



# General Certificate of Education

## French 5651

*FR01 Young People Today*

# Mark Scheme

*2006 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.

## Unit 1 – Young People Today

### General Principles

- In questions where a candidate has been required to tick an answer, no credit can be given if there are too many ticks in answer to a multiple choice question. Any ticks in addition to the maximum required will be taken from the candidate's total for the questions. For example, in a question requiring a maximum of 4 ticks, if a candidate has ticked 5 boxes and three of these are correct then a mark of  $3 - 1 = 2$  will be awarded.
- In multiple choice questions where candidates must choose one letter or number, they should automatically get no mark awarded if they give more than one. If the rubric instructs them to write one letter or number in the box and they do so, but write a second letter or number outside the box too, then the answer in the box should be considered.
- Where a candidate repeats the same error within a sub-question, no further penalty should be imposed in awarding a mark for Communication (= **nfp**).
- In awarding marks for AO3 (Knowledge of Grammar) for answers in response to the reading passages, examiners should take into account to what extent the candidate has attempted to use his/her own words. If a candidate has entirely copied from the original then this response could not be considered when awarding marks for Quality of Language.

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

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



The assessment objectives will be allocated in the following way:

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

The marks will be allocated in the following way:

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
Short listening pieces	15		
Longer listening piece	15		10
Short reading texts		25	10
Longer reading text		20	10

**Part A**

<b>1</b>	<b>Key Idea</b>	<b>Marks</b>	<b>Accept</b>	<b>Reject</b>
(a)	To do well at school / get good marks work well / work hard come home at a specific time / come home early negotiate with her parents (2 from 4)	2	Do enough work	Do her work  ask her parents
(b)	Unfair they <b>were</b> stricter with her N.B. PAST TENSE	2	Any negative idea e.g. unhappy/ annoyed/angry/ jealous	They <b>are</b> stricter with her
(c)	untidy room missing school	2	She does not always go to school	

**6 marks**

<b>2</b>	<b>Key Idea</b>	<b>Marks</b>	<b>Accept</b>	<b>Reject</b>
(a)	<b>C</b>	1		
(b)	<b>A</b>	1		
(c)	<b>B</b>	1		
(d)	<b>B</b>	1		
(e)	<b>A</b>	1		

**5 marks**

3.

(i)	Ann a été grièvement blessée dans un accident de la route.	✓
(ii)	Le conducteur de la voiture ne respectait pas la limitation de vitesse.	✓
(iii)	On lui a sauvé la vie à l'hôpital.	
(iv)	L'année dernière, elle est devenue pompier.	
(v)	Elle espère encourager les automobilistes à rouler moins vite.	✓
(vi)	Elle croit que les jeunes sont conscients des dangers de la route.	
(vii)	Elle va visiter des établissements scolaires.	
(viii)	Elle veut que l'on apprenne les premiers secours.	✓
(ix)	Les enfants devront payer pour des promenades à dos de poney.	

4 marks

**Total for Part A = 15 marks**

**Part B**

Note: Accept elle for il  
 If answers in first person, penalise ONCE, then N.F.P.  
 If candidates use elle père/mère etc, penalise once, then N.F.P.

4.

	Key Idea	Marks	Accept	Reject
(a)	Il partageait une chambre [avec son frère]	1	Il dormait avec son petit frère	en cours / encours
(b)	Il a sa propre chambre parce qu'il a acheté une nouvelle maison.	2	une chambre individuelle il a sa propre maison = 1 mark	une propre chambre
(c)	Il est né au Sénégal / en Afrique Il jouait les pieds nus sa famille s'est installée dans la région parisienne <u>en 1995</u> (2 from 4)	2	À Paris, en France sa famille s'est installée en France en 1995 = 2 marks	Il jouait au foot jusqu'à l'âge de 8 ans
(d)	Il doit faire son lit, sortir les poubelles et promener le chien, rentrer avant minuit. (3 from 4)	3	À minuit / rentrer tôt	ranger la maison / faire le ménage / sorter les poubelles / promener / se promener le chien
(e)	Il a de bons rapports avec ses parents/il s'entend bien [avec sa famille] Ses parents l'ont encouragé Son frère lui manque / il ne voit pas son frère [très souvent]/ il aime son petit frère (2 from 3)	2	Sa mère / son père instead of ses parents	Sa famille est importante Il est souvent absent de la maison Ses parents ont beaucoup encouragé
(f)	Les médias ne sont pas faciles / sont trop difficiles Les journalistes le rendent anxieux / il a peur des médias [Il comprend que] les journalistes font leur travail il les trouve cruels. (2 from 4)	2	Il est anxieux t.c.	Ce n'est pas facile

	Key Idea	Marks	Accept	Reject
(g)	Il joue aux jeux vidéos Il va au centre commercial Il écoute de la musique Il rencontre ses amis / traîne avec ses copains (2 from 4)	2	Singular: jeu Recontrer Il rencontre ses amis au centre commercial = 2	Il joue aux vidéos s'entraîner
(h)	[Elle va recevoir] <u>une nouvelle voiture</u> .	1		Incorrect pronouns or direct/indirect object mistakes  Il va acheter sa mère  Il achète une nouvelle voiture pour lui nouveau

Verb tenses to be taken account of under Quality

(15 marks) (A01) + 5 marks for Quality of Language = 20 marks

**5. Must be correct**

(a)	devenu	1
(b)	habite / habitait	1
(c)	veulent / voulaient / voudraient	1
(d)	suivi	1
(e)	belle	1

**5 marks (AO3)**  
**Total for Part B = 25 marks**

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

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

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

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

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

**Part C**

**6**

(a)	Superbus	<b>N</b>
(b)	Lorie	<b>N</b>
(c)	Lofofora	<b>P/N</b>
(d)	Mélaine	<b>P</b>
(e)	Etienne Daho	<b>P</b>
(f)	Nolwenn	<b>N</b>
(g)	Kyo	<b>P</b>

**7 marks (A02)**

**7**

(a)	Le rapport de l'inspection générale est favorable à l'introduction de la semaine de quatre jours.	<b>F</b>
(b)	Certains enfants manquent les cours du samedi matin pour partir en famille.	<b>V</b>
(c)	Avec la semaine de quatre jours, les élèves ont moins de vacances.	<b>V</b>
(d)	Les professeurs sont contre la suppression de la semaine de quatre jours.	<b>ND</b>
(e)	Les inspecteurs croient que les élèves s'adapteront facilement à l'emploi du temps dans les collèges.	<b>F</b>
(f)	Certains parents trouvent difficile de faire garder leurs enfants le samedi matin.	<b>V</b>
(g)	Certains élèves ont du mal à rester attentifs en classe.	<b>V</b>
(h)	Les professeurs pensent que le niveau des élèves s'améliore.	<b>ND</b>

**8 marks (AO2)**

Accept T for V; Accept tick for true, cross for false and question mark for ND

**8 If answers are in first person, penalise once in each sub question**

	<b>Key Idea</b>	<b>Marks</b>	<b>Accept</b>	<b>Reject</b>
(a)	Les élèves font de la musique, du dessin, on traduit les devoirs pour eux. (2 from 3)	2	On traduit ses devoirs Peinture for dessin	Elle traduit ses devoirs
(b)	Certains élèves se moquent d'elle Certains sont jaloux d'elle Les professeurs la traitent d'une manière différente Elle est consciente de sa différence Elle trouve la lecture difficile. (2 from 5)	2		se moquent elle (no d') incorrect use of direct / indirect object pronouns
(c)	Elle aide Agnès en classe Elle vérifie les textes (et les manuels)	2	l'équipement for textes et manuels il y a une personne avec elle	Elle peut s'aider ; elle lui aide
(d)	Elle veut faire comme ses frères et sœurs  Elle débarrasse le lave-vaisselle  elle fait du bricolage (1 from 3)	1		Elle fait la vaisselle ; elle fait le lave- vaisselle ; elle aide avec le ménage
(e)	Sa présence est une occasion pour les autres de comprendre les difficultés d'une personne handicapée / les autres sont au contact avec...  Ils deviennent plus mûrs / grandissent ils apprennent à vivre ensemble.	3	Ils apprennent l'importance d'être ensemble	Use of <u>nous</u> in answers to this

Verb tenses to be taken account of under Quality

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

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

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

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

**Total marks for Part C = 35 marks**

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

**Part D: REJECT THROUGHOUT TU, NOUS AND VOUS PHRASING OF ANSWERS**

9.

	Key Idea	Marks	Accept	Reject
(a)	Ils boivent pour oublier (leurs problèmes).	1	Pour oublier qu'ils sont jeunes Pour oublier le stress	ses problèmes
(b)	Il est facile d'acheter l'alcool L'alcool est vendu légalement plus de jeunes sont affectés. (2 from 3)	2		1 <sup>st</sup> mis-spelling of alcool e.g. acool but then nfp. Reject alcohol
(c)	Il va dans les bars / les pubs Il retrouve ses amis et il boit excessivement. (2 from 3)	2	Examples from text of drinks as drinking excessively	
(d)	Il a pris du vin à des fêtes familiales. Le vin n'est pas sa tasse de thé Le vin est pour les personnes âgées / les clochards	2	Il n'aime pas le vin	après une fête familiale
(e)	Elles se sentent stressées elles ont des problèmes romantiques elles se sont disputées avec leurs parents.	3		Parce que le stress Arguments for disputes Incorrect possessive adjectives
(f)	Les jeunes veulent faire comme des grands Ils boivent pour être sociables / entrer en contact avec Il est facile d'acheter de l'alcool Les fabricants ont ciblé les jeunes Les jeunes ont plus d'argent	5		
(g)	L'alcool provoque les accidents de route Il rend les gens violents Les filles risquent des agressions	3	les accidents dans la rue / on conduit quand on a bu	
(h)	On boira moins (1) parce qu'on aura du travail / une famille (1)	2	On aura plus de responsabilité	reviendrent

Verb tenses to be taken account of under Quality

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

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

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

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

**Total for Part D = 30 marks**

**Total for Paper = 105 marks**

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

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