



General Certificate of Education

French 5651

FR01 ***Young People Today***

Mark Scheme

2007 examination - January series

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 meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting 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 the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting 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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Unit 1 – Young People Today

General Principles

- In questions where a candidate has been required to tick an answer, no credit can be given if there are too many ticks in answer to a multiple choice question. Any ticks in addition to the maximum required will be taken from the candidate's total for the questions. For example, in a question requiring a maximum of 4 ticks, if a candidate has ticked 5 boxes and three of these are correct then a mark of $3 - 1 = 2$ will be awarded.
- 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 a mark for Communication (= **nfp**).
- In awarding marks for AO3 (Knowledge of Grammar) for answers in response to the reading passages, examiners should take into account to what extent the candidate has attempted to use his/her own words. If a candidate has entirely copied from the original then this response could not be considered when awarding marks for Quality of Language.

For answers in response to the listening passages, candidates may well rely on the original spoken text. Therefore candidates can use the same wording from the original target language they hear and score marks for AO3, although there will have to be a certain amount of accuracy in spelling, and some attempt at manipulation (eg in changing the verb endings to suit the third rather than the first person).

- English spellings are not accepted unless the word is spelt the same in both languages.
- "Rubric" should be written in margin if in wrong language and give '0' (unless numbers or place names are involved).
- Where marks are awarded for Quality of Language, the principle to be applied is that the Quality of Language marks can only be awarded for successfully conveying the required content. The following principles will therefore apply:
 1. If the maximum mark for comprehension and Quality of Language is the same, the mark awarded for Quality of Language may not exceed the mark awarded for comprehension.
 2. If the maximum marks for comprehension and Quality of Language are not the same, the maximum mark which may be awarded for Quality of Language is indicated by a table (see individual questions).

The assessment objectives will be allocated in the following way:

		% of AS	Marks
AO1	Response to spoken language	10	30
AO2	Response to written language	15	45
AO3	Knowledge of grammar	10	30
	TOTAL	35	105

The marks will be allocated in the following way:

	AO1	AO2	AO3
Short listening pieces	15		
Longer listening piece	15		10
Short reading texts		25	10
Longer reading text		20	10

Part A

1.

	Key Idea	Marks	Accept	Reject
(a)	They've never been taught (good manners).	1		They never learn tc.
(b)	You can give up your seat for an elderly person You can give up your seat for a pregnant lady Say hello to the driver Say hello to other passengers Not drop your ticket on the ground (Any 3 from 5)	3	Greet other passengers	Talk to the driver
(c)	They/we/you have respect (for others) It prevents violence	2	Other people would be polite to you It combats violence	

6 marks (AO1)

2.

		Marks	Accept
(a)	Qui n'aime pas faire du cyclisme?	1	P
(b)	Qui a des parents qui sont opposés aux scooters?	1	F
(c)	Qui croit qu'il est trop dangereux de conduire un scooter?	1	F
(d)	Qui préfère la bicyclette pour faire les courts trajets?	1	S
(e)	Qui croit que conduire un scooter coûte trop d'argent?	1	S

5 marks (A01)

3.

(i)	Son attitude envers les cigarettes.	1	N
(ii)	Son attitude envers les fruits.	1	P/N
(iii)	Son attitude envers l'alcool.	1	P
(iv)	Son attitude envers le sport.	1	P/N

4 marks (A01)

Total for Part A = 15 marks

Part B

4.

	Key Idea	Marks	Accept	Reject
(a)	Son père est pilote Sa mère est professeur	2		Pilot professeuse
(b)	Elle a fait des études de sports pour devenir skieuse OR Elle a dû passer un examen pour entrer à l'école d'aviation	2	Elle a fait du sport pour faire du ski	Elle étude
(c)	il a pleuré il a été ému il se sentait fier (Any 1 from 3)	1	Il a été content / heureux Il était fier	
(d)	On doit travailler dur Il faut être en bonne santé Il faut aimer la routine Il faut être ouvert Il faut (savoir) communiquer (avec les autres) S'il y a un retard, il faut rassurer les passagers / expliquer les problèmes (4 from 6)	4	Il faut savoir parler avec les autres	Incorrect spelling of passenger

	Key Idea	Marks	Accept	Reject
(e)	Elle vérifie la météo / le temps Elle vérifie les vents Elle doit calculer (la bonne quantité de) fuel Elle doit vérifier / compter le nombre de passagers (Any 3 from 5)	3	S'il y a un retard, il faut rassurer les passagers / expliquer les problèmes (if not given in d) Essence / carburant	pétrole / fioule
(f)	(i) Elle a été surprise / choquée	1	Elle a la surprise	Sa présence la surprise
	(ii) (Elle ne voulait pas croire qu') Audrey était pilote	1		
(g)	Audrey a été vexée	1	Elle n'était pas contente Elle était choquée	

15 marks (AO3) + 5 marks for Quality of Language = 20 marks

Verb tenses to be taken account of under Quality

The five marks for Quality of Language (AO3) for questions (a) to (g) will be applied as follows:

NB. Where there is nothing of relevance in the answer to the question set, no marks will be awarded for knowledge of grammar.

	Knowledge of Grammar (AO3)
5	The manipulation of most structures is good and examples of complex language are frequently used. There are still a few inaccuracies but these tend to occur in the more complex structures.
4	The manipulation of basic structures is generally sound with some examples of more complex structures but these mostly result in increased inaccuracy.
3	There is some awareness of structure. There are still basic errors but communication is generally maintained.
2	The level of manipulation of structures and the number of errors make comprehension difficult.
0-1	Shows little or no grasp of grammatical structure. Errors are such that communication is seriously impaired.

- Where maximum mark for comprehension is 15 and maximum mark for quality of language is 5:

Mark for comprehension	Maximum mark for quality of language
15, 14, 13	5
12, 11, 10	4
9, 8, 7	3
6, 5, 4	2
3, 2, 1	1
0	0

5.

		Marks
(a)	se sent / se sentait	1
(b)	acceptées	1
(c)	connu	1
(d)	travailler	1
(e)	contente	1

5 marks (A03)

Total for Part B = 25 marks

Part C

6.

(a)	Je recommande les Landes, surtout au printemps. Les gens sont très accueillants et c'est une région au charme vraiment particulier.	F
(b)	Le trio n'a pas changé cette année: c'est toujours le Maroc, la Tunisie et le Gèce. Ce sont nos trois plus grands concurrents.	D
(c)	Les deux sont complémentaires. La nouvelle technologie n'a pas fait de l'ombre à nos offices du tourisme.	C
(d) a	Il ne faut pas généraliser. Comme dans toutes les professions, il y a certains qui ne font pas assez d'efforts, mais la majorité font leur métier sérieusement.	B
(e)	Les hôtels et les campings continuent d'avoir des taux de réservations corrects, tandis que les gîtes sont en baisse.	A
(f)	Les annulations à cause du risque terroriste sont, heureusement, très rares.	E
(g)	On a noté une hausse de fréquentation dans les régions du Sud: le Languedoc et la Corse, surtout.	H

7 marks (A02)

7.

(a)	Selon Aziz, l'autorité doit être négociée.	V
(b)	Aziz ne veut pas que ses enfants respectent l'autorité.	F
(c)	Nathalie croit que les parents sont trop autoritaires.	F
(d)	Nathalie ne s'entend pas bien avec ses professeurs.	ND
(e)	Nathalie veut que les professeurs expliquent mieux les règles.	V
(f)	Pascal croit que les professeurs sont trop laxistes.	ND
(g)	Pascal croit que les jeunes d'aujourd'hui respectent moins l'autorité des parents.	V
(h)	Selon Pascal, les jeunes savent très bien ce qui est interdit et ce qui est permis.	F

8 marks (A02)

8.

	Key Idea	Marks	Accept	Reject
(a)	Elle voulait obtenir un contrat permanent.	1		
(b)	Elle reçoit plus d'argent Elle a de l'indépendance Elle a plus de temps libre Elle a réussi à créer un équilibre entre son travail et sa vie privée (any 3 from 4)	3	Elle a un bon salaire Elle a une semaine de repos Elle travaille seulement 4 nuits	Monnaie Cela la donne une semaine de repos
(c)	Il faut travailler en silence/on ne peut pas (se) parler Elle n'aime pas la lumière artificielle Elle est souvent fatiguée Elle est stressée Elle ne rencontre pas beaucoup de collègues/il y a moins de collègues la nuit Elle n'a pas le temps de manger Elle ne va pas à la cantine (any 4 from 7)	4	Elle ne peut pas parler avec ses collègues (2) La cantine est fermée	
(d)	Elle peut recevoir des coups de téléphone Le facteur arrive Le bruit la réveille Son sommeil est léger (any 2 from 4)	2		La poste

Verb tenses to be taken account of under Quality

10 marks (A02) + 10 marks for Quality of Language = 20 marks

The ten marks for Quality of Language (AO3) for questions (a) to (d) will be applied as follows:

NB. Where there is nothing of relevance in the answer to the question set, no marks will be awarded for Knowledge of Grammar.

9-10	The manipulation of most structures is good and examples of complex language are frequently used. There are still a few inaccuracies but these tend to occur in the more complex structures.
7-8	The manipulation of basic structures is generally sound with some examples of more complex structures but these mostly result in increased inaccuracy.
5-6	There is some awareness of structure. There are still basic errors but communication is generally maintained.
3-4	The level of manipulation of structures and the number of errors make comprehension difficult.
0-2	Shows little or no grasp of grammatical structure. Errors are such that communication is seriously impaired.

Total marks for Part C = 35 marks

Mark for comprehension	Maximum mark for quality of language
10	10
9	9
8	8
7	7
6	6
5	5
4	4
3	3
2	2
1	1
0	0

Part D

9

	Key Idea	Marks	Accept	Reject
(a)	Il y a beaucoup de stress Les professeurs n'écoutent pas les élèves Les professeurs ne comprennent pas les élèves Il y a trop d'élèves dans les classes (any 3 from 4)	3		Nous avons beaucoup de stress
(b)	Il travaille beaucoup d'heures / de cours Il fait beaucoup de devoirs Il a plusieurs contrôles (le même jour) Ses parents le mettent sous pression Ses parents n'acceptent pas de mauvaises notes Ses profs ne l'écoutent pas (any 3 from 6)	3		
(c)	A Paris les élèves ont plus de chances Leurs profs ont plus d'expérience.	2		
(d)	Il a manifesté (contre les réformes) (must have for first mark) Il veut voir une réduction dans les inégalités Il veut des classes plus petites / moins chargées Il veut plus de ressources Il veut qu'on l'écoute (any 2 from 4 (+ 1))	3	Il a protesté Il veut plus d'égalité	

	Key Idea	Marks	Accept	Reject
(e)	Il n'a pas de confiance Il ne connaît pas très bien la matière Il ne sait pas très bien ce qu'il va faire (avec la classe)	3	Manque de confiance	Faible connaissance de leur matière
(f)	Il inspire le respect de ses élèves Il adore sa matière Il écoute ses élèves Il respecte ses élèves (any 3 from 4)	3		Son sujet
(g)	<u>Aux Etats-Unis</u> , on choisit ses matières Les profs sont moins négatifs On travaille moins <u>à la maison</u> Il y a moins de stress (3 from 4)	3	Can be expressed the other way e.g. En France on a moins de choix etc.	

Verb tenses to be taken account of under Quality

20 marks (A02) + 10 marks for Quality of Language = 30 marks

The ten marks for Quality of Language (AO3) for questions (a) to (g) will be applied as follows:

N/B. Where there is nothing of relevance in the answer to the question set, no marks will be awarded for knowledge of grammar.

9-10	The manipulation of most structures is good and examples of complex language are frequently used. There are still a few inaccuracies, but these tend to occur in more complex structures.
7-8	The manipulation of basic structures is generally sound with some examples of more complex structures, but these mostly result in increased inaccuracy.
5-6	There is some awareness of structure. There are still basic errors but communication is generally maintained.
3-4	The level of manipulation of structures and the number of errors make comprehension difficult.
0-2	Shows little or no grasp of grammatical structure. Errors are such that communication is seriously impaired.

Total for Part D = 30 marks
Total for Paper = 105 marks

Where maximum mark for comprehension is 20 and maximum mark for quality of language is 10:

Mark for comprehension	Maximum mark for quality of language
20, 19	10
18, 17	9
16, 15	8
14, 13	7
12, 11	6
10, 9	5
8, 7	4
6, 5	3
4, 3	2
2, 1	1
0	0