



**General Certificate of Education (A-level)**  
**June 2011**

**French**

**FREN3**

**(Specification 2650)**

**Unit 3: Listening, Reading and Writing**

***Mark Scheme***

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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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process 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 standardisation each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised 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 3**

The assessment objectives will be allocated in the following way.

		<b>% of A Level</b>	<b>Marks</b>
AO1	Response to spoken language	8	25
AO2	Response to written language	18	60
AO3	Knowledge of grammar	8	25
	<b>TOTAL</b>	<b>34</b>	<b>110</b>

The marks will be allocated in the following way

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
Listening Section	25		
Reading Section (includes transfer of meaning from and into the target language)		35	10
Writing Section		25	15

**Section A: Listening, Reading and Writing****General Principles**

- In multiple choice questions where candidates must choose one letter or number, they should automatically get no mark awarded if they give more than one. If the rubric instructs them to write one letter or number in the box and they do so, but write a second letter or number outside the box too, then the answer in the box should be considered.
- Where a candidate repeats the same error within a 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.
- Errors of accent are not penalised unless they are grammatical.
- Rubric should be written in the margin if in the wrong language and 0 should be awarded (unless numbers or place names are involved).

<b>Q</b>	<b>Accept</b>	<b>Marks</b>
1(a)	<b>F</b>	1

<b>Q</b>	<b>Accept</b>	<b>Marks</b>
1(b)	<b>E</b>	1

<b>Q</b>	<b>Accept</b>	<b>Marks</b>
1(c)	<b>D</b>	1

<b>Q</b>	<b>Accept</b>	<b>Marks</b>
1(d)	<b>C</b>	1

<b>Q</b>	<b>Accept</b>	<b>Marks</b>
1(e)	<b>H</b>	1

<b>Q</b>	<b>Accept</b>	<b>Marks</b>
1(f)	<b>A</b>	1

<b>Q</b>	<b>Accept</b>	<b>Marks</b>	<b>Notes</b>
2	<b>C D E G H M</b>	6	Accept letters in any order

<b>Q</b>	<b>Accept</b>	<b>Marks</b>	<b>Notes</b>
3(a)	<b>P</b>	1	

<b>Q</b>	<b>Accept</b>	<b>Marks</b>	<b>Notes</b>
3(b)	<b>P</b>	1	

<b>Q</b>	<b>Accept</b>	<b>Marks</b>	<b>Notes</b>
3(c)	<b>P/M</b>	1	Accept: P M; M P; M/P; P + M; M + P

Q	Accept	Marks	Notes
3(d)	M	1	

Q	Accept	Marks	Notes
3(e)	M	1	

Q	Accept	Marks	Notes
3(f)	P/M	1	Accept: P M; M P; M/P; P + M; M + P

Q	Accept	Marks	Notes
3(g)	P	1	

Q	Accept	Marks
4(a)	A	1

Q	Accept	Marks
4(b)	C	1

Q	Accept	Marks
4(c)	A	1

Q	Accept	Marks
4(d)	A	1

Q	Accept	Marks
4(e)	B	1

Q	Accept	Marks
4(f)	C	1

Q	Accept	Marks
5(a)	A	1

<b>Q</b>	<b>Accept</b>	<b>Marks</b>
5(b)	<b>N</b>	1

<b>Q</b>	<b>Accept</b>	<b>Marks</b>
5(c)	<b>N</b>	1

<b>Q</b>	<b>Accept</b>	<b>Marks</b>
5(d)	<b>S</b>	1

<b>Q</b>	<b>Accept</b>	<b>Marks</b>
5(e)	<b>A</b>	1

<b>Q</b>	<b>Accept</b>	<b>Marks</b>
5(f)	<b>A</b>	1

<b>Q</b>	<b>Accept</b>	<b>Marks</b>
5(g)	<b>S</b>	1

<b>Q</b>	<b>Accept</b>	<b>Marks</b>	<b>Notes</b>
6(a)	<b>F</b>	1	Accept X

<b>Q</b>	<b>Accept</b>	<b>Marks</b>	<b>Notes</b>
6 (b)	<b>F</b>	1	Accept X

<b>Q</b>	<b>Accept</b>	<b>Marks</b>	<b>Notes</b>
6 (c)	<b>ND</b>	1	Accept N, PM or ?

<b>Q</b>	<b>Accept</b>	<b>Marks</b>	<b>Notes</b>
6 (d)	<b>V</b>	1	Accept T or √

<b>Q</b>	<b>Accept</b>	<b>Marks</b>	<b>Notes</b>
6 (e)	<b>V</b>	1	Accept T or √

Q	Accept	Marks	Notes
6 (f)	ND	1	Accept N, PM or ?

Q	Accept	Marks	Notes
6 (g)	F	1	Accept X

Q	Accept	Marks	Notes
6 (h)	V	1	Accept T or √

Q	Accept	Marks	Notes
6 (i)	V	1	Accept T or √

Q	Accept	Marks	Notes
6(j)	F	1	Accept X

Q	Accept	Marks	Notes
6(k)	V	1	Accept T or √

Q	Accept	Marks	Notes
7(a)	A B F	3	Accept <b>conseil</b> Accept <b>controverse</b> Accept <b>manque</b>

Q	Accept	Marks	Notes
7(b)	I	1	Accept <b>tort</b>

Q	Accept	Marks	Notes
7(c)	H E G	3	Accept <b>progression</b> Accept <b>majorité</b> Accept <b>port</b>



Q		Accept	Notes
<b>8</b>	1 mark for each box. Award the mark if the sense of the French is expressed in acceptable English. The working total of 20 should be divided by 2 to give a maximum mark of 10. Round up any half-mark at the end.		
1	De nombreuses activités	Many/numerous/a lot of/a large number of ... activities/ much...activity	<b>Reject</b> A number of t.c.
2	industrielles et touristiques	industrial and tourist/touristic/tourism	<b>Accept</b> industriel as an English mis-spelling
3	se concentrent sur les zones littorales.	are concentrated in/on/focused (the) coastal/shore/seaside/littoral areas/zones/regions	<b>Reject</b> concentrate themselves/concentrate on/take place without a suitable adverb eg. extensively <b>Reject</b> literal
4	Celles-ci sont très sensibles,	They/these/the latter are very sensitive/fragile/vulnerable	<b>Reject</b> these ones Susceptible/precarious
5	d'une part par la population	On (the) one hand/firstly/partly/in part because of/on account of/due to the population	<b>Reject</b> on one side <b>Reject</b> by the population
6	qui peut atteindre	which can reach	<b>Reject</b> who <b>Reject</b> attain
7	des chiffres très élevés sur les côtes	<u>Very</u> / <u>extremely</u> high/elevated numbers/figures/which could reach a <u>very</u> high level on the coast(s)	
8	surtout en haute saison,	Especially/above all/particularly in (the) high/peak/busy/prime season	<b>Reject</b> popular/top/hot
9	et d'autre part car elles sont	and on the other hand/secondly because they are	Possible nfp for translation of part if the same error as in box 5
10	les régions les plus menacées	the areas/regions (the) most threatened/endangered/under threat /vulnerable to	<b>Reject</b> menaced/troubled
11	par les marées noires	By ( the) oil slicks/spillages/spills/leaks/ black tides	
12	dont on a beaucoup parlé	of which much has been said/which we/they/people have talked about/discussed a lot/which have been talked about a lot	There are other possible versions; reject if English is unacceptable
13	ces derniers temps.	recently/in (these) recent times/ lately	<b>Reject</b> these last times/in the past
14	Le naufrage	The wrecking/wreck/shipwreck/sinking	<b>Reject</b> wreckage/running aground A sinking oil tanker = 2
15	d'un pétrolier	of a tanker/oil tanker/oil ship/oil transporter (When a tanker is wrecked = 2)	<b>Reject</b> oil barge/petrol tanker

16	se transforme rapidement en catastrophe écologique,	rapidly/quickly becomes/transforms/turns into an ecological/environmental catastrophe/disaster,	<b>Reject</b> transforms itself <b>Reject</b> past tense, but possible nfp if past tense is used in boxes 17 & 19 <b>Reject</b> is transforming but possible nfp if same construction is used in boxes 17 & 19
17	le pétrole se diffuse alors	the oil/petroleum then spreads (itself) (out)/is diffused/ diffuses (itself)	<b>Reject</b> petrol but possible nfp if petrol tanker was used in box 15 <b>Reject</b> disperses Ensure that alors is translated
18	dans les mers	(whilst) in/into/across the sea(s)/oceans	<b>Reject</b> throughout <b>Reject</b> waves
19	et s'échoue sur les plages	and washes up/ends up/comes ashore/lands/is swept up/ on /seeps onto (the) beaches	
20	touchant beaucoup d'écosystèmes.	affecting/damaging/harming/spoiling/tainting many ( of the) ecosystems.	<b>Reject</b> <u>effecting</u> /touching

Q		Accept	Notes
	For each box award the mark if there are no errors other than accents which do not change the meaning of the word. Reject paraphrases. The working total of 20 should be divided by 2 to give a maximum mark of 10. Round up any half-mark.		
<b>9(a)</b>			
1	Western countries	Les pays occidentaux/de l'ouest (1)	<b>Reject</b> Des pays <b>Reject</b> d'ouest/dans l'ouest
2	must develop	doivent/ont besoin de développer/ Il faut que ... développent (1)	
3	new sources	de(s) nouvelles sources/ressources/ des sources nouvelles (1)	<b>Reject</b> les <b>Accept</b> de(s) nouvelles énergies=2 marks
4	of energy.	d'énergie/énergétiques en énergie (after ressources) (1)	<b>Reject</b> de l'énergie
<b>9(b)</b>			
1	According to some	Selon/D'après certains/quelques-uns/selon certaines/quelques/des gens/personnes (1)	<b>Reject</b> Quant à Tolerate missing accent in quelques-uns
2	solar energy	l'énergie solaire/du soleil (1)	<b>Accept</b> le solaire
3	is not always practical,	n'est pas toujours pratique (1)	<b>Accept</b> toujours after pratique but not before pas
4	although it is cheap	bien qu'/quoiqu'elle soit peu/moins chère/bon marché/ ne soit pas chère/ne coûte pas cher (1)	<b>Accept</b> ce but with masc. agreement and masc. agreement if le solaire used <b>Accept</b> omission of ne if pas cher/chère is used
<b>9(c)</b>			
1	More and more	De plus en plus d' (1)	
2	wind turbines	(turbines) éoliennes (1)	If éoliennes is incorrect, then accept a masculine agreement (sont construits) in Box 3 as nfp
3	are being built	sont construites/se construisent/sont en construction/ On construit/On fait construire/On est en train de construire (at start of sentence) (1)	Les/Des éoliennes sont construites/se construisent de plus en plus = 3
4	all the time.	tout le temps/constamment. (1)	<b>Reject</b> toujours

9(d)			
1	What is certain	Ce qui est certain/sûr/clair/évident (1)	<b>Accept</b> une chose plus féminine agreement Sûr must have accent
2	is that soon there will be	(c')est que bientôt /dans un/le proche avenir il n'y aura (1)	<b>Reject</b> tôt <b>Accept</b> bientôt after aura or at the end of the sentence
3	no more	plus de (1)	
4	fossil fuels.	combustibles/carburants/énergies fossiles. (1)	<b>Reject</b> non-renouvelables
9(e)			
1	If we had acted	Si nous avions/on avait agi/réagi/fait quelque chose/pris des mesures (1)	
2	more quickly	plus vite/rapidement/tôt (1)	
3	we could have	nous aurions/on aurait pu (1)	On aurait trouvé une solution=1 mark On aurait peut-être trouvé une solution=2 marks
4	found a solution.	trouver une/la solution. (1)	Possible nfp for trouvé if box 3 ends with a form of avoir (e.g. On pourrait avoir trouvé une solution = 1)

## SECTION B: WRITING

### Marking Guidance

1. The range of topics and areas for study is inevitably very wide, but all essays are assessed according to the same criteria. If the question requires, for example, an analysis of the main themes of a work, this will be the candidate's view of what the main themes are, provided he/she justifies his/her choice. If there are clearly significant errors of fact, these cannot be ignored, but fact should not be confused with interpretation.
2. The mark scheme refers to *understanding and knowledge of the task*. 'The task' is to answer the specific question set. 'Understanding of the task' is the way in which the answer addresses the question, e.g. range, depth, covering all parts of the question and relevance to the question. 'Knowledge of the task' is the amount and range of detail used to answer the question set. It is not so much the actual knowledge as the way this knowledge is used and evaluated that is being assessed. Hence the Content mark is determined by how well the candidate has answered the specific question set. If a candidate has answered only one part of a two-part question, it is not possible to award a mark in the 'Good' band for Content.
3. When assessing an essay for Content, a "top down" approach should be adopted by deciding whether the essay matches the criteria for the top band. If not, move down to the second band and so on. If an essay fully matches all the criteria for the top band, it should be given maximum marks. Such an essay will fully answer all parts of the set question, it will be fully relevant, and it will contain a good deal of evidence and very clear evaluation.
4. If the essay is not worthy of a mark in the top band, move down the bands until the criteria are the best match for that essay. In these bands, in the event that an essay matches exactly the criteria for the band, it should be given the middle mark in that band. Otherwise, the mark should be adjusted up or down according to whether it is nearer the criteria for the band above or the band below. If an essay appears to be on the boundary between two bands and it is difficult to decide between the two, place the essay at the bottom of the higher band rather than the top of the lower band as this will allow access to the higher marks for Quality of Language.
5. The degree of personal reaction required for any given band will vary to some extent according to the precise question set, and it is accepted that in some topics, particularly the study of a region, the reaction is effectively bound up with the evaluation, whereas if the question asks for the candidate's opinion of an author or artist, more obvious personal reaction is clearly required. Candidates do not constantly have to say "I think that..." to be giving personal reaction. For example, adjectives such as "effective" or "extraordinary" are expressing opinions.
6. Evidence can take different forms. The candidate must show knowledge of the topic, but in the case of a literary topic, for example, this does not have to be accomplished via quotations; precise reference to specific episodes may fulfil this requirement. Furthermore, a quotation may explain or justify a point, but on its own it does not make a point; the candidate must be explicit.
7. Remember that in awarding the Quality of Language marks, these may not come from a higher band than the Content mark. Thus if the Content is judged "Sufficient" (11–15) then the maximum mark for each of the three Quality of Language marks is 3. However, it should be noted that this is the **maximum** mark available; the mark will be lower if the essay does not meet the criteria for 3 marks.

8. There is a minimum number of 250 words specified on the paper. There is no automatic penalty for writing less than the minimum: this will be self-penalising. Candidates can have access to the top mark bands by writing the minimum number of words however, not all candidates will be able to meet the requirements of the top mark bands in an essay of 250 words. A well-structured and well-planned essay of 250 words with a wide range of vocabulary/range of structures will be eligible for the highest marks. It is the quality of the response and **not** the number of words which is important. There is no maximum number of words and all work is marked.

### Section B: Writing (Annotation of Scripts)

The following conventions will be used by examiners marking scripts when assessing **Content**:

✓	Point made
NR	Irrelevant material
rep	Repeated point
?	Lack of clarity

The ✓ , 'NR', 'rep' and '?' will be placed in the margin.

Convert raw or scaled marks into marks on the Uniform Mark Scale (UMS) by using the link below:

**UMS conversion calculator** [www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion).

## CONTENT

Marks	Criteria
<b>21-25</b>	<b>Very Good</b> <ul style="list-style-type: none"> <li>• Thorough understanding and knowledge of the task</li> <li>• Wide range of relevant examples and evidence</li> <li>• Clear evidence of evaluation and well-justified personal reaction</li> <li>• Well-organised structure with clear progression</li> </ul>
<b>16-20</b>	<b>Good</b> <ul style="list-style-type: none"> <li>• Sound understanding and knowledge of the task</li> <li>• Good range of relevant examples and evidence</li> <li>• Some evidence of evaluation and personal reaction but not always convincingly justified</li> <li>• Logical structure with some progression</li> </ul>
<b>11-15</b>	<b>Sufficient</b> <ul style="list-style-type: none"> <li>• Some understanding and knowledge of the task</li> <li>• Some relevant examples and evidence</li> <li>• Some evaluation and personal reaction evident but often not justified; over-reliance on received ideas</li> <li>• Structure is satisfactory though there may be some deficiencies</li> </ul>
<b>6-10</b>	<b>Limited</b> <ul style="list-style-type: none"> <li>• Limited understanding and knowledge of the task</li> <li>• Limited use of relevant examples and evidence</li> <li>• Limited evaluation and personal reaction; mainly descriptive or factual</li> <li>• Structure limited; often unclear or confusing</li> </ul>
<b>0-5</b>	<b>Poor</b> <ul style="list-style-type: none"> <li>• Little understanding and knowledge of the task</li> <li>• Lack of relevant evidence. Few examples</li> <li>• Little or no evaluation and/or personal reaction</li> <li>• Structure mainly unfocused and/or disorganized</li> </ul>

## QUALITY OF LANGUAGE

### Range of Vocabulary

Marks	Criteria
5	Very wide range of vocabulary used
4	A wide range of vocabulary used
3	Some variety in the use of vocabulary
2	Little variety in the use of vocabulary
0-1	Vocabulary simple and very limited

### Complexity of Language

Marks	Criteria
5	Very wide range of complex structures
4	A wide range of structures including complex constructions
3	A variety of structures used with some attempts at complex constructions
2	Structures mainly simple, with little variety
0-1	Structures very simple and limited in scope

### Accuracy

Marks	Criteria
5	Highly accurate with only occasional errors
4	Generally accurate with few errors
3	More accurate than inaccurate. Errors rarely impede communication
2	Some errors but these generally do not impede communication
0-1	Many errors which significantly impede communication

It should be noted that the marks awarded for each of *Range of Vocabulary*, *Complexity of Language* and *Accuracy* cannot be in a higher band than the band awarded for *Content*.