



## **General Certificate of Education**

# **French 1651**

## *Specification*

**FREN1      Listening, Reading and Writing**

# **Mark Scheme**

*2010 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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The assessment objectives will be allocated in the following way.

		<b>% of AS</b>	<b>Marks</b>
AO1	Response to spoken language	22	35
AO2	Response to written language	31	50
AO3	Knowledge of grammar	16	25
	<b>TOTAL</b>	69	110

The marks will be allocated in the following way

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
Listening Section (includes transfer of meaning into English exercise)	35		
Reading Section (includes cloze test)		30	10
Writing Section		20	15

## General Principles

### Section A: Listening and Reading

- 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 the mark, and nfp (= no further penalty) should be written beside the error to indicate this.
- English spellings are not accepted unless the word is spelt the same in both languages.
- “Rubric” should be written in the margin if in the wrong language and give ‘0’ (unless numbers or place names are involved).
- Ignore errors of accents for comprehension/communication marks.
- In Question 8, reject incorrect pronouns. Ignore errors of gender/number. Tense must be appropriate to the question. Accept 3<sup>rd</sup> person plural for 3<sup>rd</sup> person singular and vice versa. Accept *elle* for *il* and vice versa. Reject invalidating additions.

## Section A

Qu.	Accept	Marks	Notes
1 (a)	rural (setting)/countryside <u>search/lookfor</u> nature/calm <u>relaxing</u> <u>shorter</u>	4	Reject all answers in French Reject researching Accept relaxed

Qu.	Accept	Marks	Notes
1 (b)	By/near/next to the sea/beach/coast Water/aquatic sports	2	Reject all answers in French Reject beach/nautical/sea sports

Qu.	Accept	Marks	Notes
1 (c)	mountains winter sports	2	Reject all answers in French Reject hills Reject snow sports

Qu.	Accept	Marks	Notes
1 (d)	in cities/towns (interest in) culture/cultural	2	Reject all answers in French Reject villages Reject cultures

Qu.	Accept	Marks
2 (a)	M	1

Qu.	Accept	Marks
2 (b)	A	1

Qu.	Accept	Marks
2 (c)	T	1

Qu.	Accept	Marks
2 (d)	T	1

Qu.	Accept	Marks
2 (e)	A	1

Qu.	Accept	Marks
2 (f)	M	1

Qu.	Accept	Marks
2 (g)	A	1

Qu.	Accept	Marks
2 (h)	<b>M</b>	1

Qu.	Accept	Marks
3 (a)	<b>P</b>	1

Qu.	Accept	Marks
3 (b)	<b>P</b>	1

Qu.	Accept	Marks
3 (c)	<b>N</b>	1

Qu.	Accept	Marks
3 (d)	<b>P/N</b>	1

Qu.	Accept	Marks
3 (e)	<b>P/N</b>	1

Qu.	Accept	Marks
3 (f)	P	1

Qu.	Accept	Marks
3 (g)	P	1

Qu.	Accept	Marks
3 (h)	N	1

Qu.	Accept	Marks
3 (i)	P/N	1

Qu.	Accept	Marks
3 (j)	P	1



Qu.	Accept	Marks	Notes
4 (a)	(C'est de) <u>replonger</u> des candidats dans ( l'univers du) le moyen âge.	1	Accept any recognisable verb form Accept 14 if given but reject incorrect numbers if given Accept moyenne âge Reject moyen âge written as one word

Qu.	Accept	Marks	Notes
4 (b)	Ils vivent dans la <u>forêt</u> (cultivent) leur jardin/jardinage Cuisinent/la cuisine coupent du bois élèvent/gardent/s'occupent des animaux font face aux difficultés.  (any 3)	3	Accept any recognisable verb form Reject dans la difficulté Reject cultivent t.c.

Qu.	Accept	Marks	Notes
4 (c)	(Ils obtiennent) une meilleure vie/ un meilleur niveau de vie/ils peuvent entrer au <u>château</u> / les rôles peuvent changer.	1	Accept any recognisable verb form Only accept correct spellings of meilleur, niveau, château

Qu.	Accept	Marks	Notes
4 (d)	<p>instructif/éducatif</p> <p>cela (leur) montre les conditions de vie/vivre (au moyen âge)</p> <p>c'est plus efficace/intéressant que les cours (d'histoire)/le collège. (any 2)</p>	2	<p>Accept any recognisable verb form</p> <p>Misspelling of moyen âge is considered here as an nfp ie no further penalty</p> <p>Reject any incorrect spelling of efficace</p>

Qu.	Accept	Marks
5 (a)	<b>G</b>	1

Qu.	Accept	Marks
5 (b)	<b>H</b>	1

Qu.	Accept	Marks
5 (c)	<b>C</b>	1

Qu.	Accept	Marks
5 (d)	<b>R</b>	1

Qu.	Accept	Marks
5 (e)	<b>G</b>	1

Qu.	Accept	Marks
5 (f)	R	1

Qu.	Accept	Marks	Notes
6 (a)	G D	2	(Must be in that order)

Qu.	Accept	Marks	Notes
6 (b)	I E	2	(Must be in that order)

Qu.	Accept	Marks	Notes
6 (c)	F C B	3	(Must be in that order)

Qu.	Accept	Marks	Notes
7 (a)	V	1	Accept T or ✓

Qu.	Accept	Marks	Notes
7 (b)	V	1	Accept T or ✓

Qu.	Accept	Marks	Notes
7 (c)	F	1	Accept X

Qu.	Accept	Marks	Notes
7 (d)	ND	1	Accept PM

Qu.	Accept	Marks	Notes
7 (e)	V	1	Accept T or ✓

Qu.	Accept	Marks	Notes
7 (f)	V	1	Accept T or ✓

Qu.	Accept	Marks	Notes
7 (g)	F	1	Accept X

Qu.	Accept	Marks	Notes
7 (h)	ND	1	Accept PM

Qu.	Accept	Marks	Notes
7 (i)	F	1	Accept X

Qu.	Accept	Marks	Notes
8 (a)	Il prive ses enfants de <u>jouets</u> il les bat il les enferme	3	Accept any recognisable form of the verb in present or past tense eg a perfect tense must include both a pp and an auxiliary

Qu.	Accept	Marks	Notes
8 (b)	Jean-Pierre <u>se</u> révolte Il refuse de passer ses examens Son père le met à la porte  (Any 2 from 3)	2	Accept any recognisable form of the verb in present or past tense

Qu.	Accept	Marks	Notes
8 (c)	marchand de glaces garçon de restaurant/serveur journaliste poète  (Any 2 from 4)	2	Accept any recognisable form of the verb in present or past tense

Qu.	Accept	Marks	Notes
8 (d)	il est devenu riche il a fondé un mouvement (pour aider des enfants) l'amélioration du sort des enfants  (Any 1 from 3)	1	Accept any recognisable form of the verb in present or past tense Reject devenu riche <b>tc</b>

Qu.	Accept	Marks	Notes
9 (a)	existe	1	(Spelling must be exact)

Qu.	Accept	Marks	Notes
9 (b)	offrent	1	(Spelling must be exact)

Qu.	Accept	Marks	Notes
9 (c)	saturées	1	(Spelling must be exact)

Qu.	Accept	Marks	Notes
9 (d)	seront	1	(Spelling must be exact)

Qu.	Accept	Marks	Notes
9 (e)	vient/venait	1	(Spelling must be exact)

Qu.	Accept	Marks	Notes
9 (f)	nouvelles	1	(Spelling must be exact)

Qu.	Accept	Marks	Notes
9 (g)	recevoir	1	(Spelling must be exact)

Qu.	Accept	Marks	Notes
9 (h)	gardant	1	(Spelling must be exact)

Qu.	Accept	Marks	Notes
9 (i)	personnelles	1	(Spelling must be exact)

Qu.	Accept	Marks	Notes
9 (j)	voudraient	1	(Spelling must be exact)

## Section B: Writing (Annotation of Scripts)

The following conventions will be used by examiners marking scripts when assessing **Content**:

✓	Point made
irr	Irrelevant material
rep	Repeated point
?	Lack of clarity

The ✓ will be placed in the body of the text. The 'irr', 'rep' and '?' will be placed in/close to the margin.

Each question will be marked out of 35, consisting of 20 marks for Content (AO2) and 15 marks for Quality of Language (AO3).

### CONTENT

Marks	Criteria
17-20	<b>Very Good</b> <ul style="list-style-type: none"> <li>• Response to the task is fully relevant with a good depth of treatment</li> <li>• Well-organised structure in a logical sequence</li> <li>• Points made are well expressed and justified</li> </ul>
13-16	<b>Good</b> <ul style="list-style-type: none"> <li>• Response to the task is mostly relevant with some depth of treatment</li> <li>• Structure is generally well ordered</li> <li>• Points made are mostly well expressed and justified</li> </ul>
9-12	<b>Sufficient</b> <ul style="list-style-type: none"> <li>• Response to the task is generally relevant, but treatment is often superficial</li> <li>• Reasonable structure with occasional lapses</li> <li>• Points not always clearly expressed and justification is only just sufficient</li> </ul>
5-8	<b>Limited</b> <ul style="list-style-type: none"> <li>• Limited response to the task with some relevant information conveyed</li> <li>• Limited evidence of structure</li> <li>• Points made sometimes difficult to understand and justification is weak</li> </ul>
1-4	<b>Poor</b> <ul style="list-style-type: none"> <li>• Limited response to the task with little relevant information conveyed</li> <li>• No real structure</li> <li>• Points difficult to understand and little or no justification</li> </ul>
0	The answer shows no relevance to the task set. A zero score will automatically result in a zero score for the answer as a whole



**QUALITY OF LANGUAGE****Range of Vocabulary**

<b>Marks</b>	<b>Criteria</b>
5	Wide range of appropriate vocabulary
4	A range of appropriate vocabulary
3	Some variety of appropriate vocabulary
2	Limited variety of appropriate vocabulary
1	Very little use of appropriate vocabulary
0	No appropriate vocabulary

**Range of Structures**

<b>Marks</b>	<b>Criteria</b>
5	Very good variety of grammatical structures used
4	Good variety of grammatical structures used
3	Some variety of grammatical structures used
2	Limited variety of grammatical structures used
1	Shows little grasp of grammatical structures
0	Shows no grasp of grammatical structures

**Accuracy**

<b>Marks</b>	<b>Criteria</b>
5	There may be inaccuracies, but these tend to occur in attempts at more complex structures
4	Largely accurate but with few basic errors
3	Generally accurate but still with some basic errors
2	Basic errors are frequent
1	The number of errors make comprehension difficult
0	Errors are such that communication is seriously impaired

It should be noted that the marks awarded for each of *Range of Vocabulary*, *Range of Structures* and *Accuracy* cannot be more than one band higher than the band awarded for *Content*.

## Possible content points

Below is a list of **possible** content points for each answer; it should be stressed that the list is not prescriptive nor exhaustive, but is illustrative of the points which could be made.

**10** *A votre avis, pourquoi est-ce que le mariage est moins populaire de nos jours ? Est-ce que le mariage est toujours important dans la société actuelle ? Pourquoi/pourquoi pas ?*

- the expenses
- no shame involved as in the past
- people having children later
- marriage is seen as unnecessary (bureaucratic)
- easier to live together
- important for social cohesion
- signals commitment
- adds romance to life
- role models for children
- excuse for a celebration.

**11** **Donnez votre opinion sur l'importance de la musique dans la vie des jeunes.**

- important for relaxing
- cheers you up
- listen to music while doing something else
- type of music preferred reveals mood/personality
- life is sad without music
- shared interest with friends
- social aspects (going to concerts)
- buying/downloading music
- admire technical side of music
- so varied.

**12** **Discutez pourquoi les jeunes fument des cigarettes et proposez des mesures pour combattre le problème.**

- to appear more grown up
- peer pressure/sociable
- stress
- cigarette companies
- role models smoke
- increase price
- limit availability
- campaigns against smoking
- information in schools
- shock tactics.