



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

French

FREN3

(Specification 2650)

Unit 3: Listening, Reading and Writing

Mark Scheme

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.

Further copies of this Mark Scheme are available from: aqa.org.uk

Copyright © 2012 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.

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 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 the answer is written in the wrong language and 0 should be awarded (unless numbers or place names are involved).

Q	Accept	Mark
1(a)	C	1

Q	Accept	Mark
1(b)	I	1

Q	Accept	Mark
1(c)	G	1

Q	Accept	Mark
1(d)	E	1

Q	Accept	Mark
1(e)	J	1

Q	Accept	Mark
1(f)	A	1

Q	Accept	Mark
1(g)	B	1

Q	Accept	Mark	Reject/Notes
2(a)	Selon les écologistes, Moscouchimie, le deuxième producteur d'engrais en Russie, a trois usines en Russie et toutes <u>deux de</u> ces usines causent des problèmes de pollution.	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 just 'deux' underlined. Accept all forms of tout Accept trois Accept elles

Q	Accept	Mark	Reject/Notes
2(b)	Ces usines de Moscouchimie en Russie sont à environ 100 kilomètres de Moscou. Ici on ne peut pas utiliser l'eau courante et l'eau potable est camion amenée en <u>train</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. Accept: par (la) route Accept if amenée is also underlined whether or not it is replaced by livrée

Q	Accept	Mark	Reject/Notes
2(c)	maire A Dieppe le <u>Ministre de l'environnement</u> a autorisé le projet sous conditions mais l'Inspection des installations classées doit donner son verdict dans quelques mois.	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 mère, mer and mayor Accept la Mairie Accept la Maire

Q	Accept	Mark
3(a)	C	1

Q	Accept	Mark
3(b)	D	1

Q	Accept	Mark
3(c)	A	1

Q	Accept	Mark
3(d)	B	1

Q	Accept	Mark
3(e)	C	1

Q	Accept	Mark
3(f)	D	1

Q	Accept	Mark	Notes
4	A B D I K L	6	Accept letters in any order

Q	Accept	Mark	Notes
5(a)	ND	1	Accept N, PM or ?

Q	Accept	Mark	Notes
5(b)	F	1	Accept X

Q	Accept	Mark	Notes
5(c)	ND	1	Accept N, PM or ?

Q	Accept	Mark	Notes
5(d)	V	1	Accept T or √

Q	Accept	Mark	Notes
5(e)	V	1	Accept T or √

Q	Accept	Mark	Notes
5(f)	F	1	Accept X

Q	Accept	Mark	Notes
5(g)	V	1	Accept T or √

Q	Accept	Mark	Notes
5(h)	F	1	Accept X

Q	Accept	Mark	Notes
5(i)	ND	1	Accept N, PM or ?

Q	Accept	Mark	Notes
5(j)	F	1	Accept X

Q	Accept	Mark	Notes
6(a)(i)	des entreprises	1	Accept without article. Reject entreprises agricoles. Reject enterprises ie English spelling

Q	Accept	Mark	Notes
6(a)(ii)	le but	1	Accept without article.

Q	Accept	Mark	Notes
6(a)(iii)	main d'oeuvre	1	Accept la main d'oeuvre. Accept minor misspelling of oeuvre. Reject with "trafic de"

Q	Accept	Mark	Notes
6(a)(iv)	la majorité	1	Accept without article and/or accent

Q	Accept	Mark	Notes
6(b)	A B H	3	Accept in any order.

Q	Accept	Mark	Notes
7(a)	5	1	Accept débats.

Q	Accept	Mark	Notes
7(b)	11	1	Accept zones.

Q	Accept	Mark	Notes
7(c)	4	1	Accept croissance.

Q	Accept	Mark	Notes
7(d)	2	1	Accept conséquences.

Q	Accept	Mark	Notes
7(e)	3	1	Accept couverture.

Q	Accept	Mark	Notes
7(f)	10	1	Accept sols.

Q	Accept	Mark	Notes
7(g)	9	1	Accept rapport.

Q	Accept	Mark	Notes
7(h)	1	1	Accept carbone.

Q	Accept		Notes
8	1 mark for each box. Award the mark if the sense of the French is expressed in acceptable English. Reject alternatives unless both are correct. 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	Une éolienne	A wind turbine/generator (1)	Reject windmill/aeolian
2	chez vous, c'est bien possible !	at (your) home/ your house/where you live, (it/this) is (indeed/ quite) possible! (1)	Reject at yours/near you Reject in/on your home Accept with or without synonyms for quite etc.
3	Même dans votre jardin, vous pouvez en installer une,	Even in your garden, you can install /set up/place/put/build/erect one (of them)/a wind turbine (1)	Reject could
4	afin de profiter de	(in order/so as/and therefore) to take advantage of/ benefit/profit from/make the most of/make use of (1)	
5	cette source d'énergie renouvelable, le vent.	this/that sort/type/source of renewable energy, (the) wind. (1)	Accept renewable before source Reject green/ecological/ environmentally friendly Reject energie
6	Pourtant, jusqu'il y a peu de temps,	However/nevertheless (up) until (quite) recently/ a short time ago / not long ago (1)	Reject but/and yet/even so Reject until now/a bit of time ago
7	la loi obligeait EDF à acheter	the law/regulations required/obliged/obligated/made/ forced EDF/the electricity company/ to buy (1)	Accept was requiring etc. Reject <u>had</u> required etc.
8	le surplus d'énergie,	(the) excess/surplus(of) energy/energy left over/energy surplus/extra energy (1)	Possible NFP for energie from box 5
9	ce qui n'est plus toujours le cas.	which/this is no longer/not now/not any more/ always the case/so/true. (1)	Accept still for always Reject that which
10	Il sera donc plus difficile de	It will therefore/thus be more difficult/harder to (1)	
11	rentabiliser son installation,	make your/one's/its installation profitable/viable/pay/make money from/profit from (1)	Reject afford/pay for/fund/make the most of Accept wind turbine for installation

12	si on ne bénéficie pas d'	if one does not/you do not have/benefit from/is/are not given (1)	Reject unacceptable switch from you to we within the sentence
13	une subvention.	a subsidy/grant/subvention/funding (1)	Reject hand out
14	Produire de l'électricité afin de	Producing/to produce/the production of electricity (in order) to (1)	Possible NFP from box 4 for afin de
15	chauffer sa maison	heat/warm one's/your/the house/home (1)	Reject their
16	et réduire dans le même temps	and reduce/lower/bring down at the same time (1)	Reject in the same time
17	sa facture d'électricité	one's/your/the electricity/electric bill(s)/costs/charges (1)	Reject use of
18	grâce à une petite éolienne,	thanks to/via/by means of/with the help of/because of a small (wind) turbine (1)	
19	reste néanmoins	nonetheless/even so nevertheless/still remains (1)	Reject stays/rests
20	une solution à envisager.	a solution to consider/to envisage/be considered/you should consider/worth thinking about/to keep in mind (1)	Reject dream of/a possible solution

Q		Accept	Reject/Notes	
9	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. Reject alternatives unless both are correct. The working total of 20 should be divided by 2 to give a maximum mark of 10. Round up any half-mark.			
9(a)				
	1	Racism is a problem	Le racisme est un problème (1)	
	2	which affects	qui touche/affecte/concerne/a des effets sur (1)	Reject touché
	3	most countries	la plupart/la majorité des pays (1)	
	4	in the Western world.	dans le/du monde occidental/dans (le monde de) l'ouest/occidentaux. (1)	Reject d'ouest
9(b)				
	1	Immigrants are often	Les immigrants/immigrants sont souvent (1)	Reject des Reject Les immigrants/immigrantes Accept souvent before Les. Reject souvent before sont
	2	held responsible for	tenus responsables/coupables/de/pour/blâmés pour (1) (On tient souvent les immigrants responsables de = 2)	Accept synonyms such as jugés/considérés/ vus comme Reject rendus/trouvés/pensés/crus/faits
	3	the increase	l'augmentation/la croissance/la hausse/l'élévation/la montée (1)	
	4	in the crime rate.	dans le/du taux de criminalité/nombre de(s) crimes /délits. (1)	Reject crime in singular Reject délinquance
9(c)				
	1	... parties	Les partis (1)	Reject parties/groupes
	2	Extreme right-wing	d(e l')extrême droite (1)	Accept extrémistes de droite
	3	want the government	veulent/désirent que le gouvernement (1)	Reject demandent
	4	to expel them.	les expulse/renvoie/déporte. (1)	Possible NFP for use of infinitive if que not used in box 3

9(d)				
	1	“They should have	« Ils auraient dû (1)	Reject du ie without accent
	2	stayed in their	rester dans leur(s) (1)	Ils devraient être restés = 1 out of 2 marks for boxes 1 and 2 but resté without s = 0
	3	own countries,”	propre(s) pays, » (1)	Accept pays d’origine/natals/patrie(s) Reject pays tc
	4	they declare.	déclarent/disent/constatent/affirment-ils. (1)	Reject Ils déclarent without inversion unless used at the beginning of the sentence. Reject past tense Accept inversion without hyphen
9(e)				
	1	Even those who	Même ceux qui (1)	Accept voire Reject ceux-ci/là Reject celles Accept les gens/personnes
	2	have been living here	vivent/habitent/ont vécu/ont habité ici/là (1)	Accept y
	3	since the war	depuis la guerre (1)	
	4	are worried.	s’inquiètent/sont inquiets/inquiétés/ ont peur/ont des soucis/se font des soucis/se préoccupent/sont préoccupés (1)	Check for correct agreement if personnes used in box 1 Reject effrayés

SECTION B: WRITING

Marking Guidance

1. The range of topics and areas for study is 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, 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
NR	Irrelevant material
rep	Repeated point
?	Lack of clarity

Convert raw or scaled marks into marks on the Uniform Mark Scale (UMS) by using the link below:

UMS conversion calculator www.aqa.org.uk/umsconversion.

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*.

FREN3: NOTES ON CULTURAL TOPIC ESSAYS JUNE 2012

Guidance on individual essays

10 (a) The key element here is the word “changements” and a successful essay will analyse the factors which have brought about changes in the population. The best essays are likely to discuss this in terms of different sections of the population, possibly by age or with regard to immigration, though it may be in terms of the total number of inhabitants. It is also just possible that the region studied has not undergone changes in population; if that is the case and the student analyses the factors which have led to stability in the population, this should be accepted and allow access to the highest marks. It is up to the student to interpret “les dernières années”; any reasonable interpretation should be accepted. The second part of the question must be dealt with adequately for the Content mark to be placed in the top two bands but it is up to the student whether this is done as each factor in turn is analysed or whether it is left to a section at the end.

10 (b) An analysis of the problems and advantages of living in the region is likely to be an aspect which all students will have studied in detail and clearly both aspects must be analysed. However, the second part of the question must be discussed adequately for marks in the top two bands for Content to be awarded. It may well be that for some of the problems/advantages the geography of the region is not significant and an essay which states this and explains the reasons for this could be just as successful and allow access to the highest marks. Again, it is up to the student to decide whether to include an analysis of the importance of the geography as each individual problem/advantage is discussed or to leave it to a section at the end of the essay; if the latter is the case this section will probably be quite substantial for marks in the top band for Content to be awarded.

11 (a) This should be a fairly straightforward question to assess. If only one figure is discussed then the Content band will be at best “Limited”, but to have access to the top two bands for Content the student will need to analyse how both the chosen figures influenced the period studied rather than just describing what they did. The direct response to the second part of the question – which one had the greater influence – can be dealt with relatively briefly provided the influence the figures had on the period has been adequately analysed.

11 (b) This question is open to a number of interpretations and any reasonable approach should be accepted. The “lessons” discussed may be in terms of political or military tactics or the response of the population to key events or situations, but it would be equally valid to discuss moral lessons that may be drawn for the events or the conduct/ideas of leading figures of the period.

12 (a) Remember that if a short story writer is chosen, at least three stories must be discussed for the essay to be placed in the top two bands for Content. The student is at liberty to analyse the methods used for narrating events or for presenting the characters or both, so it should not automatically be assumed that a student who discusses both aspects will be awarded higher marks; marks in the top band for Content may be awarded for an essay which analyses either aspect in sufficient depth and detail.

12 (b) This is a very open question and may be answered in a number of ways. Students who merely relate the plot, possibly accompanied with a brief comment that the story/novel is exciting or something similar, will not score highly. An essay in the top two bands for Content will probably analyse in depth more than one aspect, though it is for the student to decide whether that is the messages, themes, characterisation, techniques or whatever.

13 (a) If only one idea is discussed then the Content band will be at best “Limited”. Other than that the student may discuss as many ideas as (s)he wishes and it is the depth of analysis which will determine the Content mark. The second part of the question may be dealt with relatively briefly, possibly in the conclusion, but the opinions expressed must be well-justified for the essay to be placed in the top band for Content.

13 (b) Students are of course at liberty to agree or disagree with the statement but it is likely that the essay will analyse those aspects – whether it be messages, ideas or the ways in which these are

conveyed - which are likely to appeal to young people. It is also possible that a student may choose to analyse why the themes, messages or style of the works studied have no relevance or interest for young people of today, and such an approach is equally valid.

14 (a) As with 13 (a) if only one theme or idea is discussed then the Content band will be at best “Limited”. Other than that the student may discuss as many ideas as (s)he wishes and it is the depth of analysis which will determine the Content mark. The second part of the question may be left to the conclusion or discussed as each idea/theme is analysed, but a well-justified personal reaction is needed for the essay to be placed in the top band for Content.

14 (b) A student may choose to analyse one or more works and an essay which discusses just one work may be awarded the highest marks if it meets the criteria. The student is free to interpret “originality” in terms of themes or techniques, though some analysis of the medium (music, art, film etc) in which the artist worked would normally be expected.