

GCE

Edexcel GCE

French (6442)

Summer 2005

advancing learning, changing lives

Mark Scheme (Results)

6442 GCE French June 2005 Unit 2 Mark Scheme

Number	Answer	Accept	Reject	Mark
1.				
(a)	Faux. Il a obtenu son bac.	Il a un diplôme	Il a de/des diplômes, il a/est reçu à l'université	1
(b)	Vrai.		Faux - with 15 heures par semaine	1
(c)	Faux. Ses résultats doivent suivre. <i>Answer must address question.</i>	Ses résultats prend priorité Variety of answers Pourvu (que) ses résultats suivent Il doit avoir de bons résultats	Negative verb from stimulus Seulement ses résultats suivent Mes resultants Il a dû (or other tenses) étudier	1
(d)	Vrai.			1
(e)	Faux. (Il est doué en) maths et/ou physique.	Doué en physique et maths une (ou deux) matières	Est reçu à l'université Voudrait étudier physique et maths Il est doué t.c. Ils sont doué Il a fait physique et maths Doué en maths à l'université	1
				5
2.	Allow articles with nouns.	Recognisable spelling of the word.		
(a)	patrons		directeur	1
(b)	boulot			1
(c)	randonnées			1
(d)	repos	Jour(s) de repos		1
(e)	travaux publics			1
(f)	mécontente			1
(g)	bénéficier			1

(h)	embaucher		D'embaucher	1
				8
3.		Accept initials (upper or lower case)		
(a)	Richard			1
(b)	Richard			1
(c)	Jean-Pierre			1
(d)	Richard			1
(e)	Jean-Pierre			1
				5

4.		Accept	Reject	
(a)	(Il y a eu) 600 000 / beaucoup de visiteurs = 1 le premier jour = 1	Present, perfect imperfect Journée C'est la deuxième fois	Future, conditional	2
(b)	chaud t.c.	Beau t.c. Soleil t.c.	Activities resulting from weather Un petit air... Le baigne	1
(c)	dangereux (OR <i>plausible answer without dangereux</i>)	Dangereux t.c.	Salle, sal Pollutant, polluté intoxiqué	1
(d)	jouer dans les fontaines / le sable	Il y a des fontaines, jouer avec l'eau dans les fontaines Aller à la plage artificielle Answer must be from passage	Plonge dans l'eau Jouer dans/avec l'eau Penser qu'ils sont à la Méditerranée	1
(e)	elle ne part pas en vacances	C'est comme des vacances	Non existent verb forms e.g. partu Untargeted lift e.g. nous Going every day	1
(f)	elle est contente = 1 (OR other positive response) elle imagine qu'elle est au bord de la mer = 1	Elle ne pense pas qu'elle soit à Paris	Beware lifts masquerading as quotations Elle est transportée d'un autre pays Super (bien) Une autre place	2
(g)	<i>subject</i> = 1 (petits, jeunes, gens, on) <i>activity</i> = 1 (eg les enfants peuvent jouer)	C'est pour les petits = 1	On peut se baigner Les parents peuvent construire un château de sable Marks are not discrete	2
				10

5.				
(a)	She is a decorator = 1 He is boss of a stage-lighting business/society = 1	(Interior/set) designer owns/works for a company that does things for the theatre	Fashion/exterior designer painter/decorator Theatrical company/works in theatre/patron	2
(b)	They were tired of not seeing one another.	Life in Paris was too hurried/busy	They were sick of Paris They wanted a change Paris has changed They like the lifestyle of La Croix Rousse	1
(c)	40% change in population = 1 in last 10 years = 1	Treat as discrete items	Increase	2
(d)	The family do it together.	Paul and Sandrine go together Lola spends more time with her mother It is a novelty/new experience	Newness	1
(e)	It was expensive = 1 required extensive refurbishment = 1	More expensive than they expected, lot of work/a bit of work needed Present tense repairs	More expensive t.c. The work was enormous	2
(f)	Colourful markets (any 2 of 3 - credit first 2 ideas only) Pavement cafés Walled gardens	Vibrant, full of colour Outdoor Private, secret, hidden	Multicoloured, high colour Terraced cafes, café terraces, coffee bars/shops, patios cafés t.c. Neat, well-kept	2
(g)	Little space / cannot build higher than 5 floors/storeys	Pass for dépasser 5	Stages, stories, Respect the style of architecture (except as preamble or harmless addition) Houses have been divided into flats	2
				12

N23827A

Question 6 (40 marks)
METHOD OF MARKING

Content C / 20
 Quality of language L / 20

Assess Content first, then Quality of Language, using the grids below.

1 CONTENT

Ignore grammatical errors for this criterion - provided that task completion is comprehensible.

A Enter 1 - 4 in left margin beside each relevant piece of information and C for content developments of each completed task. If task is partially completed, or barely mentioned, bracket figure thus (1). Be as flexible as possible about meanings attributed by the candidates to keywords, which they obviously do not know; judge their ability to address the bullet points.

B Enter total for task completion (C = n/20) in mark box according to the following grid:

Mark	Content (A02)
19-20	Task fully grasped; answer wholly relevant and convincing.
16-18	Task well understood and completed, with some development of points.
13-15	Task understood and completed satisfactorily apart from minor omissions and/or irrelevance.
10-12	Task understood but some omissions and/or irrelevance.
7-9	Task not fully grasped but some points addressed successfully. Significant omissions. Some irrelevance and/or repetition.
4-6	Task largely misunderstood. Few points addressed successfully. Much irrelevance and/or repetition.
1-3	Task mostly misunderstood and answer barely relevant.
0	No rewardable material.

Mark Criteria

19-20 Well structured and sequenced answer, addressing and developing all points. Good contextualisation and conclusion. Nothing missing. Fully relevant. Fully developed bullet points (at least 1 content development per bullet). As good as an anglophone AS candidate can get.

16-18 All parts of all bullets addressed successfully, some of them with development. Impression of personal engagement with task. Good overall structure, sequence, beginning and ending.

13-15 **Basic mention of all bullets required for this box and upwards.**

All bullets touched upon, but some parts of some bullets missing e.g. reason for having pet missing in bullet 1. Little development. Basic contextualisation and ending

- 10-12 Possible irrelevance. Implausible ideas. Maximum mark for one bullet missing. Also maximum mark for misunderstood scenario.
- 7-9 Significant omissions. 2 bullet points not mentioned at all. Irrelevance through misunderstanding of scenario. Little attempt to contextualise. Repetitive.
- 4-6 Answers with little insight into the task. Not written for web site. Only one or two points touched upon.
- 1-3 Answers which have little to do with the scenario. Possibly rehearsed but scant relevance to the task. Contextualisation only with no bullets max 2.
- 0 No relevance to the task. If 0 scored for completion of task, candidate scores 0/40 for Q6 as a whole.

The basic Content is defined by the instructions and bullet points in the rubric. Account must also be taken of the candidates' insight into the task and their development of the points; the sequencing and linking of the parts; the overall structure and coherence.

Possible features to credit:

Letter conventions.

bullet 1: the details of the discussion with parents

bullet 2: opinions and judgment

bullet 3: why this was preferable to a holiday with parents

bullet 4: reasons for repeating this kind of holiday

Look for developments of these tasks with good candidates

A concluding sentence perhaps saying how much they enjoyed the holiday (contextualisation)

NOTE THAT THERE IS NO ADDITIONAL MARK FOR KNOWLEDGE/UNDERSTANDING

2 QUALITY OF LANGUAGE

Enter total for quality of language (L = n/20) in mark box according to the following grid:

	Quality of Language (A03)
19-20	Excellent communication. Language almost always fluent, varied and appropriate. Very high level of accuracy.
16-18	Very good communication. Language generally fluent, varied and appropriate. Few errors, mostly of a minor nature.
13-15	Good communication. Shows a good variety of lexis and structures. A few major errors which do not impair communication. Familiar forms and structures usually accurate.
10-12	Satisfactory communication. Anglicised and/or inaccurate language sometimes impedes comprehensibility. Some variety of lexis and structures.
7-9	Some communication. Basic language predominates. Language often anglicised and/or inaccurate.
4-6	Limited communication. Range of language basic and/or 'translated', with much inaccuracy.
1-3	Very limited communication. Language very basic, with much repetition. Highly inaccurate.
0	No rewardable language.

Mark

Criteria

19-20	Excellent communication. Language almost always fluent, varied and appropriate. Very high level of accuracy. Excellent use of subordination.
16-18	Very good communication. Language generally fluent, varied and appropriate. Few errors, mostly of a minor nature. Very good use of subordination.
13-15	Good communication. Shows a good variety of lexis and structures with occasional lapses. Good use of subordination. Generally accurate. A few major errors which do not impair communication. Familiar forms and structures usually accurate.
10-12	Satisfactory communication. Anglicised and/or inaccurate language sometimes impedes comprehensibility. Some variety of lexis and structures. Uses some subordination.
7-9	Some communication. Basic language predominates. No successful subordination. Language often anglicised and/or inaccurate. Lots of repetition.
4-6	Limited communication. Range of language basic and/or "translated", with a lot of inaccuracy.
1-3	Very limited communication. Language very basic, with frequent repetition. Highly inaccurate.
0	No rewardable language.

General considerations

Mark positively. Enter ticks above examples of good use of language, for example particularly well-chosen lexis, link words, each separate correct subject/verb unit, use of infinitives and other verb constructions, negatives, idioms, pronouns, subjunctive. The ticks are to help you to identify what you will take into account; do not count them.

Do not tick items copied from anywhere in the paper.

Long and short answers

Any answers below 135 words are short. They will be self-penalising on both grids, so assess at face value.

Long answers: stop marking at the end of the first sense group after 160 words. Draw a double vertical line to indicate this point.

A "word" is defined roughly as a group of connected letters with a space at either end.

Hence:

Elle a = 2 words. Elle a fait = 3 words. Elle n'a pas fait = 4 words. Elle ne s'est pas levée = 5 words.

Count "words" as they are written by the candidate, eg elle ne a pas fait = 5, parceque = 1.

Treat "il y a"/"il y avait", and any figures, as 1 word. Do not count proper nouns.

EXAMPLES OF QUALITY OF LANGUAGE TICKS

bracket ticks (✓) for very near misses only ie accent errors

je me lévais (✓)

do not tick if more grossly incorrect e.g. misspelled, or wrong gender

mark correct language discretely

Well-chosen lexis

génial

Use of subject / verb unit

Note both subject and verb must be correctly spelled

Link words / conjunctions (once each)

Mais surtout (✓), *j'ai aimé* (✓) *le contact*

Par exemple (✓),

Parce que (✓)

Car (✓)

Comment (✓)

Si (✓)

Que (✓)

Quand (✓)

pourquoi (✓)

no tick for *mais, et, puis, ensuite, aussi*

Use of infinitives

j'ai essayé (✓) *d'utiliser* (✓)

j'ai essayé (✓) *à utiliser* (no tick for infinitive - wrong construction)

je dois acheter (✓) = very near miss: non-grammatical accent

j'ai utilisé (✓) *la carte à acheter* (no tick - wrong construction)

Other verb constructions

après être monté (✓) *dans le train*

après être monté (✓) *le train*

Object pronouns

il m' a donné ma billet (pronoun and verb not affected by gender error)

not when incorrectly positioned (*ils ont me donné l'argent* : tick is for verb me is not rewarded)

Relative pronouns (each time)

la vedette qui chantait

Disjunctive pronouns

Chez moi

Contracted forms

Au lycée

Beaucoup de travail

Faire du sport

(No tick for partitive article - only for correct contracted forms)

Idioms

Il y a deux semaines (*il y a* meaning ago tick after time for clarity)

Je me suis bien amusé (tick even if past tense verb ticks have been allocated)

Correctly used negative adverbs

Nous ne sommes pas très riches

Le guichet ne l'acceptais pas (wrong verb form and/or tense does not vitiate otherwise tickable elements)

EXAMPLES OF MAJOR ERRORS

Un solution (gender of familiar nouns)

J'ai achete (grammatical accents only)

Il à acheté

Il a acheter (wrong part of speech)

Le concert que n'était pas trop cher (wrong case)

EXAMPLES OF MINOR ERRORS

Le cinema (non-grammatical accents)

Par exemple (minor spelling)

(Do not tick misspelled words - use bracketed ticks for very near misses of an otherwise rewardable construction)

L'année prochain (adjectival agreement)