



General Certificate of Education

French 6651 *Specification*

FRO4 Contemporary Issues

Mark Scheme

2008 examination - June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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UNIT 4

General Principles

- In questions where a candidate has been required to tick answers, any ticks in addition to the maximum required will be taken from the candidate's total for the questions. For example, in a question requiring a maximum of 4 ticks, if a candidate has ticked 5 boxes and three of these are correct, then a mark of 3 - 1 = 2 will be awarded.
- In multiple choice questions where candidates must choose one letter or number, they should automatically get no mark awarded if they give more than one. If the rubric instructs them to write one letter or number in the box and they do so, but write a second letter or number outside the box too, then the answer in the box should be considered.
- In True/False/Not in text questions, accept
 - T/F/?
 - Target language equivalent as instructed in the rubric (V/F/ND)
 - ✓/X/?
 - A mix and match approach using the above, where the response is clear and unambiguous (e.g. T and ✓ are both used by the candidate)
 - PM if used instead of ND
 - N for ND
- Where a candidate repeats the same error within a question, no further penalty should be imposed in awarding the mark, and nfp (= no further penalty) should be written beside the error to indicate this.
- In awarding marks for AO3 (Knowledge of Grammar) for answers in response to **listening passages**, candidates may well rely on the original spoken text. Therefore candidates can use the same wording from the original target language they hear and score marks for AO3, although there will have to be an appropriate level of accuracy and the language may need to be manipulated (e.g. in changing the verb endings to correspond to the third rather than the first person).
- English spellings are not accepted unless the word is spelt the same in both languages.
- "Rubric" should be written in the margin if the answer is in the wrong language and no marks should be awarded (unless numbers or place names are involved).

Where marks are awarded for Quality of Language, the principle to be applied is that the Quality of Language marks can only be awarded for successfully conveying the required content. The following principles will therefore apply:

1. If the maximum mark for comprehension and Quality of Language is the same, the mark awarded for Quality of Language may not exceed the mark awarded for comprehension.
 2. If the maximum marks for comprehension and Quality of Language are not the same, the maximum mark which may be awarded for Quality of Language is indicated by a table (see individual questions).
- For communication marks to be awarded in any question key words must be spelled correctly, though errors involving single/double consonants or accents which do not change the meaning of the word will be tolerated. For example, *à/a* and *donne/donné* errors would not be tolerated, but omission of the accent on *hôpital* would. The only exception to the latter is those cases where the accent is the only difference between the English and French words (e.g. *température*).
 - Reject subject + infinitive or past participle without auxiliary
 - Reject use of infinitive for past participle
 - Reject verb forms which do not exist
 - Reject direct for indirect object pronouns and vice-versa
 - Reject incorrect position of negative
 - Alternative answers are rejected unless both of them are correct
 - **t.c.** = tout court
 - **For comprehension :**
 - Accept incorrect verb endings provided the form exists in that tense
 - In compound tenses accept avoir for être but not vice versa
 - Do not penalise errors of gender
 - Do not penalise errors of preposition unless there is a change of meaning

PART A

Question 1

In each case award one mark if the incorrect detail is underlined and one mark if the correct detail is written. Accept crossing out or circling instead of underlining. Accept correct detail written underneath or beside the incorrect detail. If more than one detail is underlined, the mark for identifying the incorrect detail may not be awarded, but the mark for writing in the correct detail may still be awarded.

	Key idea	Marks	Accept	Reject
(a)	Dans ce film il s'agit de l'amour entre Juif une jeune fille arabe et un <u>autre</u> <u>Musulman</u> .	2	(accept whether « autre » is underlined or not) juif Juif marocain	Jeune Juive Marocain t.c.
(b)	Les amis des jeunes amoureux hostile/négative réagissent d'une façon <u>positive</u> à leur amour.	2		Negative without accent
(c)	La réalisatrice estime que ce qui pose des problèmes c'est de représenter tous les jours/souvent des situations qui arrivent <u>rarement</u> .	2	toujours	tout le jour

Total: 6 marks

Question 2

	Key idea	Marks	Accept
(a)	13	1	D
(b)	375	1	E
(c)	moins de 15	1	C
(d)	25	1	A
(e)	90	1	F

Total: 5 marks

Question 3

	Key Idea	Marks	Accept	Reject
(a)	Cela permet d'avoir plus d' <u>ouverture sur le monde</u> (extérieur) (1). Cela donne plus de <u>liberté</u> (1). On se sent plus <u>protégé</u> (1) dans un <u>monde dangereux</u> . (1) (3 from 4)	3	plus d'accès L'Europe/elle permet... Past tense un monde violent	On est permis d'avoir Any misspelling of mieux Sentir without se
(b)	<u>Les Espagnols</u> se considèrent <u>plus prospères</u> (1) mais <u>les Français</u> se considèrent <u>moins prospères</u> (1) <u>à cause de l'Europe</u> . (1) (2 from 3)	2	Les Espagnols ont plus de prospérité	Les Espagnols sont plus prospères que les Français
(c)	L'Europe <u>endommage/ne défend pas les identités culturelles</u> (1) <u>et locales</u> . (1) Certains pays <u>sont moins puissants/ont perdu en puissance</u> . (1) (2 from 3)	2		Omission of pas

Total: 7 marks + 5 marks for Quality of Language

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

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

	Knowledge of Grammar (AO3)
5	The grammatical structures in the specification are used accurately. There are occasional errors but these are of a minor nature.
4	Grammar is sound. Tenses and agreements are reliable. There are errors but mostly only in the most difficult areas.
3	The grammatical structures are generally known but success in applying them is inconsistent.
2	Evidence of serious gaps in basic grammar. Even common structures are not sound and some irregular verbs are poorly constructed.
0-1	Errors are elementary and so numerous as to impede comprehension.

Note that in awarding AO3 marks, only those questions for which comprehension marks have been awarded can be considered. Maximum marks for AO3 will be as follows:

Comprehension mark	Maximum AO3 mark
7,6	5
5,4	4
3	3
2	2
1	1

PART B**Question 4 (a) Première partie**

	Key Idea	Marks	Accept	Reject
(i)	Aux Restos du Coeur elles ont l'impression d'être traitées comme des êtres humains (1) dans d'autres structures elles ont perdu (un peu) cette dignité (1) Ils sont mieux traités (1) (2 from 3)	2	des humains t.c. Aux Restos du Coeur ils sont traités avec dignité	des humaines ils sont traités comme les autres
(ii)	Il y en a 45 000 (1) le nombre augmente/est en hausse (constante) (1)	2	milles les bénévoles sont en hausse Past tenses	mil
(iii)	Par la distribution de la nourriture (1) ils les aident à trouver/chercher un logement (1) ou un travail (1)	3	ils cherchent/trouvent un logement	ils sont une aide
(iv)	Ils reçoivent de l'argent du gouvernement/ d'organisations gouvernementales (1) ou européennes (1) L'essentiel de leur argent vient du public (1) Il y a très peu/moins de 10% de coûts administratifs/pour l'administration (1) Ils veulent que l'argent aille aux défavorisés (1) (3 from 5)	3		la publique 10% without moins

Total: 10 marks

Question (b) Deuxième partie

Comprehension marks to be awarded if required information is given. Ignore additional material unless it invalidates the correct details.

Key idea	Marks	Accept	Reject
Ils <u>tenaient un café</u> (1) qui <u>n'a pas marché</u> (1) Ils n'avaient pas d'autre <u>logement/travail</u> <u>/ ils se sont trouvés dans la rue</u> (1) (2 from 3)	2	Ils travaillaient/vivaient dans un café Accept present tense	Ils ont dû vivre dans la rue
Elle avait <u>les mains tremblantes</u> (1) et <u>peur</u> au ventre (1) elle avait <u>honte</u> (1) elle était <u>blessée par l'attitude des autres</u> (1) (2 from 4)	2	Ses mains étaient tremblantes Accept nerveuse as alternative to either points 1 or 2	Elle se sentait peur /honte Elle était tremblante
<u>Il faut avoir du courage</u> (1) <u>il faut se battre</u> (1)	2		On/elle faut
<u>Les Restos du Cœur leur donnaient de quoi manger</u> (1) Ça laissait de l'argent pour acheter <u>le journal</u> (1) Ils ont vu <u>une annonce</u> (1) Mme Mailhé <u>cherchait des gardiens</u> pour son château (1) Mme Mailhé avait le <u>choix entre trois couples</u> (1) Ils lui <u>ont raconté leur histoire</u> (1) Elle les a embauchés parce qu'ils étaient dans la situation la plus <u>précaire</u> (1) Mme Mailhé pense qu'il est <u>fondamental d'aider les autres</u> (1) (4 from 8)	4	Ils ont vu une annonce dans le journal = 2 la pire situation	avertissement/publicité
Ils sont <u>sortis d'affaires/en sont sortis</u> (1) et elle veut <u>aider</u> (à son tour) (1) donc elle <u>donne son temps</u> (1) aux <u>Restos du Cœur</u> (1) (2 from 4)	2	elle travaille	

Total for (b): 12 marks + 10 marks for Quality of Language
Total for question 4: 32 marks

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

	Knowledge of Grammar (A03)
9-10	Very good command of the language. Good use of idiom, complex structures and a wide range of vocabulary. Highly accurate grammar and sentence structure; only occasional mistakes.
7-8	Good command of the language. Attempts to use complex constructions e.g. subordinate clauses and a wide range of vocabulary. Good grammar and sentence structure. Generally accurate.
5-6	A variety of linguistic structures used, generally effectively. Limitations in the use of more complex structures e.g. subordinate clauses and more sophisticated vocabulary. Errors are generally minor but with some serious errors in more complex structures.
3-4	Reasonable performance, tending to use unsophisticated constructions and vocabulary. Grammatical errors do not generally interfere with communication.
0-2	Generally comprehensible to a native speaker. Limited range of constructions, vocabulary and sentence patterns. Serious grammatical errors may cause difficulties for immediate comprehension.

Where maximum mark for comprehension is 12 and maximum mark for Quality of Language is 10:

Mark for comprehension	Maximum mark for Quality of Language
12, 11, 10	10
9	9
8	8
7	7
6	6
5	5
4	4
3	3
2	2
1	1
0	0

Question 5

Words must be exactly as shown for the mark to be awarded.

	Bien que la France <u>soit</u> un pays prospère, le nombre de sans-abri ne cesse d'augmenter. Les organisations caritatives, <u>telles</u> que les Restos du Coeur, existent pour aider les plus défavorisés à s'en sortir. Les bénévoles aident ce <u>travail</u> parfois par des contributions <u>financières</u> mais surtout en <u>donnant</u> de leur temps.

Total: 5 marks

PART C

Question 6

			Marks
(a)	Cette personne risque d'être expulsée de France.	Z + A	1
(b)	Les parents de cette personne sont décédés.	Z	1
(c)	Cette personne va à l'école en France.	Z + A	1
(d)	Cette personne a le soutien du gouvernement municipal de sa ville.	A	1
(e)	Cette personne a un handicap physique.	Z	1
(f)	Cette personne est soutenue par une vedette du monde du spectacle	Z	1
(g)	Ceux qui protègent cette personne pourraient être incarcérés.	Z	1
(h)	Cette personne est née en France.	A	1

Total: 8 marks

Question 7

		Mark
(a)	Paul	1
(b)	Antoine	1
(c)	Paul	1
(d)	Raoul	1
(e)	Antoine	1
(f)	Gabrielle	1
(g)	Paul	1
(h)	Raoul	1

Total: 8 marks

Question 8

ACCIDENTS DE LA ROUTE

Ce n'est pas toujours la faute du **conducteur**

La politique de sécurité routière se focalise sur la répression de la **conduite** dangereuse. Pourtant, d'autres pistes peuvent aider à réduire le **nombre** d'accidents. Voici trois mesures pour sauver des vies sur les routes de France.

1. Supprimer les arbres et les poteaux trop près du bord des routes : 700 vies sauvées.

Les **obstacles** latéraux sont particulièrement meurtriers lorsqu'ils sont situés à moins de 4 m de la **chaussée** Un plan d'action devrait viser à les supprimer ou à les reculer.

2. Rendre obligatoire l'**allumage** des feux de croisement de jour : 500 vies sauvées.

La mesure est en test depuis le 31 octobre dernier. Pour l'**instant** il s'agit d'une simple « recommandation » aux automobilistes circulant en dehors des **villes**. Cette mesure permet de mieux voir et d'être mieux vu, donc d'éviter de nombreux accidents.

3. Traiter les « **points** noirs » où se produisent plus d'accidents qu'ailleurs : 500 vies sauvées.

Il faut d'abord identifier ces lieux à accumulation d'accidents, pour ensuite adapter la route.

Total: 9 marks

PART D

Question 9 (a)

Accept with or without article. Reject additions.

		Mark	Accept	Reject
(i)	secrets <u>confidentiels</u>	1		
(ii)	constituent <u>composent</u>	1		
(iii)	la bataille (la) <u>lutte</u>	1		
(iv)	presque <u>près de</u>	1		près t.c.
(v)	délicates <u>sensibles</u>	1		(les) plus sensibles
(vi)	employés de l'état <u>fonctionnaires</u>	1		
(vii)	parmi lesquels <u>dont</u>	1		dont les

Total: 7 marks

(b)

			Marks
(i)	Les bidouilleurs travaillent au rez-de-chaussée d'un bâtiment.	F	1
(ii)	Le bâtiment concerné sert toujours à garder des détenus.	F	1
(iii)	On ignore le montant exact du budget de la SNRO.	V	1
(iv)	La SNRO existe depuis la fin de la deuxième guerre mondiale.	ND	1
(v)	Jean-Marc Luca estime que la technologie a remplacé l'homme.	F	1
(vi)	La plupart des agents de la SNRO avaient travaillé dans d'autres services de la police pendant au moins cinq ans.	ND	1
(vii)	Tous les agents de la SNRO se ressemblent.	F	1
(viii)	Les agents doivent éviter de regarder un suspect dans les yeux.	V	1

Total = 8 marks

(c)

2 marks per box. Working total of 40 to be divided by 2 to give a maximum of 20. Award the marks for each element if the English is an acceptable rendering of the French idea. Reject paraphrases.

	Mark	Accept	Reject
1	2	During (1) a tailing/shadowing (1)/ While tailing/ shadowing/ trailing/ following/tracking a suspect (=2)	a following a trailing surveillance
2	2	the tail/shadow/follower (1) must have/must be equipped with/have at his disposal (1)	Agent/pursuer should dispose of/armed with/carry
3	2	at(the) least/as a minimum/a minimum of (1) silent/quiet shoes, (1)	trainers/sneakers
4	2	a town/city map/plan, (1) a pen (1)	
5	2	a telephone card (1) (small/loose) change/some coins (1)	a little money a small amount of change
6	2	a metro/underground/tube/subway ticket, (1) and a radio transmitter/walkie-talkie/two-way radio (1)	train ticket radio t.c.
7	2	hidden (1) in/up the /his/his or her sleeve. (1)	their

	Mark	Accept	Reject
8	2	All (the) new/every new(1) recruits (1)	agents
9	2	learn to manage/ get by/ cope/ look after themselves (1) during/at/through (1)	manage themselves during the course of - if followed by courses
10	2	courses organised (1) in a town which (1)	training lessons organised courses
11	2	does not exist anywhere. (1) At least, or/well (1)	at all t.c.
12	2	(not) officially. (1) (It is) useless (1)	It is not useful
13	2	in fact/indeed/in truth, (1) to look for X town/town X/ Xville (1)	in effect/actually/really
14	2	on a map: (1) it was/has been entirely (1)	had been
15	2	created/made up/constructed/built (1) for the training (1)	reconstituted

	Mark	Accept	Reject
16	2	needs/requirements (1) of the National Police. (1) NB word order! National Police training needs = 3 needs of the training of the National Police = 2	
17	2	Shooting (1) and combat exercises (1)	the exercises exercises of combat
18	2	are also on/in the programme (1) but they are only (1)	equally/both
19	2	to be used/to use (1) as a last/final resort (1)	used t.c.
20	2	in/the case of (1) extreme emergency (1) in an extreme emergency = 2 in extreme cases = 1	urgency

Total for (c) = 20 marks (AO2)

(d)

Do not award marks for paraphrases. Award marks in any given section if there are no errors, other than accents which do not change the meaning of the word.

(i)

	Mark	Accept	Reject
Those who	1	Ceux qui	Les gens/personnes qui
combat terrorism	1	combattent/luttent contre le terrorisme	
prepare their missions	1	préparent leurs missions	leur mission
behind closed doors.	1	derrière des portes fermées à huis clos	les portes / une porte

(ii)

	Mark	Accept	Reject
Having identified	1	Ayant/Après avoir identifié/déecté	En ayant Après que Après l'identification d
a network	1	un réseau/une filière	
new agents	1	les/des /de nouveaux agents agents nouveaux	les recrues
keep watch over it.	1	le/la surveillent.	regardent/gardent

(iii)

	Mark	Accept	Reject
If the agents betray	1	Si les agents trahissent	montrent
their emotions	1	leurs émotions	emotions (without accent)
the suspects can	1	les suspects peuvent	Future tense
detect them.	1	les détecter.	

(iv)

	Mark	Accept	Reject
More and more	1	De plus en plus	
young men	1	de jeunes hommes d'hommes jeunes	jeunes t.c.
are followed	1	sont suivis accept active for passive	
by these policemen	1	par ces policiers/agents/flics/agents de police/gendarmes	hommes policiers

(v)

	Mark	Accept	Reject
Technology has become	1	La technologie est devenue	
more expensive	1	plus coûteuse/chère	
but has it	1	mais a-t-elle/ est-ce qu'elle a hyphen errors	elle a remplacé
replaced the human eye?	1	remplacé l'oeil humain?	les yeux humains

Total for (d) = 20 marks (AO3)

Total for Part D = 55 marks

Total for paper = 140 marks