

Version



**General Certificate of Education (A-level)  
January 2012**

**French**

**FREN1**

**(Specification 2650)**

**Unit 1: Listening, Reading and Writing**

**Standardisation**

***Mark Scheme***

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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 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.

		<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.
- tc = tout court
- 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.

Q	Accept	Marks	Notes
1(a)	It's finished/over/gone/history/it no longer exists/ redundant	1	<b>Reject</b> changed/ruined/declined/ things are no longer what they used to be

Q	Accept	Marks	Notes
1(b)	(Most/many) children born outside marriage/parents not married  <b>20%</b> of children live with a single parent  People marry later  More divorces/divorce is common	4	<b>Reject</b> some children  <b>Reject</b> people marry more often  Must have some idea that divorce is more usual today  <b>Reject</b> divorce tc

Q	Accept	Marks	Notes
1(c)	No longer the authority figure/ head of family/head of house  Most fathers/parents attend the birth of their child/at the arrival of the baby  Paternity leave/have 11 days off work	3	<b>Reject</b> Father is not authoritative  <b>Reject</b> wrong number of days if stated

Q	Accept	Marks	Notes
1(d)	It's a success  The Catholic church opposes it /opposed or disliked by Catholics	2	It's a success due to the Catholic church = 1 Success despite/apart from the Catholic church = 2 <b>Reject</b> church tc <b>Reject</b> not allowed by the Catholic church <b>Reject</b> catholique

<b>Q</b>	<b>Accept</b>	<b>Marks</b>
2(a)	<b>N</b>	1

<b>Q</b>	<b>Accept</b>	<b>Marks</b>
2(b)	<b>F</b>	1

<b>Q</b>	<b>Accept</b>	<b>Marks</b>
2(c)	<b>L</b>	1

<b>Q</b>	<b>Accept</b>	<b>Marks</b>
2(d)	<b>F</b>	1

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

<b>Q</b>	<b>Accept</b>	<b>Marks</b>
2(f)	<b>L</b>	1

<b>Q</b>	<b>Accept</b>	<b>Marks</b>
2(g)	<b>N</b>	1

<b>Q</b>	<b>Accept</b>	<b>Marks</b>
2(h)	<b>F</b>	1

<b>Q</b>	<b>Accept</b>	<b>Marks</b>
2(i)	<b>L</b>	1

<b>Q</b>	<b>Accept</b>	<b>Marks</b>
2(j)	<b>F</b>	1

Q	Accept	Marks
3(a)	E	1

Q	Accept	Marks
3(b)	A	1

Q	Accept	Marks
3(c)	C	1

Q	Accept	Marks
3(d)	B	1

Q	Accept	Marks
3(e)	G	1

Q	Accept/key idea	Marks	Notes
4(a)	<p>Ils vont vivre une expérience merveilleuse/superbe etc /C'est un endroit fantastique</p> <p>Le tourisme crée des emplois/du travail (accept travaille/opportunitie)</p>	2	<p><b>Reject</b> spellings beginning mar or ending in ouse and any unrecognisable attempt</p> <p>Reject unrecognisable forms of the verb eg cré</p> <p><b>Reject</b> English spellings.</p>

Q	Accept/key idea	Marks	Notes
4(b)	<p>La sécurité / il veut (se) sentir en sécurité/ il ne veut pas aller où la vie est en danger</p> <p>Pas d'insectes</p> <p>L'eau <b>propre</b></p>	3	<p><b>Reject</b> English spellings</p>

Q	Accept/key idea	Marks	Notes
4(c)	<p>Le climat/c'est (un pays) chaud</p> <p>La cuisine (unique)</p> <p>Des activités <u>différentes</u>/des randonnées à éléphant</p> <p>Des souvenirs (any correctly named souvenir as alternative)</p> <p style="text-align: right;"><b>(any 3 of 4)</b></p>	3	<p><b>Reject</b> English spellings eg le climate est chaud</p> <p><b>Reject</b> unrecognisable verb forms</p>

Q	Accept/key idea	Marks	Notes
4(d)	<p>Eviter la destruction de l'environnement/protéger l'environnement</p> <p>Améliorer la qualité <u>des guides</u></p>	2	<p><b>Reject</b> English spellings</p> <p><b>Reject</b> unrecognisable forms of the verb</p>

Q	Accept	Marks
5(a)	<b>A</b>	1

Q	Accept	Marks
5(b)	<b>B</b>	1

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

Q	Accept	Marks
5(d)	<b>B</b>	1

Q	Accept	Marks
5(e)	<b>B</b>	1

<b>Q</b>	<b>Accept</b>	<b>Marks</b>
5(f)	<b>C</b>	1

<b>Q</b>	<b>Accept</b>	<b>Marks</b>
6(a)	<b>E</b>	1

<b>Q</b>	<b>Accept</b>	<b>Marks</b>
6(b)	<b>G</b>	1

<b>Q</b>	<b>Accept</b>	<b>Marks</b>
6(c)	<b>D</b>	1

<b>Q</b>	<b>Accept</b>	<b>Marks</b>
6(d)	<b>B</b>	1

<b>Q</b>	<b>Accept</b>	<b>Marks</b>
6(e)	<b>J</b>	1

<b>Q</b>	<b>Accept</b>	<b>Marks</b>
6(f)	<b>K</b>	1

<b>Q</b>	<b>Accept</b>	<b>Marks</b>
6(g)	<b>C</b>	1

<b>Q</b>	<b>Accept</b>	<b>Marks</b>
6(h)	<b>I</b>	1

<b>Q</b>	<b>Accept</b>	<b>Marks</b>
7(a)	<b>O</b>	1



Q	Accept	Marks
7(b)	J	1

Q	Accept	Marks
7(c)	M	1

Q	Accept	Marks
7(d)	F	1

Q	Accept	Marks
7(e)	F	1

Q	Accept	Marks
7(f)	O	1

Q	Accept	Marks
7(g)	F	1

Q	Accept	Marks
7(h)	M	1

Q	Accept	Marks
7(i)	J	1

Q	Accept	Marks	Notes
8(a)	F	1	Accept X

Q	Accept	Marks	Notes
8(b)	V	1	Accept T or ✓

Q	Accept	Marks	Notes
8(c)	F	1	Accept X

Q	Accept	Marks	Notes
8(d)	ND	1	Accept PM

Q	Accept	Marks	Notes
8(e)	F	1	Accept X

Q	Accept	Marks	Notes
8(f)	F	1	Accept X

	Accept	Marks	Notes
8(g)	V	1	Accept T or tick ✓

Q	Accept	Marks	Notes
9(a)	arrivée	1	(Spelling must be exact including correct accent)

Q	Accept	Marks	Notes
9(b)	sportive	1	(Spelling must be exact)

Q	Accept	Marks	Notes
9(c)	Peut/pourra/ pourrait	1	(Spelling must be exact)

Q	Accept	Marks	Notes
9(d)	soit	1	(Spelling must be exact)

Q	Accept	Marks	Notes
9(e)	craindre	1	(Spelling must be exact)

Q	Accept	Marks	Notes
9(f)	venus	1	(Spelling must be exact)

Q	Accept	Marks	Notes
9(g)	première	1	(Spelling must be exact including correct accent)

Q	Accept	Marks	Notes
9(h)	dangereuse	1	(Spelling must be exact)

Q	Accept	Marks	Notes
9(i)	faisant	1	(Spelling must be exact)

Q	Accept	Marks	Notes
9(j)	verra	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
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	<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

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.

10

*Quels sont les sujets de disputes entre les jeunes et leurs parents ? A votre avis, comment peut-on avoir de bons rapports entre les parents et les adolescents ?*

**General points**

This is a two part question and students should attempt to give reasons for arguments and possible ways to avoid arguments. If either part is missing, then the maximum Content mark would be 12. The two parts do not need to be of equal length. Rather than answering the two parts of the question separately, students could choose to deal with both parts in an integrated manner. For the top two bands, reasons for arguments should be developed and illustrated.

**Possible content points**

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

- school/homework/studies
- friends/relationships
- housework
- money
- clothes/musical tastes
- good communication/listening
- clear guidelines
- sharing experiences as a family
- trust and giving responsibility
- be there in case of problems/support

**(35 marks)**

11

*A votre avis, pourquoi est-il important de bien manger ? Que peut-on faire pour encourager les jeunes à manger équilibré ?*

**General points**

This is a two part question and students should attempt to give reasons for healthy diet and suggestions for encouraging young people to eat healthily. If either part is missing, then the maximum Content mark would be 12. The two parts do not need to be of equal length. Rather than answering the two parts of the question separately, students could choose to deal with both parts in an integrated manner. For the top two bands, strategies and reasons for eating healthily should be developed and illustrated.

**Possible content points**

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

- avoid obesity
- other health problems (heart/cancer/anorexia etc)
- avoids mood swings (eg additives)
- good teeth and healthy skin etc

- helps give energy for activities/reduces stress
- education/school canteens
- publicity campaigns/banning adverts for certain products
- better information on packaging
- setting a good example
- make food fun

**(35 marks)**

**12**

*A quoi sert la publicité ? A votre avis, quels en sont les aspects positifs et négatifs ?*

### **General points**

This is a three part question and students should attempt to identify the purpose of advertising in addition to its positive and negative aspects, though the purpose could be implied when dealing with the advantages and disadvantages of advertising. If a part is missing, then the maximum Content mark would be 16. The three parts do not need to be of equal length. Rather than answering the three parts of the question separately, students could choose to deal with all parts in an integrated manner. For the top two bands, points made should be developed and illustrated.

### **Possible content points**

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

- sell products/economic benefits for economy
- gives consumers information/choice
- encourages customer loyalty
- public information campaigns very useful (eg health campaigns etc)
- creative and imaginative
- creates jobs
- can be expensive
- can exploit the young
- encourages people to buy unaffordable products
- not always accurate

**(35 marks)**