



## **General Certificate of Education**

# **French 5651**

**FRO2**      *Aspects of Society*

## **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.

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

Copyright © 2007 AQA and its licensors. All rights reserved.

#### COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

## Unit 2

|                                  | % of AS | Marks |
|----------------------------------|---------|-------|
| AO2 Response to written language | 10      | 18    |
| AO3 Knowledge of grammar         | 5       | 9     |
| AO4 Knowledge of society         | 30      | 27    |
| <b>TOTAL</b>                     | 30      | 54    |

### Annotation of Scripts

The following conventions will be used by examiners marking scripts:

| <b>AO2</b><br>(Reaction and Response)                                                                                      | <b>AO4</b><br>(Content)                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ® written in the margin to indicate reaction/response relevant to AO2 where this includes reason/justification of opinion. | © written in the margin to indicate information relevant to AO4, derived from a source other than the current Preliminary Material and relevant to the question set. |
| R written in the margin to indicate reaction/response relevant to AO2 when no justification is given.                      | C written in the margin to indicate information relevant to AO4, derived from the Preliminary Material and relevant to the question set.                             |
|                                                                                                                            | T written in the margin to indicate information generally relevant to the topic.                                                                                     |
| Rep written in the margin to indicate repetition of information relevant to AO4 or AO2.                                    |                                                                                                                                                                      |
| Irr vertical line in the margin = irrelevant/inappropriate material.                                                       |                                                                                                                                                                      |

The mark for AO4, AO2 and AO3 respectively written at the foot of an answer accompanied, where the examiner deems it necessary, by a word or phrase quoted from the criteria for assessment as published in the specification.

**Question 1a**

**Décrivez deux des médias suivants. la presse française, la publicité française, un autre média français. Que pensez-vous de ces médias français?**

|       |                         |       |                                                         |     |                             |
|-------|-------------------------|-------|---------------------------------------------------------|-----|-----------------------------|
| C =   | AO4 content from PM     | R =   | good AO2 point                                          | T = | information about the topic |
| © =   | AO4 content not from PM | ® =   | justified AO2 point                                     |     |                             |
| Rep = | repeated point          | Irr = | irrelevant/incorrect material + vertical line in margin |     |                             |

| <b>A02</b> | <b>Reaction/response</b><br><i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>                                                     | <b>Amplification</b>                                                                                                                      |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| 15-18      | The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.              | Descriptions of two media. Clear expression of views on those media <u>in France</u> .                                                    |
| 11-14      | There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable. | Perhaps one media not well described. Views not fully explained. Perhaps a third media put in as support.                                 |
| 7-10       | The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.                                            | Media too generalised (UK case perhaps). Too many different media as examples. Answers on one media only or on only one applicable media. |
| 3-6        | This is a limited personal reaction to the question, but no justification for points made.                                                                                           | Mostly unspecific examples. Masses of media.                                                                                              |
| 1-2        | There is virtually no personal reaction to the question, but there is a little reaction to the topic.                                                                                |                                                                                                                                           |
| 0          | There is no evidence of any personal reaction/response.                                                                                                                              |                                                                                                                                           |

| <b>A03</b> | <b>Knowledge of Grammar</b><br><i>(These marks are awarded based on the degree to which the candidate uses structures and grammar as outlined in the specification)</i> |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8-9        | The manipulation of most structures is good. There are still some inaccuracies, but these tend to occur in attempts at more complex structures.                         |
| 6-7        | The manipulation of basic structures is generally sound. There are attempts to use more complex structures, often successfully.                                         |
| 4-5        | There is some awareness of structure but basic errors are still frequent. Communication is generally maintained.                                                        |
| 2-3        | 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.                                                            |

| <b>A04</b> | <b>Content /Knowledge of Society</b><br><i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>                                                                                                                                                                                                               | <b>Amplification</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 23-27      | The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic, including good use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are very good. | <ul style="list-style-type: none"> <li>• Strengths of French tv: entertainment – films – local channels – francophone imports</li> <li>• Weaknesses: poor current affairs – comedy – drama – kids – youth</li> <li>• Progress: interactive examples</li> <li>• Other media? Make sure that the examples are French</li> <li>• Advertising's role in public education initiatives and its effect on consumers.</li> <li>• Radio/popularity / influence of independent stations</li> </ul> |
| 17-22      | The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material and makes use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are good.                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 11-16      | The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material and to use some topic-specific vocabulary. The quality of the evidence and understanding of the topic are sufficient.                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 5-10       | The answer relies almost exclusively on the preliminary material. The quality of evidence and understanding of the topic are limited.                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 1-4        | The answer includes very little factual evidence. The quality of the evidence and understanding of the topic are poor.                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 0          | There is absolutely nothing of relevance either to the topic area or to the question set. A zero score will automatically result in zero for the question as a whole.                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

**Question 1b**

**« Les médias offrent des avantages importants à la société française ». Donnez le pour et le contre de cette opinion. Utilisez des exemples tirés de vos études.**

|       |                         |       |                                                         |     |                             |
|-------|-------------------------|-------|---------------------------------------------------------|-----|-----------------------------|
| C =   | AO4 content from PM     | R =   | good AO2 point                                          | T = | information about the topic |
| © =   | AO4 content not from PM | ® =   | justified AO2 point                                     |     |                             |
| Rep = | repeated point          | Irr = | irrelevant/incorrect material + vertical line in margin |     |                             |

| <b>A02</b> | <b>Reaction/response</b><br><i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>                                                     | <b>Amplification</b>                                                                                     |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| 15-18      | The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.              | Consideration of both advantages and disadvantages.<br>A judgement on overall effect of media in France. |
| 11-14      | There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable. | Question focussed and an overall view presented but less clear final judgement.                          |
| 7-10       | The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.                                            | General media or UK focussed. A simple pour or contre answer.                                            |
| 3-6        | This is a limited personal reaction to the question, but no justification for points made.                                                                                           |                                                                                                          |
| 1-2        | There is virtually no personal reaction to the question, but there is a little reaction to the topic.                                                                                |                                                                                                          |
| 0          | There is no evidence of any personal reaction/response.                                                                                                                              |                                                                                                          |

| <b>A03</b> | <b>Knowledge of Grammar</b><br><i>(These marks are awarded based on the degree to which the candidate uses structures and grammar as outlined in the specification)</i> |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8-9        | The manipulation of most structures is good. There are still some inaccuracies, but these tend to occur in attempts at more complex structures.                         |
| 6-7        | The manipulation of basic structures is generally sound. There are attempts to use more complex structures, often successfully.                                         |
| 4-5        | There is some awareness of structure but basic errors are still frequent. Communication is generally maintained.                                                        |
| 2-3        | 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.                                                            |

| <b>A04</b> | <b>Content /Knowledge of Society</b><br><i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>                                                                                                                                                                                                               | <b>Amplification</b>                                                                                                                                                                                                                                                              |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 23-27      | The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic, including good use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are very good. | <ul style="list-style-type: none"> <li>• News/information in fast-changing world</li> <li>• Entertainment. Quality of soaps, game shows</li> <li>• Moulding public opinion/habits</li> <li>• Economic effects – internet shopping</li> <li>• Effects on health issues.</li> </ul> |
| 17-22      | The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material and makes use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are good.                                                                                                              |                                                                                                                                                                                                                                                                                   |
| 11-16      | The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material and to use some topic-specific vocabulary. The quality of the evidence and understanding of the topic are sufficient.                                                                                                                                              |                                                                                                                                                                                                                                                                                   |
| 5-10       | The answer relies almost exclusively on the preliminary material. The quality of evidence and understanding of the topic are limited.                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                   |
| 1-4        | The answer includes very little factual evidence. The quality of the evidence and understanding of the topic are poor.                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                   |
| 0          | There is absolutely nothing of relevance either to the topic area or to the question set. A zero score will automatically result in zero for the question as a whole.                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                   |

**Question 2a**

«Chaque Français produit en moyenne 370kg de déchets par an». Quelles mesures sont employées pour protéger la France des dangers posés par ces déchets? Selon vous, y a-t-il d'autres mesures à considérer?

|       |                         |       |                                                         |     |                             |
|-------|-------------------------|-------|---------------------------------------------------------|-----|-----------------------------|
| C =   | AO4 content from PM     | R =   | good AO2 point                                          | T = | information about the topic |
| © =   | AO4 content not from PM | ® =   | justified AO2 point                                     |     |                             |
| Rep = | repeated point          | Irr = | irrelevant/incorrect material + vertical line in margin |     |                             |

| <b>A02</b> | <b>Reaction/response</b><br><i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>                                                     | <b>Amplification</b>                                                                |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| 15-18      | The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.              | Identifies a range of measures taken in France. Proposes improvements/new measures. |
| 11-14      | There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable. | Fewer measures. Rather ambitious proposals offered. Still focussed on question.     |
| 7-10       | The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.                                            | Very few measures examined. Solutions dubious.                                      |
| 3-6        | This is a limited personal reaction to the question, but no justification for points made.                                                                                           | Maybe one measure. General or UK focussed?                                          |
| 1-2        | There is virtually no personal reaction to the question, but there is a little reaction to the topic.                                                                                |                                                                                     |
| 0          | There is no evidence of any personal reaction/response.                                                                                                                              |                                                                                     |

| <b>A03</b> | <b>Knowledge of Grammar</b><br><i>(These marks are awarded based on the degree to which the candidate uses structures and grammar as outlined in the specification)</i> |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8-9        | The manipulation of most structures is good. There are still some inaccuracies, but these tend to occur in attempts at more complex structures.                         |
| 6-7        | The manipulation of basic structures is generally sound. There are attempts to use more complex structures, often successfully.                                         |
| 4-5        | There is some awareness of structure but basic errors are still frequent. Communication is generally maintained.                                                        |
| 2-3        | 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.                                                            |



| <b>A04</b> | <b>Content /Knowledge of Society</b><br><i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>                                                                                                                                                                                                               | <b>Amplification</b>                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 23-27      | The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic, including good use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are very good. | <ul style="list-style-type: none"> <li>• Pollution of water - industrial examples;</li> <li>• Waste products –recycling / industrial/domestic - landfill/dumping/exporting</li> <li>• Controls of the above - examples of success - evidence of extent of differences to be made.</li> <li>• Use of less polluting energies - wind/wave/thermal</li> <li>• Changing public attitudes - how?</li> <li>• EU legislation - waste control.</li> </ul> |
| 17-22      | The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material and makes use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are good.                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 11-16      | The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material and to use some topic-specific vocabulary. The quality of the evidence and understanding of the topic are sufficient.                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 5-10       | The answer relies almost exclusively on the preliminary material. The quality of evidence and understanding of the topic are limited.                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 1-4        | The answer includes very little factual evidence. The quality of the evidence and understanding of the topic are poor.                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 0          | There is absolutely nothing of relevance either to the topic area or to the question set. A zero score will automatically result in zero for the question as a whole.                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

**Question 2b**

**L'environnement, est-il bien protégé en France? Comment et pourquoi? Utilisez des exemples tirés de vos études.**

|       |                         |       |                                                         |     |                             |
|-------|-------------------------|-------|---------------------------------------------------------|-----|-----------------------------|
| C =   | AO4 content from PM     | R =   | good AO2 point                                          | T = | information about the topic |
| © =   | AO4 content not from PM | ® =   | justified AO2 point                                     |     |                             |
| Rep = | repeated point          | Irr = | irrelevant/incorrect material + vertical line in margin |     |                             |

| <b>A02</b> | <b>Reaction/response</b><br>(These marks are awarded based on the extent to which the candidate answers the question set)                                                            | <b>Amplification</b>                                                                                             |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| 15-18      | The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.              | A range of different measures described. Clear judgement on France's Green credentials.                          |
| 11-14      | There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable. | Some measures described but less aware of their effectiveness.                                                   |
| 7-10       | The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.                                            | Very much a list of measures without understanding relative worth. Very simple notions of effectiveness/success. |
| 3-6        | This is a limited personal reaction to the question, but no justification for points made.                                                                                           |                                                                                                                  |
| 1-2        | There is virtually no personal reaction to the question, but there is a little reaction to the topic.                                                                                |                                                                                                                  |
| 0          | There is no evidence of any personal reaction/response.                                                                                                                              |                                                                                                                  |

| <b>A03</b> | <b>Knowledge of Grammar</b><br>(These marks are awarded based on the degree to which the candidate uses structures and grammar as outlined in the specification) |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8-9        | The manipulation of most structures is good. There are still some inaccuracies, but these tend to occur in attempts at more complex structures.                  |
| 6-7        | The manipulation of basic structures is generally sound. There are attempts to use more complex structures, often successfully.                                  |
| 4-5        | There is some awareness of structure but basic errors are still frequent. Communication is generally maintained.                                                 |
| 2-3        | 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.                                                     |

| <b>A04</b> | <b>Content /Knowledge of Society</b><br><i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>                                                                                                                                                                                                               | <b>Amplification</b>                                                                                                                                                                                       |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 23-27      | The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic, including good use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are very good. | <ul style="list-style-type: none"> <li>• Renewable energy initiatives</li> <li>• Role of voluntary and government organisations</li> <li>• Industry/commerce – good or bad influences/measures?</li> </ul> |
| 17-22      | The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material and makes use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are good.                                                                                                              |                                                                                                                                                                                                            |
| 11-16      | The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material and to use some topic-specific vocabulary. The quality of the evidence and understanding of the topic are sufficient.                                                                                                                                              |                                                                                                                                                                                                            |
| 5-10       | The answer relies almost exclusively on the preliminary material. The quality of evidence and understanding of the topic are limited.                                                                                                                                                                                                                                              |                                                                                                                                                                                                            |
| 1-4        | The answer includes very little factual evidence. The quality of the evidence and understanding of the topic are poor.                                                                                                                                                                                                                                                             |                                                                                                                                                                                                            |
| 0          | There is absolutely nothing of relevance either to the topic area or to the question set. A zero score will automatically result in zero for the question as a whole.                                                                                                                                                                                                              |                                                                                                                                                                                                            |

**Question 3a**

**«Les immigrants sont bien intégrés en France.» Que pensez-vous de cette opinion?  
Donnez le pour et le contre.**

|       |                         |       |                                                         |     |                             |
|-------|-------------------------|-------|---------------------------------------------------------|-----|-----------------------------|
| C =   | AO4 content from PM     | R =   | good AO2 point                                          | T = | information about the topic |
| © =   | AO4 content not from PM | ® =   | justified AO2 point                                     |     |                             |
| Rep = | repeated point          | Irr = | irrelevant/incorrect material + vertical line in margin |     |                             |

| <b>A02</b> | <b>Reaction/response</b><br><i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>                                                     | <b>Amplification</b>                                                                                                   |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| 15-18      | The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.              | Very good description of successful areas of integration and problems faced by immigrants. Clear conclusion expressed. |
| 11-14      | There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable. | Less good on either success or fragmentation. Still focussed.                                                          |
| 7-10       | The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.                                            | Ideas intertwined. Weak overall judgement.                                                                             |
| 3-6        | This is a limited personal reaction to the question, but no justification for points made.                                                                                           |                                                                                                                        |
| 1-2        | There is virtually no personal reaction to the question, but there is a little reaction to the topic.                                                                                |                                                                                                                        |
| 0          | There is no evidence of any personal reaction/response.                                                                                                                              |                                                                                                                        |

| <b>A03</b> | <b>Knowledge of Grammar</b><br><i>(These marks are awarded based on the degree to which the candidate uses structures and grammar as outlined in the specification)</i> |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8-9        | The manipulation of most structures is good. There are still some inaccuracies, but these tend to occur in attempts at more complex structures.                         |
| 6-7        | The manipulation of basic structures is generally sound. There are attempts to use more complex structures, often successfully.                                         |
| 4-5        | There is some awareness of structure but basic errors are still frequent. Communication is generally maintained.                                                        |
| 2-3        | 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.                                                            |

| <b>A04</b> | <b>Content /Knowledge of Society</b><br><i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>                                                                                                                                                                                                               | <b>Amplification</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 23-27      | The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic, including good use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are very good. | <ul style="list-style-type: none"> <li>• Integration/separation models</li> <li>• The "two Frances" - impact of urban unemployment on racial tensions - Clichy sous Bois</li> <li>• Political reactions - Sarkozy - impact on public opinion - weak, white state</li> <li>• Benefits of immigration - cultural benefits of migrant francophones - music/cuisine/religion.</li> <li>• Lay state contrasts and conflicts</li> <li>• "Frenchness" in conflict with the Moslem heritage - Chirac's reaction</li> <li>• Power/impact of FN</li> <li>• Anti-Semitism</li> <li>• Different immigrant populations.</li> </ul> |
| 17-22      | The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material and makes use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are good.                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 11-16      | The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material and to use some topic-specific vocabulary. The quality of the evidence and understanding of the topic are sufficient.                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 5-10       | The answer relies almost exclusively on the preliminary material. The quality of evidence and understanding of the topic are limited.                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 1-4        | The answer includes very little factual evidence. The quality of the evidence and understanding of the topic are poor.                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 0          | There is absolutely nothing of relevance either to the topic area or to the question set. A zero score will automatically result in zero for the question as a whole.                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

**Question 3b**

**Décrivez la société multiculturelle en France aujourd'hui. Comment voyez-vous l'avenir multiculturel en France?**

|       |                         |       |                                                         |     |                             |
|-------|-------------------------|-------|---------------------------------------------------------|-----|-----------------------------|
| C =   | AO4 content from PM     | R =   | good AO2 point                                          | T = | information about the topic |
| © =   | AO4 content not from PM | ® =   | justified AO2 point                                     |     |                             |
| Rep = | repeated point          | Irr = | irrelevant/incorrect material + vertical line in margin |     |                             |

| <b>A02</b> | <b>Reaction/response</b><br><i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>                                                     | <b>Amplification</b>                                                                                       |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| 15-18      | The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.              | Clear description of assimilation model and clear expression of the future.                                |
| 11-14      | There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable. | Perhaps a more general answer. Tends to imply rather than make an overall conclusion. Still task focussed. |
| 7-10       | The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.                                            | Vague notion of the French model. Sketchy on the future.                                                   |
| 3-6        | This is a limited personal reaction to the question, but no justification for points made.                                                                                           |                                                                                                            |
| 1-2        | There is virtually no personal reaction to the question, but there is a little reaction to the topic.                                                                                |                                                                                                            |
| 0          | There is no evidence of any personal reaction/response.                                                                                                                              |                                                                                                            |

| <b>A03</b> | <b>Knowledge of Grammar</b><br><i>(These marks are awarded based on the degree to which the candidate uses structures and grammar as outlined in the specification)</i> |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8-9        | The manipulation of most structures is good. There are still some inaccuracies, but these tend to occur in attempts at more complex structures.                         |
| 6-7        | The manipulation of basic structures is generally sound. There are attempts to use more complex structures, often successfully.                                         |
| 4-5        | There is some awareness of structure but basic errors are still frequent. Communication is generally maintained.                                                        |
| 2-3        | 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.                                                            |

| <b>A04</b> | <b>Content /Knowledge of Society</b><br><i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>                                                                                                                                                                                                               | <b>Amplification</b>                                                                                                                                                                       |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 23-27      | The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic, including good use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are very good. | <ul style="list-style-type: none"> <li>• The 'Two Frances' in the World of Work, Education, Religion</li> <li>• Cultural 'brassage' examples</li> <li>• Political aspects (FN).</li> </ul> |
| 17-22      | The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material and makes use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are good.                                                                                                              |                                                                                                                                                                                            |
| 11-16      | The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material and to use some topic-specific vocabulary. The quality of the evidence and understanding of the topic are sufficient.                                                                                                                                              |                                                                                                                                                                                            |
| 5-10       | The answer relies almost exclusively on the preliminary material. The quality of evidence and understanding of the topic are limited.                                                                                                                                                                                                                                              |                                                                                                                                                                                            |
| 1-4        | The answer includes very little factual evidence. The quality of the evidence and understanding of the topic are poor.                                                                                                                                                                                                                                                             |                                                                                                                                                                                            |
| 0          | There is absolutely nothing of relevance either to the topic area or to the question set. A zero score will automatically result in zero for the question as a whole.                                                                                                                                                                                                              |                                                                                                                                                                                            |

**Question 4a**

**«L'Europe simplifie le mouvement des citoyens entre les pays membres.» Selon vous, quels problèmes sont posés pour la France par ce droit de voyager, circuler et travailler? Pourquoi?**

|       |                         |       |                                                         |     |                             |
|-------|-------------------------|-------|---------------------------------------------------------|-----|-----------------------------|
| C =   | AO4 content from PM     | R =   | good AO2 point                                          | T = | information about the topic |
| © =   | AO4 content not from PM | ® =   | justified AO2 point                                     |     |                             |
| Rep = | repeated point          | Irr = | irrelevant/incorrect material + vertical line in margin |     |                             |

| <b>A02</b> | <b>Reaction/response</b><br><i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>                                                     | <b>Amplification</b>                                                                                                    |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| 15-18      | The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.              | Very good descriptions may analyse the political, cultural, social and economic impact of free movement of EU citizens. |
| 11-14      | There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable. | Perhaps tends to generalise too much, but still uses the key evidence to reach a conclusion.                            |
| 7-10       | The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.                                            | Limited understanding of the possibilities. Concentrates on holidays?                                                   |
| 3-6        | This is a limited personal reaction to the question, but no justification for points made.                                                                                           |                                                                                                                         |
| 1-2        | There is virtually no personal reaction to the question, but there is a little reaction to the topic.                                                                                |                                                                                                                         |
| 0          | There is no evidence of any personal reaction/response.                                                                                                                              |                                                                                                                         |

| <b>A03</b> | <b>Knowledge of Grammar</b><br><i>(These marks are awarded based on the degree to which the candidate uses structures and grammar as outlined in the specification)</i> |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8-9        | The manipulation of most structures is good. There are still some inaccuracies, but these tend to occur in attempts at more complex structures.                         |
| 6-7        | The manipulation of basic structures is generally sound. There are attempts to use more complex structures, often successfully.                                         |
| 4-5        | There is some awareness of structure but basic errors are still frequent. Communication is generally maintained.                                                        |
| 2-3        | 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.                                                            |



| <b>A04</b> | <b>Content /Knowledge of Society</b><br><i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>                                                                                                                                                                                                               | <b>Amplification</b>                                                                                                                                                                                                             |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 23-27      | The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic, including good use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are very good. | <ul style="list-style-type: none"> <li>• Travel, education and business mobility</li> <li>• Burden on the tax-payer</li> <li>• Enlargement – threat or opportunity?</li> <li>• Border controls (illegal immigration?)</li> </ul> |
| 17-22      | The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material and makes use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are good.                                                                                                              |                                                                                                                                                                                                                                  |
| 11-16      | The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material and to use some topic-specific vocabulary. The quality of the evidence and understanding of the topic are sufficient.                                                                                                                                              |                                                                                                                                                                                                                                  |
| 5-10       | The answer relies almost exclusively on the preliminary material. The quality of evidence and understanding of the topic are limited.                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                  |
| 1-4        | The answer includes very little factual evidence. The quality of the evidence and understanding of the topic are poor.                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                  |
| 0          | There is absolutely nothing of relevance either to the topic area or to the question set. A zero score will automatically result in zero for the question as a whole.                                                                                                                                                                                                              |                                                                                                                                                                                                                                  |

**Question 4b**

**Pour la France, comment est-ce que l'Europe a changé au cours de ces dernières années? Pensez-vous que ces changements sont bons pour la France?**

|       |                         |       |                                                         |     |                             |
|-------|-------------------------|-------|---------------------------------------------------------|-----|-----------------------------|
| C =   | AO4 content from PM     | R =   | good AO2 point                                          | T = | information about the topic |
| © =   | AO4 content not from PM | ® =   | justified AO2 point                                     |     |                             |
| Rep = | repeated point          | Irr = | irrelevant/incorrect material + vertical line in margin |     |                             |

| <b>A02</b> | <b>Reaction/response</b><br><i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>                                                     | <b>Amplification</b>                                                                         |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| 15-18      | The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.              | An account of the major changes and their impact on France.                                  |
| 11-14      | There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable. | Perhaps tends to generalise too much, but still uses the key evidence to reach a conclusion. |
| 7-10       | The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.                                            | Tends to describe limited changes. No real view on effect of such changes on France.         |
| 3-6        | This is a limited personal reaction to the question, but no justification for points made.                                                                                           |                                                                                              |
| 1-2        | There is virtually no personal reaction to the question, but there is a little reaction to the topic.                                                                                |                                                                                              |
| 0          | There is no evidence of any personal reaction/response.                                                                                                                              |                                                                                              |

| <b>A03</b> | <b>Knowledge of Grammar</b><br><i>(These marks are awarded based on the degree to which the candidate uses structures and grammar as outlined in the specification)</i> |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8-9        | The manipulation of most structures is good. There are still some inaccuracies, but these tend to occur in attempts at more complex structures.                         |
| 6-7        | The manipulation of basic structures is generally sound. There are attempts to use more complex structures, often successfully.                                         |
| 4-5        | There is some awareness of structure but basic errors are still frequent. Communication is generally maintained.                                                        |
| 2-3        | 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.                                                            |

| <b>A04</b> | <b>Content /Knowledge of Society</b><br><i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>                                                                                                                                                                                                               | <b>Amplification</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 23-27      | The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic, including good use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are very good. | <ul style="list-style-type: none"> <li>• The referendum on the proposed constitution.</li> <li>• The PAC - views on.</li> <li>• The burden on the tax-payer.</li> <li>• Scandals and malpractice - effects</li> <li>• Political/historical commitments to Europe.</li> <li>• Commitments to human rights.</li> <li>• The changing, East-centred Europe - threat or opportunity?</li> <li>• Counter-balance to American influences</li> <li>• Enlargement of EU.</li> </ul> |
| 17-22      | The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material and makes use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are good.                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 11-16      | The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material and to use some topic-specific vocabulary. The quality of the evidence and understanding of the topic are sufficient.                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 5-10       | The answer relies almost exclusively on the preliminary material. The quality of evidence and understanding of the topic are limited.                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 1-4        | The answer includes very little factual evidence. The quality of the evidence and understanding of the topic are poor.                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 0          | There is absolutely nothing of relevance either to the topic area or to the question set. A zero score will automatically result in zero for the question as a whole.                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

**Question 5a**

**Quelles sont les priorités pour la francophonie? A votre avis, ces priorités sont-elles réalistes? Utilisez des exemples tirés de vos études.**

|       |                         |       |                                                         |     |                             |
|-------|-------------------------|-------|---------------------------------------------------------|-----|-----------------------------|
| C =   | AO4 content from PM     | R =   | good AO2 point                                          | T = | information about the topic |
| © =   | AO4 content not from PM | ® =   | justified AO2 point                                     |     |                             |
| Rep = | repeated point          | Irr = | irrelevant/incorrect material + vertical line in margin |     |                             |

| <b>A02</b> | <b>Reaction/response</b><br><i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>                                                     | <b>Amplification</b>                                                                       |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| 15-18      | The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.              | Very good understanding and description of a range of priorities. Clear judgement reached. |
| 11-14      | There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable. | Fewer priorities analysed. Weaker appreciation of their potential.                         |
| 7-10       | The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.                                            | One or two areas only examined. Superficial understanding of their importance.             |
| 3-6        | This is a limited personal reaction to the question, but no justification for points made.                                                                                           |                                                                                            |
| 1-2        | There is virtually no personal reaction to the question, but there is a little reaction to the topic.                                                                                |                                                                                            |
| 0          | There is no evidence of any personal reaction/response.                                                                                                                              |                                                                                            |

| <b>A03</b> | <b>Knowledge of Grammar</b><br><i>(These marks are awarded based on the degree to which the candidate uses structures and grammar as outlined in the specification)</i> |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8-9        | The manipulation of most structures is good. There are still some inaccuracies, but these tend to occur in attempts at more complex structures.                         |
| 6-7        | The manipulation of basic structures is generally sound. There are attempts to use more complex structures, often successfully.                                         |
| 4-5        | There is some awareness of structure but basic errors are still frequent. Communication is generally maintained.                                                        |
| 2-3        | 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.                                                            |

| <b>A04</b> | <b>Content /Knowledge of Society</b><br><i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>                                                                                                                                                                                                               | <b>Amplification</b>                                                                                                                                                                                                                                           |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 23-27      | The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic, including good use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are very good. | <ul style="list-style-type: none"> <li>• The French language as "cultural/political/sporting cement"</li> <li>• The fight against the Anglo-Saxon world - Chirac and English</li> <li>• Internet: Quaero, rival to Google?</li> <li>• Economic aid.</li> </ul> |
| 17-22      | The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material and makes use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are good.                                                                                                              |                                                                                                                                                                                                                                                                |
| 11-16      | The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material and to use some topic-specific vocabulary. The quality of the evidence and understanding of the topic are sufficient.                                                                                                                                              |                                                                                                                                                                                                                                                                |
| 5-10       | The answer relies almost exclusively on the preliminary material. The quality of evidence and understanding of the topic are limited.                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                |
| 1-4        | The answer includes very little factual evidence. The quality of the evidence and understanding of the topic are poor.                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                |
| 0          | There is absolutely nothing of relevance either to the topic area or to the question set. A zero score will automatically result in zero for the question as a whole.                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                |

**Question 5b**

«La francophonie travaille pour combattre l'influence anglaise.» Etes-vous d'accord avec cette opinion? Pourquoi/pourquoi pas?

|       |                         |       |                                                         |     |                             |
|-------|-------------------------|-------|---------------------------------------------------------|-----|-----------------------------|
| C =   | AO4 content from PM     | R =   | good AO2 point                                          | T = | information about the topic |
| © =   | AO4 content not from PM | ® =   | justified AO2 point                                     |     |                             |
| Rep = | repeated point          | Irr = | irrelevant/incorrect material + vertical line in margin |     |                             |

| <b>A02</b> | <b>Reaction/response</b><br>(These marks are awarded based on the extent to which the candidate answers the question set)                                                            | <b>Amplification</b>                                                                                                                                |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| 15-18      | The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.              | Good understanding of the areas where French is strong. A good description of the changing role of French and a personal view about winning/losing. |
| 11-14      | There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable. | Key points about French and its use in the world but less convincing on the current trend - is it up/down and where/how?                            |
| 7-10       | The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.                                            | Too general. Probably too much evidence without linking themes/trends. No real view given.                                                          |
| 3-6        | This is a limited personal reaction to the question, but no justification for points made.                                                                                           |                                                                                                                                                     |
| 1-2        | There is virtually no personal reaction to the question, but there is a little reaction to the topic.                                                                                |                                                                                                                                                     |
| 0          | There is no evidence of any personal reaction/response.                                                                                                                              |                                                                                                                                                     |

| <b>A03</b> | <b>Knowledge of Grammar</b><br>(These marks are awarded based on the degree to which the candidate uses structures and grammar as outlined in the specification) |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8-9        | The manipulation of most structures is good. There are still some inaccuracies, but these tend to occur in attempts at more complex structures.                  |
| 6-7        | The manipulation of basic structures is generally sound. There are attempts to use more complex structures, often successfully.                                  |
| 4-5        | There is some awareness of structure but basic errors are still frequent. Communication is generally maintained.                                                 |
| 2-3        | 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.                                                     |

| <b>A04</b> | <b>Content /Knowledge of Society</b><br><i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>                                                                                                                                                                                                               | <b>Amplification</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 23-27      | The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic, including good use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are very good. | <ul style="list-style-type: none"> <li>• French in the political world - "the old Europe" versus "the new"</li> <li>• TV5</li> <li>• French in the Arts - cinema/literature. A cultural power still?</li> <li>• French in the world - other languages taking over or French surging on?</li> <li>• French in Europe - the new eastern centre.</li> <li>• The power of English. Chirac and Google.</li> <li>• English in the French business world - battle being lost or won?</li> <li>• Legal measures (quota of foreign songs on radio?)</li> <li>• Quaero – a rival to Google?</li> </ul> |
| 17-22      | The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material and makes use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are good.                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 11-16      | The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material and to use some topic-specific vocabulary. The quality of the evidence and understanding of the topic are sufficient.                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 5-10       | The answer relies almost exclusively on the preliminary material. The quality of evidence and understanding of the topic are limited.                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 1-4        | The answer includes very little factual evidence. The quality of the evidence and understanding of the topic are poor.                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 0          | There is absolutely nothing of relevance either to the topic area or to the question set. A zero score will automatically result in zero for the question as a whole.                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |