



General Certificate of Education

French 1651

Specification

FREN1 Listening, Reading and Writing

Mark Scheme

2011 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 standardisation events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process 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 standardisation each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised 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.

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

The marks will be allocated in the following way

	AO1	AO2	AO3
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.

Section A

Qu.	Accept	Marks	Notes
1(a)	Ban/no/stop mobile phones (1) In primary schools (1)	2	

Qu.	Accept	Marks	Notes
1(b)	Headaches	1	
	Loss of memory/memory troubles/memory problems	1	
	Tiredness/fatigue	1	

Qu.	Accept	Marks	Notes
1(c)	Sleep problems/troubles	1	Reject brain dead
	Depression	1	
	Dangers for the brain/risk of brain damage	1	

Qu.	Accept	Marks	Notes
1(d)	Against the measure	1	Must have reference to bags/rucksacks Reject sacks tc
	Don't want to open/search bags	1	

Qu.	Accept	Marks
2(a)	N	1

Qu.	Accept	Marks
2(b)	F	1

Qu.	Accept	Marks
2(c)	L	1

Qu.	Accept	Marks
2(d)	F	1

Qu.	Accept	Marks
2(e)	L	1

Qu.	Accept	Marks
2(f)	F	1

Qu.	Accept	Marks
2(g)	F	1

Qu.	Accept	Marks
2(h)	N	1

Qu.	Accept	Marks
2(i)	L	1

Qu.	Accept	Marks
2 (j)	N	1

Qu.	Accept/key idea	Marks	Notes
3(a)	On prend des photos en secret/contre la volonté/sans la permission	1	Only accept recognisable form of the verbs
	Les stars invitent les paparazzi (à prendre des photos)	1	

Qu.	Accept/key idea	Marks	Notes
3(b)	Une bonne photo peut rapporter une fortune /on peut vendre la photo	1	Only accept recognisable form of the verb Reject porter/apporter

Qu.	Accept/key idea	Marks	Notes
3(c)	Les paparazzi vont trop loin	1	Only accept recognisable form of the verb Reject ils sont intolérables

Qu.	Accept/key idea	Marks	Notes
3(d)	Les paparazzi sont postés devant la maison/dehors jour et nuit/avec sandwichs/boissons Ils prennent des photos quand on sort sa poubelle (any 2 of 3)	2	Only accept recognisable form of the verbs Reject dehors la maison

Qu.	Accept/key idea	Marks	Notes
3(e)	Elle a eu un accident (must be attempt at past tense ie must have auxiliary verb if perfect tense) Un homme a sauté devant sa voiture (must be attempt at past tense) Elle n'était/est pas blessée (any 2 of 3)	2	Only accept recognisable form of the verbs Must include pas in correct place

Qu.	Accept	Marks
4(a)	A E In any order	2

Qu.	Accept	Marks
4(b)	A D In any order	2

Qu.	Accept	Marks
4(c)	A C E in any order	3

Qu.	Accept	Marks
5(a)	I	1

Qu.	Accept	Marks
5(b)	D	1

Qu.	Accept	Marks
5(c)	B	1

Qu.	Accept	Marks
5(d)	A	1

Qu.	Accept	Marks
5(e)	E	1

Qu.	Accept	Marks
5(f)	G	1

Qu.	Accept	Marks
5(g)	H	1

Qu.	Accept	Marks	Notes
6(a)	ND	1	Accept PM

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

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

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

Qu.	Accept	Marks	Notes
6(e)	F	1	Accept X

Qu.	Accept	Marks	Notes
6(f)	F	1	Accept X

Qu.	Accept	Marks	Notes
6(g)	V	1	Accept T or tick ✓

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

Qu.	Accept	Marks
7(a)	I	1

Qu.	Accept	Marks
7(b)	D	1

Qu.	Accept	Marks
7(c)	E	1

Qu.	Accept	Marks
7(d)	A	1

Qu.	Accept	Marks
7(e)	C	1

Qu.	Accept	Marks
7(f)	J	1

Qu.	Accept	Marks
7(g)	G	1

Qu.	Accept	Marks
7(h)	K	1

Qu.	Accept	Marks
7(i)	H	1

Qu.	Accept	Marks	Notes
8(a)	Il faut écrire une lettre	1	Must be a recognisable form of the verb Reject Loic faut ... Reject past tense

Qu.	Accept	Marks	Notes
8(b)	Il faut demander à un de ses amis d'expliquer (à la fille) son problème. Il ne faut pas attendre trop longtemps. (1 of 2)	1	Must be a recognisable form of the verb

Qu.	Accept	Marks	Notes
8(c)	Ça débloque la timidité	1	Must be a recognisable form of the verb Accept future tense but reject past tense
	et ça lui donne l'occasion de ne plus perdre son temps.	1	

Qu.	Accept	Marks	Notes
8(d)	(Il faut éviter de) parler de la pluie (et du beau temps)/la météo	1	Must be a recognisable form of the verb
	et de devenir trop flatteur/lécher les bottes	1	

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

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

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

Qu.	Accept	Marks	Notes
9(d)	peuvent/pourront	1	(Spelling must be exact)

Qu.	Accept	Marks	Notes
9(e)	venus	1	(Spelling must be exact)

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

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

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

Qu.	Accept	Marks	Notes
9 (i)	Londonienne/londonienne	1	(Spelling must be exact)

Qu.	Accept	Marks	Notes
9(j)	créative	1	(Spelling must be exact) must have accent

Section B: Writing (Annotation of Scripts)

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

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

The ✓ will be placed in the body of the text. The 'NR', 'rep' and '?' will be placed in 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	Very Good <ul style="list-style-type: none"> • Response to the task is fully relevant with a good depth of treatment • Well-organised structure in a logical sequence • Points made are well expressed and justified
13-16	Good <ul style="list-style-type: none"> • Response to the task is mostly relevant with some depth of treatment • Structure is generally well ordered • Points made are mostly well expressed and justified
9-12	Sufficient <ul style="list-style-type: none"> • Response to the task is generally relevant, but treatment is often superficial • Reasonable structure with occasional lapses • Points not always clearly expressed and justification is only just sufficient
5-8	Limited <ul style="list-style-type: none"> • Limited response to the task with some relevant information conveyed • Limited evidence of structure • Points made sometimes difficult to understand and justification is weak
1-4	Poor <ul style="list-style-type: none"> • Limited response to the task with little relevant information conveyed • No real structure • Points difficult to understand and little or no justification
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**

Marks	Criteria
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

Marks	Criteria
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

Marks	Criteria
5	There may be inaccuracies, but these tend to occur in attempts at more complex structures
4	Largely accurate but with a few basic errors
3	Generally accurate but still with some basic errors
2	Basic errors are frequent
1	The number of errors makes 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*.

Additional guidance for marking**Introductions and conclusions**

Candidates are not expected to include an introduction or conclusion, but it enhances the structure if there is a brief introduction and a concluding short paragraph, possibly including a personal response. One of the criteria for inclusion in the higher bands for content is for a logical structure and this would enhance the overall structure of the essay.

Awarding ticks and question marks

Ticks should be used for any valid, comprehensible point. This could be a statement, a personal opinion, the development or explanation of a point already made, an example or illustration and a justification of a point of view. A question mark should be placed in the margin for points which are unclear or muddled eg where the candidate makes up a word or uses confusing target language.

Repetition and irrelevance

The symbol 'rep' should be placed in the margin where a candidate repeats a point already made. The symbol 'NR' should be used if a section is not relevant to the title eg a candidate talks about the consequences of smoking when the question asks for reasons for people smoking and for suggestions to reduce smoking.

Choosing the band for Content

A mark in the 17-20 band will be awarded for an essay which contains a good number of valid points which have been expanded, which has a good structure and contains little if any irrelevance, repetition or lack of clarity. A mark in the 13-16 band will be awarded for a good essay which makes a fair number of points but may contain some of the weaknesses identified above. A mark in the 9-12 satisfactory band would suggest that the candidate makes a few valid points but fails to develop some of these points and the structure may be erratic and a number of sentences may be unclear. Where a limited number of points is made with very little development and much confusing language, a mark in the 5-8 will be appropriate. Such essays will lack a coherent structure and could be very repetitive and superficial. Rarely, a mark in the 0-4 band will be awarded but this will be limited to very poor (usually short) essays where there is very little content and much that is irrelevant.

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) A votre avis, quels sont les avantages et les inconvénients à vivre seul?

- independence/more freedom
- no need for compromise/make own decisions
- avoids risk of divorce/failure of relationship
- financial problems eased
- good for those who do not want responsibilities
- selfish/housing shortage
- danger of loneliness
- may regret lack of family later in life
- falling birth rate worrying
- shows a lack of responsibility

(35 marks)

10(b) Donnez votre opinion sur les causes du stress chez les jeunes. Quelles en sont les solutions possibles, à votre avis?

- stress at work/school
- money worries
- family arguments
- relationship problems eg divorce
- pace of modern life/need to be perfect
- relaxation
- medication
- sport/leisure activities
- diet
- good organisation/share problems with others

(35 marks)

10(c) Quels sont les avantages et les inconvénients des différents moyens de regarder un film? Pour vous, quel est l'avenir du cinéma?

- going to the cinema
- home cinema
- internet
- downloading/copying
- renting films
- dangers from piracy
- atmosphere better in cinema
- special effects eg 3D
- people making their own films
- equipment which combines TV/computer/cinema screen

(35 marks)