.	études
4.	rire
5.	avis
6.	égalité
7.	violent
8.	conflits

**8 marks (A02)**

8.

	Key Idea	Marks	Accept	Reject
(a)	Elle ne veut pas travailler dans un bureau Elle voulait travailler avec les animaux Elle voulait savoir si les zoos protègent les espèces menacées  (Any 2 from 3)	2		office  parce que les zoos protègent les animaux
(b)	Ils étaient sympa/gentils/ Ils l’ont accueillie d’une manière amicale Ils ont répondu à ses questions	2	Elles très bonne ils l’aimaient	
(c)	Il lit des rapports Il nettoie les cages Il donne à manger aux animaux Il s’occupe des animaux <u>malades</u> Il fait des présentations (aux visiteurs)  (Any 2 from 5)	2	elle	
(d)	Elle n’aimait pas travailler dans la cuisine/couper des fruits ou des légumes Elle n’aimait pas l’ <u>odeur</u> des chameaux	2	Elle n’aimait pas la cuisine	
(e)	Elle travaille plus dur au lycée Elle est sûre qu’elle veut travailler avec des animaux Elle pense que les zoos sont importants/protègent les espèces menacées  (Any 2 from 3)	2	Elle va travailler avec les animaux	Last sentence <b>t.c.</b>

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 a quitté l'école Elle ne faisait plus de loisirs Elle a perdu ses amis Elle a dû rester à la maison/s'occuper de sa fille  (Any 2 from 4)	2	Elle a arrêté l'école etc	
(b)	Elle s'organise mieux Elle se relaxe <u>le week-end</u> Elle fait garder sa fille  (Any 2 from 3)	2	Elle est organisée  Le weekend, c'est pour elle	
(c)	Elle voulait élever son enfant mieux que sa mère Elle a toujours été entourée d'enfants Sa nièce l'appelait maman Un enfant va (toujours) l'aimer  (Any 3 from 4)	3		
(d)	Il va grandir avec sa mère Il va comprendre sa mère	2		

	Key Idea	Marks	Accept	Reject
(e)	Elle va l'encourager à poursuivre ses études Elle va travailler à temps partiel	2	petits boulots	travail partiel
(f)	Le père était heureux Ses parents ne voulaient pas qu'elle garde l'enfant Ses amis sont devenus plus distants Les mères plus âgées la jugeaient (Any 3 from 4)	3	Ses parents et ses amis n'étaient pas heureux = 2	
(g)	L'enfant lui donne des objectifs L'enfant l'a sauvée de la délinquance Elle est devenue plus sérieuse (Any 2 from 3)	2		
(h)	Elle est en difficulté sociale Elle ne réussit pas à l'école Elle veut provoquer une réaction/ les bébés sont des SOS (Any 2 from 3)	2	Plural subject	
(i)	Il est plus âgé/vieux Il n'est pas mûr Il est présent/la fille peut compter sur lui/il ne part pas (Any 2 from 3)	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 (i) 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