

Teacher Resource Bank

AS level French (1651) Student Exemplar Work:

• Unit 1 Writing (Autumn 2012)



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The following essays are from the FREN1 January 2012 examination.

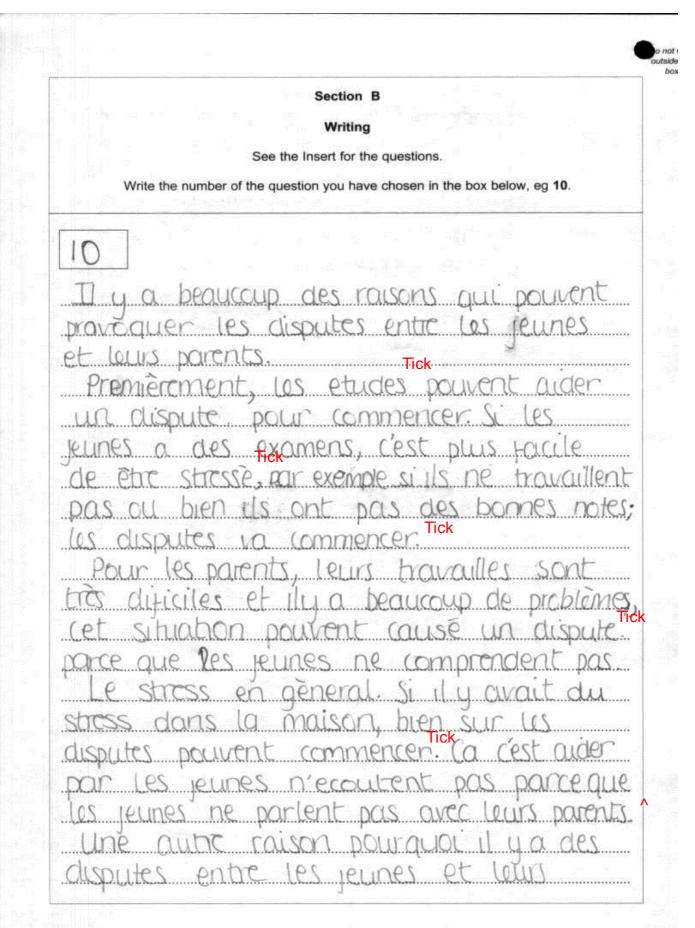
The Principal Examiner has provided commentaries for each of the essays. Centres are advised to read the January 2012 and June 2012 Report on the Examination which are available on e-AQA.

A-level French Unit 1 TRB Autumn 2012

	Pages
Student 1 (Question 10)	4
Commentary	9
Student 2 (Question 10)	10
Commentary	15
Student 3 (Question 12)	16
Commentary	20
Student 4 (Question 12)	21
Commentary	26
Student 5 (Question 12)	27
Commentary	32

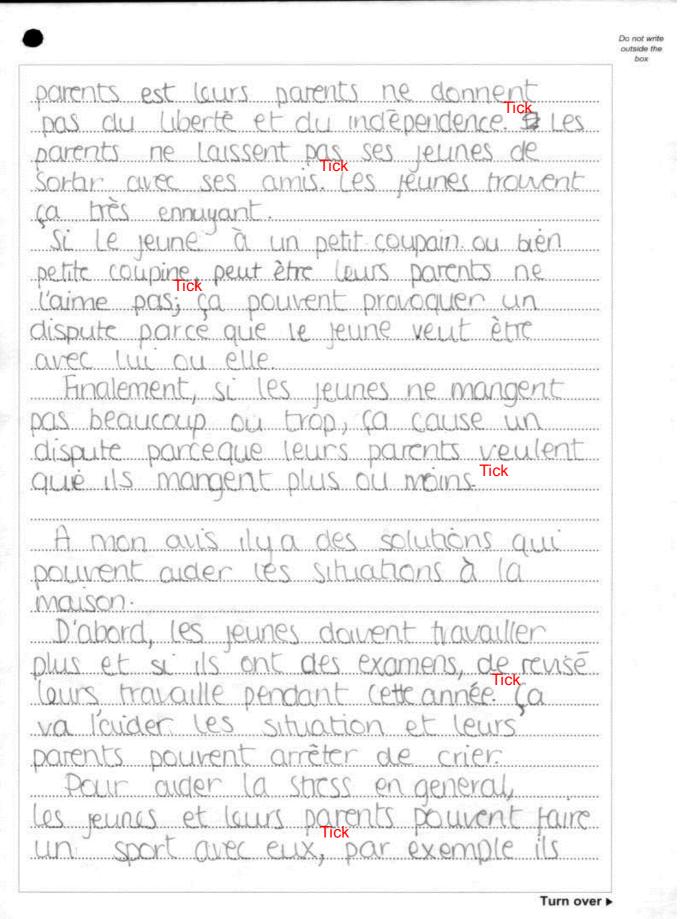
STUDENT 1

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Student 1 Commentary

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

The essay begins with a very brief introduction, which immediately lacks clarity because of the inaccurate form of *pouvoir*. This error is repeated frequently throughout the essay. The student then attempts to deal with the first part of the question, the reasons for family arguments. There are a good number of reasons put forward, such as studies, work, stress (although this is implied already through studying and work and there is no additional reason for stress suggested, such as financial concerns), lack of communication, lack of independence, romantic problems and eating, though the latter would apply mainly to younger children. Despite the wealth of suggestions for the causes of arguments, very few of these points are well developed. Phrases such as *c'est aider par les jeunes n'écoutent pas* means that there is also a lack of clarity in some of the points mentioned. The final point about eating is particularly laboured.

The student then deals with the possible solutions. Young people should work harder is a reasonable suggestion, though somewhat idealistic. The second proposal is for families to do sport together, though *les jeunes et leurs parents pouvent faire un sport avec eux* is a little confusing. The next point is improved communication, once again not very well expressed – *ils fassent plus effort entre les jeunes et leurs parents.* The next point is strangely expressed – *Or, donnent les jeunes plus liberté* is difficult to understand. Similarly, *si non ne laissent pas!* is odd. The next paragraph about boyfriends/girlfriends is very muddled – *le jeune doivent demander de le rencontre avec eux* is very hard to follow as is the following phrase. There is the same problem of comprehension in the last suggestion about eating disorders – *si leur enfant mangent pas beaucoup aident lui plus* is vague. One is left with the impression that the student genuinely attempted to develop ideas but did not have the sufficient command of the language to be able to do so. The solutions part of the essay was especially confusing and lacking in detail. The conclusion is not successful – *je dispute avec mes parents je sentir bien parce que après mes parents et moi pouvais parler mieux.*

The most appropriate band for Content is 9-12 since the essay is 'Sufficient' but cannot be described as 'Good'. Too few points are developed and many are unclear. However, the essay is relevant and there is an attempt to give it some structure. A mark of 10 has been given, suggesting that the work is very much anchored in the 'Satisfactory' band, where many of the descriptors could apply to this piece, such as 'points difficult to understand', 'justification weak'.

As for Range of Vocabulary, there is some topic specific vocabulary (*communiuer, crier*), but with much repetition and the level of vocabulary used is generally very simple and not always accurate. A mark of 2 has therefore been awarded.

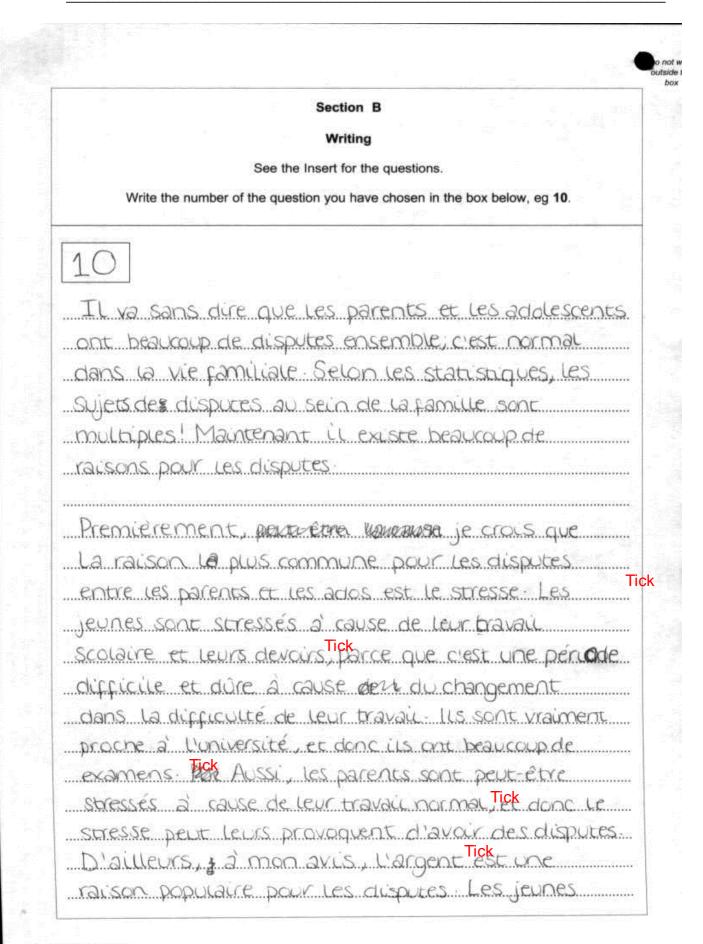
For Range of Structures, 2 has also been given since there is little variety. There is much evidence of interference form English – *les etudes pouvent aider un dispute pour commencer* sounds like translated English.

Accuracy is also inconsistent. There are some very basic errors of gender and agreement and there are some quite glaring mistakes which adversely affect communication and therefore 2 is once again appropriate.

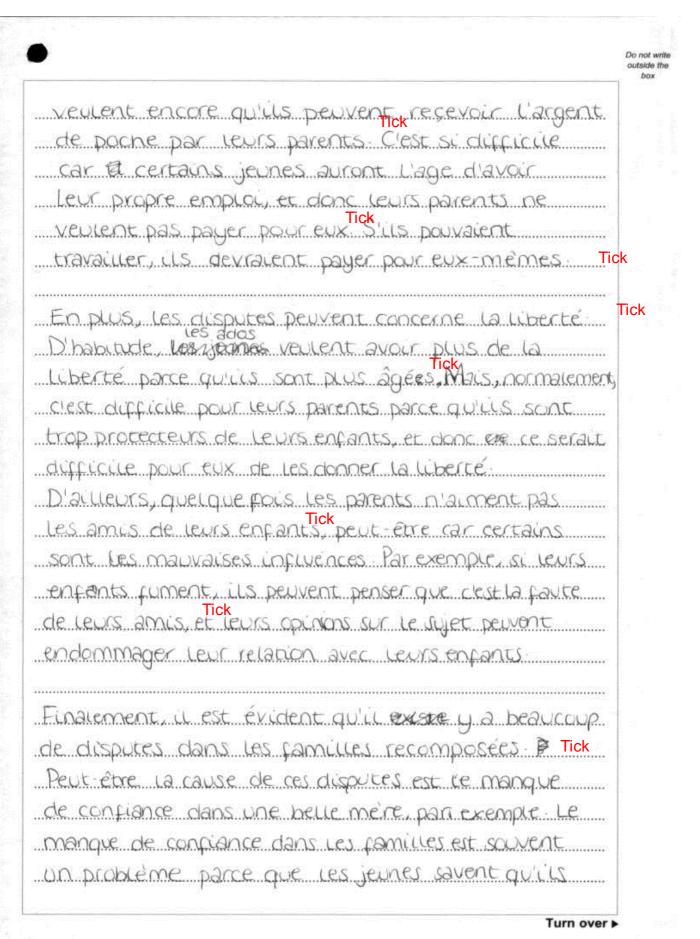
Content - 10 Range of Vocabulary - 2 Range of Structures - 2 Accuracy - 2

Total marks – 16/35

STUDENT 2





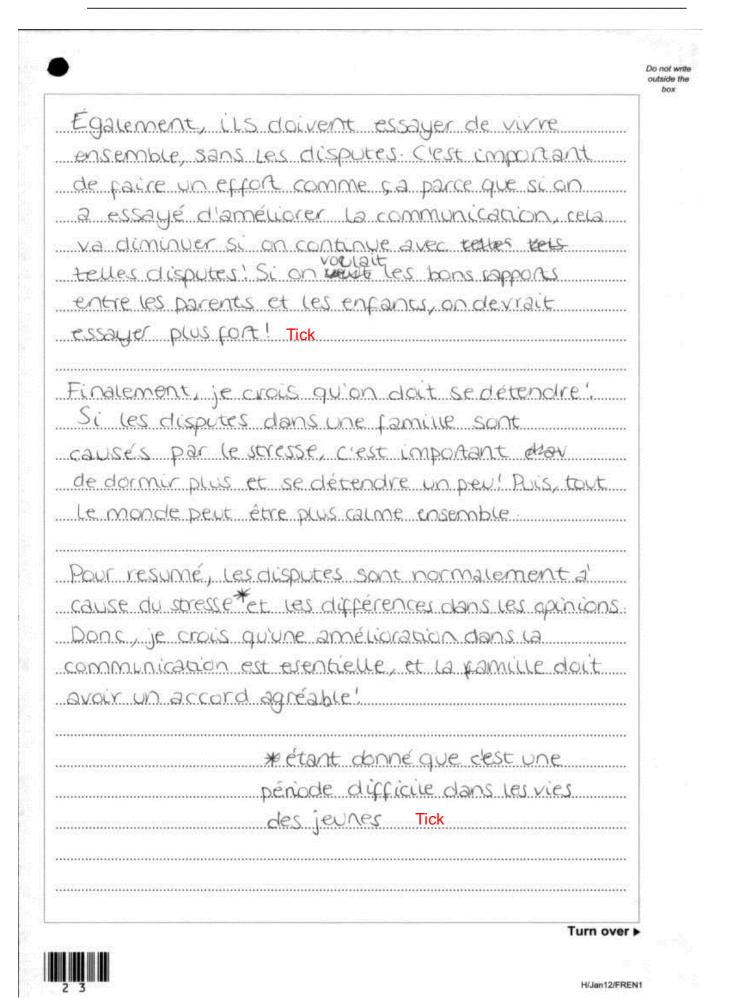




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pas ne peuvent'sparier en confiance avec quelqu'un qu'ils ne savent vraiment. Et donc, les disputes sont à cause de sentiments de solitude De l'autre part. Maks, bien que SOLT VIAL QU'LL Y & DEQUCOUP œ de problèmes, il y a aussi de nombreux solutions. Pour mai, on peut avoir un bon rapport dans une famille s'il y a une augmentation dans la communication · 51 les gens dans la famille voulaient parler sur leurs opinions, ce serait mieux pour la situation familiale car maintenant, les jeunes n'ont pas les sentiments de solutique En plus, la comprehension dans Une famille est important. Les parents doivent comprendre que c'est le temps dans les vies de-leurs enfants quand its ont beson pour la liberte. Par exemple le peut softir avec mei annis mais J'aille, mais parents savent res entants aussi n plus, la famille doi L'est important, à mon avis, de créer une bonne ambiance familiale, et un peut faire cela si tout le famille sorti ensemble pour passer Les temps comme une famille Cela peut meme der avec la communication aussi Delacaren





Student 2 Commentary

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

The structure of this essay is very well-ordered with a neat introduction (though the brief conclusion is less successful), a series of paragraphs dealing with different causes of family guarrels and a number of possible solutions. The response to the task is mostly well-expressed, though there are some phrases which need some effort on the part of the reader to decipher, such as ils sont vraiment proche à l'université and le stresse peut leurs provoiquent d'avoir des disputes. There are a number of points made which are clearly expressed, such as the pressure of studies, the role of money, lack of freedom and independence and problems with friendship groups and resulting peer pressure. There is a separate paragraph dealing with the particular problems within families where remarriage has taken place. The student does make a genuine attempt to develop all these points. There are also a good number of proposed solutions, such as better communication between parents and teenagers, trust, doing things as a family and the need to take a relaxed approach. Towards the end of the essay, accuracy and spelling deteriorate and there are therefore some passages which do not read well or are unclear - je peut sortir avec mes amis mais où que j'aille, mais parents savent où je suis sounds like translated English and the additional comment les parents étaient les enfants aussi does not seem to follow logically. Equally, it is not clear what several sentences mean - si on a essayé d'améliorer la communication, cela va diminuer si on continue avec telles disputes is very confusing. For these reasons the essay has been given a mark in the 13-16 'Good' band for Content, since it meets the criteria well but the lack of precision of some of the comments means it has gained 16, suggesting that it has elements of the 'Very good' 17-20 band but the occasional lapse in clarity means that the 'Good' band is more appropriate.

For Range of Vocabulary, 4 marks have been given, since there is a good range of appropriate vocabulary, though the student could have used a wider variety of words, since there is a certain amount of repetition of key words.

A mark of 4 is also appropriate for Range of Structures, since the student uses the subjunctive confidently and there are several instances of effective link phrases and *si* clauses.

In terms of Accuracy, there are some errors such as lack of agreements, wrong gender, and some spelling errors (*solutidue, stresse*) – and therefore a mark of 4 has been given.

Content - 16 Range of Vocabulary - 4 Range of Structures - 4 Accuracy - 4

Total marks – 28/35

STUDENT 3

	Section B		
	Writing		
	See the Insert for the questions.		
Write the number of the question you have chosen in the box below, eg 10.			
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qu	erres sont les avantages d'avaire les publicités?		
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ex.e	mple les pubs pare la santé et aussi elles nous		
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Les pubs pour cretains produits comme varcol et le tabplisme parce qu'elles encourageau les jennes a poire et a fumer et a pour courser beaucoup de problèmes comme le cancer et les cardio vasculatios. ۸ ear un difficito situation! H/Jan12/EREN1

Student 3 Commentary

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

This essay opens with a very brief introduction before attempting to answer the first part of the question about the value of advertising. The student starts well, with a point about advertising allowing shops to make the public aware of their products. This is followed by a negative point about TV advertising interrupting programmes. There is then a paragraph which begins by talking about another negative aspect, advertising selling useless products. This then suddenly and abruptly switches to advantages such as advertising promoting health awareness, though the reference to traffic is a little odd. The next paragraph goes back to negatives, the false images promoted by advertising and the misleading nature of many adverts. This goes on at some length: another paragraph about children and advertising, plus an additional point about banning promotions for certain dangerous products. However, tobacco advertising is already banned. The brief conclusion is merely a repetition of what has already been said, with an emphasis on the negatives.

The essay lacks a very coherent structure and there are far more negative aspects than positive. Many points are not developed fully, for example the effect of advertising on children could have been expanded. The first question about the value of advertising is not addressed in any depth. There are several instances of unclear arguments. *Elles ne sont pas juste pour les enfants* is ambiguous as is *ce n'est pas normal pour voire une publicité avec une vieux femme qui est très horrible.*

In view of the lack of clarity and the failure to come to terms with two of three elements of the original question, the essay falls into the 'Sufficient' band and a mark of 10 has been given.

The Range of Vocabulary is reasonable, though *essential* is an unfortunate error (the word is used three times but spelt correctly in two cases) but there is some evidence that the student has a grasp of some subject specific vocabulary with words such as *mensongère*. However, there are sections where there is a great simplicity of vocabulary, which is GCSE-like. A total of 3 is the most appropriate mark.

The Range of Structures is also satisfactory, though there is not much evidence of complexity. There are a number of effective link phrases but generally the student is not ambitious in the use of structure. Again, therefore, 3 marks have been given.

The Accuracy is a little erratic. While the essay is generally accurately written, there are some odd mistakes such as basic gender errors and lack of agreements. A mark of 3 has been awarded.

Content - 10 Range of Vocabulary - 3 Range of Structures - 3 Accuracy - 3

Total marks – 19/35

STUDENT 4

	Section B	
	Writing	
	See the Insert for the questions.	
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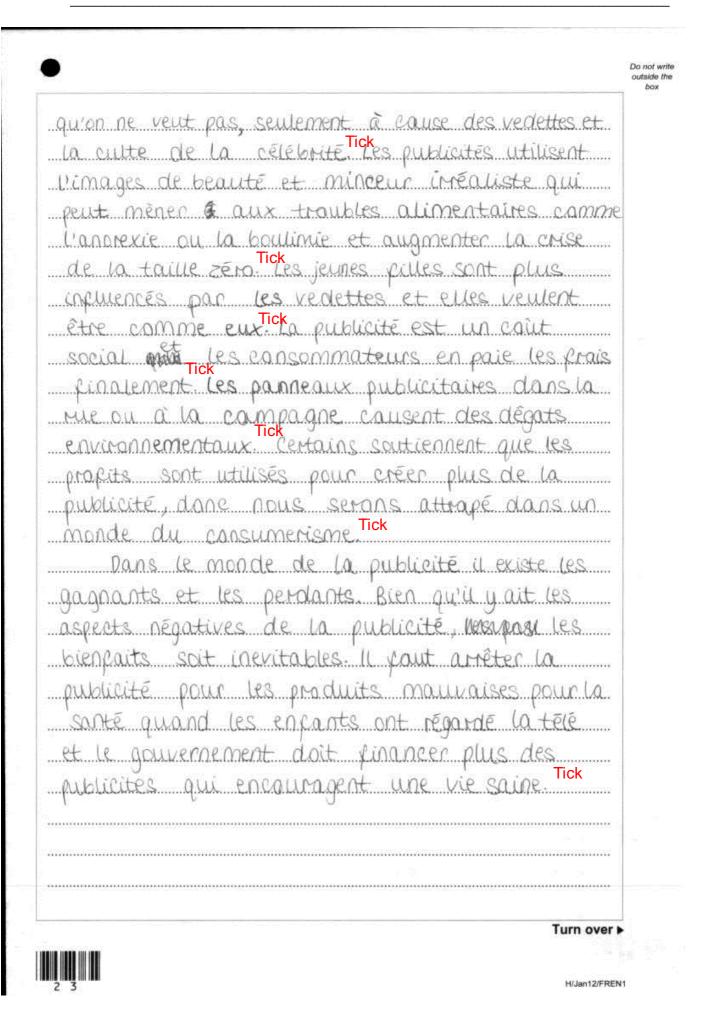
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Student 4 Commentary

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

This essay fits neatly into the 'Good' category (13-16 band). There is a reasonable structure with a brief introduction, though the conclusion is less successful. This part of the essay seems to rely on some pre-learnt material (il existe les gagnants et les perdants). A good number of valid and relevant points are made and these are generally very well developed, such as the reference to creativity followed by some specific advertising techniques given as exemples. Occasionally the reader is left in some doubt as to the student's meaning - souvent les produits mauvaises sont utilises comme le sodas, se vendent-ils bien alors qu'ils sont mauvaises pour la santé is particularly confusing. On the whole, however, the student deals with a very broad range of issues in answering the question fully. The economic importance of advertising is clear, as is the public information role it plays, as well as the possible creativity and range of techniques used by advertisers. A valid additional point is the choice and variety of media paid for by advertising. On the negative side, there is the reference to misleading advertising and the dangers to health of some heavily publicised products. This leads to a discussion of eating disorders caused by the influence of advertising on the young. Therefore, the essay meets the criteria of the 13-16 band but, because of the occasional lack of clarity and some flaws in the structure, a mark of 16 has been awarded, since there are some elements of the 'Very good' band present in the work.

The Range of Vocabulary is very good, with several impressive uses of topic specific vocabulary (*le lavage du cerveau, cible, consommation, campagne*) together with some other nice touches such as *la croissance*. A mark of 5 has therefore been given.

The Range of Structures is also very good with some appropriate uses of the subjunctive and the conditional. However, there is also a reliance on basic structures such as *on peut* and some pre-learnt expressions *(nul ne saurait douter)*. Here, 4 marks have been awarded.

As for Accuracy, the essay is generally very accurate but there are some odd errors marring the overall impression. The occasional mis-spelling, wrong gender and missing agreement mar the overall effect. A mark of 4 is therefore appropriate.

Content - 16 Range of Vocabulary - 5 Range of Structures - 4 Accuracy - 4

Total marks - 29/35

STUDENT 5

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Student 5 Commentary

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

This essay is very well-written and structured. There is a clear introduction, followed by a series of paragraphs which, in turn, deal with a wide variety of advantages and disadvantages of advertising. The student has made consistent efforts to develop, expand and illustrate these points and there is appropriate justification of the ideas given. The essay reads very well and the student writes fluently and with confidence. The essay meets the criteria for the top band 17-20 (Very good), since virtually all the points made are clearly expressed and well explained in a logical and fluent structure. The second paragraph deals with the economic benefits and is a good illustration of how to tackle a point. The original sentence states that many businesses cannot live without advertising and then goes on to justify this by references to the standard of living and consumer choice. This is neatly concluded by a reference to modern lifestyles. All this is written in good quality French and is clear and precise. The next point about the importance to the economy flows naturally from the previous paragraph. The student then mentions the usefulness of advertising campaigns highlighting health dangers and so on. At the half way point the essay deals with the negative aspects of the subject. Misleading advertising is considered, which leads to an examination of the image promoted in advertising of an idealised world, with a reference to the dangers of eating disorders. The conclusion neatly draws all these points together with some additional references to creativity. One is left with the impression of a well-argued and very wellplanned piece of work. A mark of 20 is given.

The Range of Vocabulary is very good and justifies the highest mark possible (5). There is a variety of language which is pleasing and good use of idiom. The student uses some good topic specific vocabulary (*mensongère, consommation, cible*) as well as some generally impressive use of vocabulary (*à la hauteur, désir inconscient*) and uses a very good variety of connectives.

The Range of Structures is also impressive. There is a variety of tenses used, with examples of appropriately used subjunctive phrases, as well as passives and subordinate clauses. A mark of 5 is given.

As for Accuracy, though the piece reads well and is generally very accurate, there are some basic errors such as minor misspellings and some gender problems. For these reasons, a mark of 4 has been awarded.

Content - 20 Range of Vocabulary - 5 Range of Structures - 5 Accuracy - 4

Total marks - 34/35