



## **General Certificate of Education**

# **French 5651** *Specification*

**FRO1      Young People Today**

## **Mark Scheme**

*2008 examination - June 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.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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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).

## Subject Specific Principles

- **t.c.** = tout court
- **n f p** = no further penalty.

## Accents

Ignore errors of accents for comprehension/communication marks but such errors should be considered when giving quality of language marks.

**AVOIR/ÊTRE confusion:** Do not accept e.g. il est peur but **nfp** if the error occurs again in the same idiomatic expression.

Perfect Tense: FOR COMPREHENSION. Where a verb can be used with only ONE auxiliary. Accept AVOIR for ETRE but not ETRE for AVOIR.

Examples:	j'ai allé (accept)	je suis mangé (reject)	il a sorti	}accept either }in whatever context
			il est sorti	

**1 (a)**

<b>Mark Scheme</b>	<b>Marks</b>	<b>Additional Guidance</b>
The houses are cheap The education system is good There is no violence People are tolerant	2	Any 2 from 4 Accept: His house is cheap/not expensive Not much violence/less violence Everyone is tolerant

**1 (b)**

<b>Mark Scheme</b>	<b>Marks</b>	<b>Additional Guidance</b>
She likes the shops and the parks / green spaces	2	Accept: parcs

**1 (c)**

<b>Mark Scheme</b>	<b>Marks</b>	<b>Additional Guidance</b>
There is (a lot of) unemployment There are (too many) strikes She paid half her salary to the government / paid too much tax	2	Any 2 from 3  Reject: 50% more tax/earns less in France

**2**

<b>Mark Scheme</b>	<b>Marks</b>	<b>Additional Guidance</b>
Ticks in (b), (c), (f)	3	3 ticks maximum

<b>Qu.</b>	<b>Mark Scheme</b>	<b>Marks</b>	<b>Additional Guidance</b>
<b>3 (a)</b>	F	1	
<b>3 (b)</b>	A	1	
<b>3 (c)</b>	V	1	
<b>3 (d)</b>	V	1	
<b>3 (e)</b>	A	1	
<b>3 (f)</b>	F	1	

**Question 4 : Only accept recognisable verb forms. Accept il or elle and consequential errors. Reject first person but then nfp. Accept misspellings where double consonants are used in nouns or adjectives eg. *crabbe* or vice versa eg. *arogant***

Qu.	Mark Scheme	Marks	Additional Guidance
<b>4 (a)</b>	Il est né en France	1	
	Ses parents ont divorcé / sa grand-mère y habite	1	Reject: ils parents
<b>4 (b)</b>	Il aime le climat Les habitants/habitantes les fleurs/le printemps le marché les parfums (la variété) des paysages La Martinique est proche du paradis (Any 4 from 7)	4	Accept: clima Reject any additions which negate the answer eg. les habitants sont méchants Accept: fleures Reject: parfume Reject: paysage written as 2 words Accept: C'est le paradis/le paradi
<b>4 (c)</b>	Il aime manger le potage (aux légumes et au porc) Les salades le crabe (servi avec du riz) les desserts la tarte à la banane (Any 3 from 5)	3	Reject: les légumes/le porc  Reject: le riz t.c. Reject: desert

<b>4 (d)</b>	<p>Il y a beaucoup de touristes certains touristes sont arrogants ils font des remarques racistes Il faut aussi faire très attention aux drogués / Il y a des drogués qui volent de l'argent et le chômage (est en hausse ) (Any 3 from 6)</p>	3	<p>Arrogants and racistes must refer to touristes</p> <p>Accept: Il y a un problème avec les drogues = 1 mark Il y a des drogués qui sont violents = 2 marks Il y a des drogués qui veulent de l'argent = 2 marks</p>
<b>4 (e)</b>	<p>Il va faire ses études en France Il ne sait pas s'il veut travailler pour son père Il a envie de voyager Il voudrait étudier des langues Il travaillera (peut-être) à l'étranger Il ne veut pas travailler en Europe (Any 3 from 6)</p>	3	<p>Reject: étudier for études and vice versa</p> <p>Reject: travail for travailler and vice versa</p> <p>Il voudrait étudier une langue Accept: il ne veut/va pas travailler pour son père Reject: il envie de voyager Reject: en étranger, à l'étrange</p>



The five marks for Quality of Language (AO3) for Question 4 (a) to (e) 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.**

	<b>Knowledge of Grammar (AO3)</b>
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	<b>Maximum</b> 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

**Question 5 : all answers must be as per mark scheme including accents**

Qu.	Mark Scheme	Marks	Additional Guidance
<b>5 (a)</b>	voudraient	1	
<b>5 (b)</b>	arrivés	1	
<b>5 (c)</b>	heureuse	1	
<b>5 (d)</b>	variée	1	
<b>5(e)</b>	vivre	1	

**Question 6: Accept T or tick for V and a cross for F and question mark or PM or NA for ND**

Qu.	Mark Scheme	Marks	Additional Guidance
<b>6 (a)</b>	V	1	
<b>6 (b)</b>	V	1	
<b>6 (c)</b>	F	1	
<b>6 (d)</b>	V	1	
<b>6 (e)</b>	ND	1	
<b>6 (f)</b>	F	1	
<b>6 (g)</b>	V	1	

<b>Qu.</b>	<b>Mark Scheme</b>	<b>Marks</b>	<b>Additional Guidance</b>
<b>7 (a)</b>	L	1	
<b>7 (b)</b>	O	1	
<b>7 (c)</b>	C	1	
<b>7 (d)</b>	L	1	
<b>7 (e)</b>	L	1	
<b>7 (f)</b>	O	1	
<b>7 (g)</b>	C	1	
<b>7 (h)</b>	L	1	

**Question 8 : Only accept recognisable verb forms. Accept il or elle and consequential errors.**

Qu.	Mark Scheme	Marks	Additional Guidance
<b>8 (a)</b>	Elle a posé pour un calendrier Elle a acheté un appartement (à Paris) Elle a sorti un single (Any 2 from 3)	2	Accept present and imperfect tense  Accept: elle a chanté; elle a fait un single ; elle a gravé un single Reject: elle a eu un single
<b>8 (b)</b>	Elle veut écrire son autobiographie Elle veut voyager (en Amérique du sud)	2	Reject: past tense Reject: Elle veut voyager with incorrect destination
<b>8 (c)</b>	Il a des regrets / il est fâché Les producteurs ne s'intéressent plus à lui/ il a été exploité	1 1	Reject: il regrette t.c. Accept: il est colère Accept: les producteurs ne s'intéressent plus t.c. Accept the idea of being exploited for feeling or reason but not both
<b>8 (d)</b>	Elle devait travailler comme journaliste Et devenir reporter à la télé	2	Reject: anything which implies she did do the work Reject: reporter as a verb
<b>8 (e)</b>	Elle a ouvert des supermarchés Elle a repris ses études Elle n'a pas réalisé ses ambitions / projets (Any 2 from 3)	2	Reject: idea of working in a supermarket  Accept: elle a repris sa vie normale

The ten marks for Quality of Language (AO3) for Question 8 (a) to (e) 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.

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

**Question 9 : Only accept recognisable verb forms. Accept il or elle and consequential errors.**

Qu.	Mark Scheme	Marks	Additional Guidance
<b>9 (a)</b>	C'est une série de documentaires (tournés) dans le monde francophone sur les rêves / les préoccupations des jeunes. (Any 2 from 3)	2	* it's a documentary/programme Reject : série t.c./film t.c Accept : émission * where it's filmed * what it's about
<b>9 (b)</b>	Elle veut élever son enfant Elle veut continuer ses études Elle veut travailler Elle veut mener une adolescence normale (Any 2 from 4)	2	Reject: Elle veut concilier son rôle de mère t.c. Accept: Elle veut concilier son rôle de mère avec son désir d'avoir une carrière = 2 marks
<b>9 (c)</b>	Ses parents n'avaient pas assez d'argent Il travaillait/il était trop occupé	2	
<b>9 (d)</b>	Il veut préserver sa culture Il veut habiter une grande ville/il veut quitter son village	2	
<b>9 (e)</b>	Elle ne partage pas les opinions de ses parents Ses parents n'aiment pas ses vêtements Elle parle trop souvent avec ses amies/ au téléphone Elle ne travaille pas assez dur (à l'école)/ses parents veulent voir ses cahiers (Any 3 from 4)	3	Reject: <u>sur</u> le téléphone

<b>9 (f)</b>	Elle ne veut pas remplir le rôle traditionnel des femmes dans la société arabe Elle veut aller à l'université Elle veut travailler	3	Reject: arabienne
<b>9 (g)</b>	Elle voulait chercher du travail Il n'y avait pas assez de place chez elle/eux Elle dormait par terre Elle voulait acheter des médicaments pour sa mère (Any 3 from 4 )	3	Reject: Sa mère était malade t.c. Accept: idea of her sending money home
<b>9 (h)</b>	Elle a dû travailler dix-huit heures par jour sept jours par semaine elle devait travailler très dur / fabriquer un certain nombre de vêtements le patron la / les battait (Any 3 from 4)	3	

The ten marks for Quality of Language (AO3) for Question 9 (a) to (h) 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.

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

**Total for Paper = 105 marks**