



**General Certificate of Education (A-level)  
January 2013**

**French**

**FREN1**

**(Specification 2650)**

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

***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 students' 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 students' 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 students' 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

Q	Accept	Marks	Notes
1(a)	Important moment in your life(1) <u>Becoming</u> an adult (1) <u>Memory/souvenir</u> of a holiday (1) Birth of a child (1) Any 3 from 4	3	Reject adult tc Reject while on holiday or holiday tc

Q	Accept	Marks	Notes
1(b)	Allergic/bad reaction(s) (1) <u>Serious</u> illness (1) Regret (1)	3	Reject illness tc

Q	Accept	Marks	Notes
1(c)	Gloves should be worn (1)  The equipment should be cleaned/disinfected/sterilised (1)  The <u>skin</u> should be disinfected (1)	3	Accept materials but not material Accept tools/needle/utensils

Q	Accept	Mark	Notes
1(d)	Avoid the sun	1	Reject wrong length of time if mentioned

Q	Accept	Marks	Notes
2(a)	<b>D E</b>	2	Any order

Q	Accept	Marks	Notes
2(b)	<b>J L</b>	2	Any order

Q	Accept	Marks	Notes
2(c)	<b>B F</b>	2	Any order

Q	Accept	Marks	Notes
2(d)	<b>C G</b>	2	Any order

Q	Accept	Marks	Notes
2(e)	<b>A H</b>	2	Any order

Q	Accept/key idea	Mark	Notes
3(a)	La séparation (entre elle et son mari)	1	Accept separation tc but beware harmful additions e.g. entrain

Q	Accept/key idea	Marks	Notes
3(b)	Son mari a eu une aventure (avec un top model) Océane lui a pardonné/lui a donné une nouvelle chance	2	mari must be spelt correctly accept affaire/rapport/liaison/relation Must be past tense and correct Ignore direct/indirect pronouns and their position

Q	Accept/key idea	Marks	Notes
3(c)	Une dispute (1) à cause des photos (1) d' une (jeune) blonde (1) (any 2 from 3)	2	Reject fotos

Q	Accept/key idea	Marks	Notes
3(d)	Malheureuse (1) Déçue (1) Certaine qu'elle a pris la bonne décision (1) (any 2 from 3)	2	

Q	Accept/key idea	Mark	Notes
3(e)	Elle voulait avoir un autre enfant (avec son mari)	1	Reject present/future tense

<b>Q</b>	<b>Accept/key idea</b>	<b>Marks</b>	<b>Notes</b>
3(f)	Elle veut se concentrer sur sa carrière (1) et maintenir un rapport (civilisé) avec son (ex-)mari (1)	2	Accept without reflexive Mari must be spelt correctly

<b>Q</b>	<b>Accept</b>	<b>Mark</b>
4(a)	<b>G</b>	1

<b>Q</b>	<b>Accept</b>	<b>Mark</b>
4(b)	<b>B</b>	1

<b>Q</b>	<b>Accept</b>	<b>Mark</b>
4(c)	<b>E</b>	1

<b>Q</b>	<b>Accept</b>	<b>Mark</b>
4(d)	<b>A</b>	1

<b>Q</b>	<b>Accept</b>	<b>Mark</b>
4(e)	<b>C</b>	1

<b>Q</b>	<b>Accept</b>	<b>Mark</b>
5(a)	<b>D</b>	1

<b>Q</b>	<b>Accept</b>	<b>Mark</b>
5(b)	<b>C</b>	1

<b>Q</b>	<b>Accept</b>	<b>Mark</b>
5(c)	<b>B</b>	1

<b>Q</b>	<b>Accept</b>	<b>Mark</b>
5(d)	<b>A</b>	1

<b>Q</b>	<b>Accept</b>	<b>Mark</b>
5(e)	<b>F</b>	1

Q	Accept	Mark
6(a)	J	1

Q	Accept	Mark
6(b)	H	1

Q	Accept	Mark
6(c)	E	1

Q	Accept	Mark
6(d)	G	1

Q	Accept	Mark
6(e)	B	1

Q	Accept	Mark
6(f)	K	1

Q	Accept	Mark
6(g)	F	1

Q	Accept	Mark
6(h)	I	1

Q	Accept	Mark
7(a)	O	1

Q	Accept	Mark
7(b)	L	1

Q	Accept	Mark
7(c)	O	1

Q	Accept	Mark
7(d)	O	1



Q	Accept	Mark
7(e)	A	1

Q	Accept	Mark
7(f)	L	1

Q	Accept	Mark
7(g)	A	1

Q	Accept	Mark
7(h)	O	1

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

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

Q	Accept	Mark	Notes
8(c)	V	1	Accept T or ✓

Q	Accept	Mark	Notes
8(d)	ND	1	Accept PM or ?

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

Q	Accept	Mark	Notes
8(f)	ND	1	Accept PM or ?

Q	Accept	Mark	Notes
8(g)	V	1	Accept T or ✓

Q	Accept	Mark	Notes
8(h)	V	1	Accept T or ✓

Q	Accept	Mark	Notes
8(i)	F	1	Accept X

Q	Accept	Mark	Notes
9(a)	aider	1	(Spelling must be exact)

Q	Accept	Mark	Notes
9(b)	sociaux	1	(Spelling must be exact)

Q	Accept	Mark	Notes
9(c)	faites / feriez / ferez	1	(Spelling must be exact)

Q	Accept	Mark	Notes
9(d)	lisant	1	(Spelling must be exact)

Q	Accept	Mark	Notes
9(e)	donnait	1	(Spelling must be exact)

Q	Accept	Mark	Notes
9(f)	régulières	1	(Spelling must be exact including accents)

Q	Accept	Mark	Notes
9(g)	nombreuses	1	(Spelling must be exact)

Q	Accept	Mark	Notes
9(h)	doit/devra/devrait	1	(Spelling must be exact)

Q	Accept	Mark	Notes
9(i)	finit/finira	1	(Spelling must be exact)

Q	Accept	Mark	Notes
9(j)	appris	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 e.g. 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 e.g. 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.

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*A votre avis, pourquoi est-ce que le fast-food est si populaire? Quels en sont les dangers?*

**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.

- fast/practical/convenient
- reasonable price
- children like it
- reliable/familiar (you know what you are going to get)
- menus can be varied
- unhealthy
- threat to regional/national cuisine
- environmental concerns
- waste and packaging
- same everywhere you go

**(35 marks)**

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*A votre avis, quels sont les aspects positifs et négatifs d'être une célébrité?*

**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.

- luxury lifestyle
- one's talent recognised
- can do good work (charity etc.)
- product endorsement
- fame, being recognised
- lack of privacy
- pressure to continue to succeed
- bad role models
- temptations of celebrity lifestyle
- loneliness

**(35 marks)**

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*Pourquoi est-ce que le divorce est plus fréquent que dans le passé? A votre avis, est-ce que le divorce est toujours quelque chose de mauvais?*

**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.

- easier to get divorce
- pressures of modern living
- women have more freedom
- can sometimes be better for children

- more selfish society
- better atmosphere in the home
- more harmonious society
- one parent families
- the expense
- new relationships

**(35 marks)**

### **Mark Ranges and Award of Grades**

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.

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

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