



General Certificate of Education

French 2651

Specification

FREN3 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.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

Copyright © 2010 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

Copyright © 2010 AQA and its licensors. All rights reserved.

The Assessment and Qualifications Alliance (AQA) is a company limited by guarantee registered in England and Wales (company number 3644723) and a registered charity (registered charity number 1073334). Registered address: AQA, Devas Street, Manchester M15 6EX

Unit 3

The assessment objectives will be allocated in the following way.

		% of A Level	Marks
AO1	Response to spoken language	8	25
AO2	Response to written language	18	60
AO3	Knowledge of grammar	8	25
	TOTAL	34	110

The marks will be allocated in the following way

	AO1	AO2	AO3
Listening Section	25		
Reading Section (includes transfer of meaning from and into the target language)		35	10
Writing Section		25	15

Section A: Listening, Reading and Writing

General Principles

- 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.
- Errors of accent are not penalised unless they are grammatical.
- Rubric should be written in the margin if in the wrong language and 0 should be awarded (unless numbers or place names are involved).

L'énergie éolienne

Qu.	Accept	Marks
1 (a)	B	1

Qu.	Accept	Marks
1 (b)	G	1

Qu.	Accept	Marks
1 (c)	A	1

Qu.	Accept	Marks
1 (d)	C	1

Qu.	Accept	Marks
1 (e)	H	1

Qu.	Accept	Marks
1 (f)	E	1

Qu.	Accept	Marks	Notes
2	A B F H J	5	Accept letters in any order

Qu.	Accept	Marks	Notes
3 (a)	Ils sont tous les deux arrivés en Europe il y a trois ans après avoir l'Afrique traversé <u>le Cameroun</u>	2	For each question one mark is awarded if the incorrect detail is underlined and one mark for the correct detail being written. If more than one detail is underlined then the first mark may not be awarded, but the mark for the correct detail may still be given. Do not penalise errors of spelling or grammar provided that the meaning remains clear. Reject (l')afric Reject (l')Africa

Qu.	Accept	Marks	Notes
3 (b)	Le plus âgé des deux s'appelle dans la Ibrahim et maintenant il habite <u>au banlieue</u> centre de Barcelone.	2	For each question one mark is awarded if the incorrect detail is underlined and one mark for the correct detail being written. If more than one detail is underlined then the first mark may not be awarded, but the mark for the correct detail may still be given. Do not penalise errors of spelling or grammar provided that the meaning remains clear.

Qu.	Accept	Marks	Notes
3 (c)	Lors de leur première tentative en deux 2007 leur bateau a sombré et <u>dix</u> personnes sont mortes.	2	For each question one mark is awarded if the incorrect detail is underlined and one mark for the correct detail being written. If more than one detail is underlined then the first mark may not be awarded, but the mark for the correct detail may still be given. Do not penalise errors of spelling or grammar provided that the meaning remains clear.

Qu.	Accept	Marks	Notes
3 (d)	Aujourd'hui Ibrahim est toujours clandestin et travaille dans les champs <u>une usine</u> pour 18 euros par jour.	2	For each question one mark is awarded if the incorrect detail is underlined and one mark for the correct detail being written. If more than one detail is underlined then the first mark may not be awarded, but the mark for the correct detail may still be given. Do not penalise errors of spelling or grammar provided that the meaning remains clear. Accept Un champ Reject chants

Qu.	Accept	Marks
4 (a)	A	1

Qu.	Accept	Marks
4 (b)	B	1

Qu.	Accept	Marks
4 (c)	B	1

Qu.	Accept	Marks
4 (d)	C	1

Qu.	Accept	Marks
4 (e)	A	1

Qu.	Accept	Marks
4 (f)	C	1

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

Qu.	Accept	Marks	Notes
5 (b)	F	1	Accept X

Qu.	Accept	Marks	Notes
5 (c)	V	1	Accept T or ✓

Qu.	Accept	Marks	Notes
5 (d)	V	1	Accept T or ✓

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

Qu.	Accept	Marks	Notes
5 (f)	ND	1	Accept PM

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

Qu.	Accept	Marks	Notes
6	lutte objectif débat planète volonté communiqué	6	Do not penalise miscopying provided that the word intended is clear.

Qu.	Accept	Marks	Notes
7 (a)(i)	farcis	1	Reject farcis de

Qu.	Accept	Marks	Notes
7 (a)(ii)	vendeuses	1	Reject vendeuses de fromage

Qu.	Accept	Marks	Notes
7 (a)(iii)	grâce à	1	Reject grâce (t.c) Reject a : no accent

Qu.	Accept	Marks	Notes
7 (a)(iv)	époux	1	Accept without accent Reject with leurs but accept with les

Qu.	Accept	Marks	Notes
7 (a)(v)	aînés	1	Accept with les Accept without accents

Qu.	Accept	Marks	Notes
7 (a)(vi)	compétences	1	Accept with les Reject with mes Accept without accents
Qu.	Accept	Marks	Notes
7 (a)(vii)	plein de	1	Reject plein (t.c.)

Qu.	Accept	Marks
7 (b)(i)	A	1

Qu.	Accept	Marks
7 (b)(ii)	B	1

Qu.	Accept	Marks
7 (b)(iii)	A	1

Qu.	Accept	Marks
7 (b)(iv)	C	1

Qu.	Accept	Marks
7 (b)(v)	A	1

Qu.		Accept	Reject
8	1 mark for each box. Award the mark if the sense of the French is expressed in acceptable English. The working total of 20 should be divided by 2 to give a maximum mark of 10. Round up any half-mark at the end.		
1	Environ 300 personnes ont passé la nuit	About/Around/Some 300 people/persons (have) spent/passed the night/last night	Nearly a night overnighted
2	dehors	outside/in the open air/outdoors/rough	Slept out
3	place de la République à Paris, en solidarité avec	(in) the place de la République/place/square of the Republic in Paris, in solidarity with/in support of/to support/in unity with	joining forces with/together with
4	les SDF	the homeless:	the SDF
5	une opération de solidarité insolite	an unusual/original/strange operation of solidarity/solidarity operation/gesture/show of unity	
6	à l'appel d'une trentaine d'associations	in response to/at the appeal/call of thirty or so/about thirty associations/charities	thirty (t.c.)
7	dont Emmaüs et la Fondation Abbé Pierre.	Including/which include Emmaüs and the Fondation Abbé Pierre/ Abbé Pierre Foundation.	such as
8	Plus tôt dans la soirée,	Earlier in the/that evening/night	party

9	une fête avait rassemblé	a festival/fête/fair/party had brought together/had attracted....had come together/assembled for a party	
10	jusqu'à 1.800 personnes.	up to/as many as 1800 people	about/approximately/ nearly/close to
11	L'objectif de cette soirée : sensibiliser les Français	The aim/objective of this/that/the evening : to increase awareness/raise sensitivity among the French/to make the French (more) aware/sensitive to/to inform/educate the French	possible nfp for soiree
12	et presser le gouvernement à agir	and urge/press/push/encourage/pressurise the government to act/react/take action/steps	
13	pour répondre aux urgences.	to respond to(the/these) emergencies/urgent situations/needs/problems	urgency/urgencies
14	Les bénévoles	The volunteers/Charity workers	
15	sur le terrain	on the ground/on the spot/in the area/on/in the streets/on the scene	on the grounds
16	espèrent ainsi,	hope in this way/thus/therefore	also
17	à quelques semaines	a few/some weeks before/...in the coming weeks	several
18	des élections municipales,	the municipal/town/local/ council election(s)	state/domestic
19	relancer le débat	to relaunch/reignite/restart/reopen the debate	start
20	sur le logement.	about/on housing/accommodation	

Qu.		Accept	Reject/Notes
	For each box award the mark if there are no errors other than accents which do not change the meaning of the word. Reject paraphrases. The working total of 20 should be divided by 2 to give a maximum mark of 10. Round up any half-mark at the end.		
9 (a)			
1	Air pollution	La pollution de l'air/de l'atmosphère / atmosphérique (1)	Aérienne D'air/d'atmosphère
2	has harmful effects	a des effets nocifs/néfastes/négatifs/nuisibles/mauvais/sérieux/graves/dangereux (1)	les effets toxiques
3	on health	sur/pour la santé (1)	La santé personnelle/individuelle
4	an individual's	d'un individu / de l'individu/des gens/des personnes/de l'homme (1)	sur sa santé = 1 out of 2
9 (b)			
1	However	Cependant /Pourtant/ Néanmoins/ Par contre/ En revanche/ (1)	Mais
2	we sometimes forget	nous oublions/on oublie quelquefois/parfois/des fois/de temps en temps (1)	quelque fois quelquefois between subject and verb
3	that noise pollution is also	que la pollution sonore/du bruit/ les/des nuisances sonores est aussi/également (1)	pollution de bruit auditive/acoustique
4	very dangerous.	très/vraiment/tellement dangereuse (1) NB agreement depends on noun in 3	dangereuse t.c.

9 (c)			
1	If we used	Si nous utilisons/on utilisait / on se servait du / des; nous nous servions du / des; on prenait/ nous prenions; on voyageait/ nous voyagions dans (1)	
2	public transport more	le(s) transport(s) en commun/ public(s)/collectifs plus (souvent) / davantage (1)	les transports communs
3	there would be	il y aurait (1)	
4	fewer illnesses.	moins de maladies (1)	des
9 (d)			
1	It is obvious that	Il est / c'est évident/clair/visible/manifeste qu' (1)	sûr/certain/vrai
2	no country	aucun pays ne (1) <i>Il n' y a pas de/un pays</i>	
3	can solve	peut résoudre/trouver une solution à/éliminer/régler (1) <i>qui puisse résoudre</i>	Future tense
4	this problem alone	ce problème (tout) seul (1)	
9 (e)			
1	It is not too late,	Ce/Il n'est pas trop tard (1)	
2	provided that	pourvu que/ à condition que (1)	Reject si (but possible nfp next box)
3	we take	nous prenions/on prenne (1)	
4	the necessary measures now	les mesures/actions/dispositifs nécessaires maintenant/tout de suite (1)	gestes

SECTION B: WRITING

Marking Guidance

1. The range of topics and areas for study are inevitably very wide, but all essays are assessed according to the same criteria. If the question requires, for example, an analysis of the main themes of a work, this will be the candidate's view of what the main themes are, provided he/she justifies his/her choice. If there are clearly significant errors of fact, these cannot be ignored, but fact should not be confused with interpretation.
2. The mark scheme refers to *understanding and knowledge of the task*. 'The task' is to answer the specific question set.

'Understanding of the task' is the way in which the answer addresses the question, e.g. range, depth, covering all parts of the question and relevance to the question. 'Knowledge of the task' is the amount and range of detail used to answer the question set. It is not so much the actual knowledge as the way this knowledge is used and evaluated that is being assessed. Hence the Content mark is determined by how well the candidate has answered the specific question set.

3. When assessing an essay for Content, a "top down" approach should be adopted by deciding whether the essay matches the criteria for the top band. If not, move down to the second band and so on. If an essay fully matches all the criteria for the top band, it should be given maximum marks. Such an essay will fully answer all parts of the set question, it will be fully relevant, and it will contain a good deal of evidence and very clear evaluation.
4. If the essay is not worthy of a mark in the top band, move down the bands until the criteria are the best match for that essay. In these bands, in the event that an essay matches exactly the criteria for the band, it should be given the middle mark in that band. Otherwise, the mark should be adjusted up or down according to whether it is nearer the criteria for the band above or the band below. If an essay appears to be on the boundary between two bands and it is difficult to decide between the two, place the essay at the bottom of the higher band rather than the top of the lower band as this will allow access to the higher marks for Quality of Language.
5. The degree of personal reaction required for any given band will vary to some extent according to the precise question set, and it is accepted that in some topics, particularly the study of a region, the reaction is effectively bound up with the evaluation, whereas if the question asks for the candidate's opinion of an author or artist, more obvious personal reaction is clearly required. Candidates do not constantly have to say "I think that..." to be giving personal reaction. For example, adjectives such as "effective" or "extraordinary" are expressing opinions.
6. Evidence can take different forms. The candidate must show knowledge of the topic, but in the case of a literary topic, for example, this does not have to be accomplished via quotations; precise reference to specific episodes may fulfil this requirement. Furthermore, a quotation may explain or justify a point, but on its own it does not make a point; the candidate must be explicit.
7. Remember that in awarding the Quality of Language marks, these may not come from a higher band than the Content mark. Thus if the Content is judged "Sufficient" (11–15) then the maximum mark for each of the three Quality of Language marks is 3. However, it should be noted that this is the **maximum** mark available; the mark will be lower if the essay does not meet the criteria for 3 marks.

8. There is a minimum number of 250 words specified on the paper. There is no automatic penalty for writing less than the minimum: this will be self-penalising. Candidates can have access to the top mark bands by writing the minimum number of words, however, not all candidates will be able to meet the requirements of the top mark bands in an essay of 250 words. A well-structured and well-planned essay of 250 words with a wide range of vocabulary/range of structures will be eligible for the highest marks. It is the quality of the response and **not** the number of words which is important. There is no maximum number of words and all work is marked.

Section B: Writing (Annotation of Scripts)

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

✓	Point made
Irr/NR	Irrelevant material
rep	Repeated point
?	Lack of clarity

CONTENT

Marks	Criteria
21-25	<p>Very Good</p> <ul style="list-style-type: none"> • Thorough understanding and knowledge of the task • Wide range of relevant examples and evidence • Clear evidence of evaluation and well-justified personal reaction • Well-organised structure with clear progression
16-20	<p>Good</p> <ul style="list-style-type: none"> • Sound understanding and knowledge of the task • Good range of relevant examples and evidence • Some evidence of evaluation and personal reaction but not always convincingly justified • Logical structure with some progression
11-15	<p>Sufficient</p> <ul style="list-style-type: none"> • Some understanding and knowledge of the task • Some relevant examples and evidence • Some evaluation and personal reaction evident but often not justified; over-reliance on received ideas • Structure is satisfactory though there may be some deficiencies
6-10	<p>Limited</p> <ul style="list-style-type: none"> • Limited understanding and knowledge of the task • Limited use of relevant examples and evidence • Limited evaluation and personal reaction; mainly descriptive or factual • Structure limited; often unclear or confusing
0-5	<p>Poor</p> <ul style="list-style-type: none"> • Little understanding and knowledge of the task • Lack of relevant evidence. Few examples • Little or no evaluation and/or personal reaction • Structure mainly unfocused and/or disorganized

QUALITY OF LANGUAGE**Range of Vocabulary**

Marks	Criteria
5	Very wide range of vocabulary used
4	A wide range of vocabulary used
3	Some variety in the use of vocabulary
2	Little variety in the use of vocabulary
0-1	Vocabulary simple and very limited

Complexity of Language

Marks	Criteria
5	Very wide range of complex structures
4	A wide range of structures including complex constructions
3	A variety of structures used with some attempts at complex constructions
2	Structures mainly simple, with little variety
0-1	Structures very simple and limited in scope

Accuracy

Marks	Criteria
5	Highly accurate with only occasional errors
4	Generally accurate with few errors
3	More accurate than inaccurate. Errors rarely impede communication
2	Some errors but these generally do not impede communication
0-1	Many errors which significantly impede communication

It should be noted that the marks awarded for each of *Range of Vocabulary*, *Complexity of Language* and *Accuracy* cannot be in a higher band than the band awarded for *Content*.