



AQA qualification support

AS and A-level French

Preparing to teach the new specifications

Mark schemes and assessment criteria

BOOKLET 3

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Mark Scheme - A-level French - Paper 2

Assessment criteria

Each assessment objective should be assessed independently.

Students are advised to write approximately 300 words per essay. Everything that students write must be assessed; there is no word limit. Students writing the recommended length have access to the full range of marks.

AO3	
17-20	The language produced is mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately. The student uses a wide range of vocabulary appropriate to the context and the task.
13-16	The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately. The student uses a good range of vocabulary appropriate to the context and the task.
9-12	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex language accurately. The student uses a reasonable range of vocabulary appropriate to the context and the task.
5-8	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately. The student uses a limited range of vocabulary appropriate to the context and the task.
1-4	The language produced contains many errors of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex language accurately. The student uses a very limited range of vocabulary appropriate to the context and the task.
0	The student produces nothing worthy of credit.

Minor errors are defined as those which do not affect communication.

Serious errors are defined as those which adversely affect communication.

Minor errors include:

incorrect but close to correct spellings
incorrect genders and consequential errors of agreement
incorrect or missing accents unless these alter the meaning.

Serious errors include:

incorrect verb forms especially irregular forms
incorrect use of pronouns
missing or incorrect agreements of adjectives or past participles.

Complex language includes:

use of pronouns of all types
tenses that support conceptual complexity (as in *si* sentences)
connectives supporting a range of subordinate clauses including those requiring subjunctive constructions with verbs and verbs followed by infinitive with correct preposition
Use of present and past participles.

AO4	
17-20	<p>Excellent critical and analytical response to the question set</p> <p>Knowledge of the text or film is consistently accurate and detailed. Opinions, views and conclusions are consistently supported by relevant and appropriate evidence from the text or film. The essay therefore demonstrates excellent evaluation.</p>
13-16	<p>Good critical and analytical response to the question set</p> <p>Knowledge of the text or film is usually accurate and detailed. Opinions, views and conclusions are usually supported by relevant and appropriate evidence from the text or film. The essay therefore demonstrates good evaluation.</p>
9-12	<p>Reasonable critical and analytical response to the question set</p> <p>Knowledge of the text or film is sometimes accurate and detailed. Opinions, views and conclusions are sometimes supported by relevant and appropriate evidence from the text or film. The essay therefore demonstrates reasonable evaluation.</p>
5- 8	<p>Limited critical and analytical response to the question set</p> <p>Some knowledge of the text or film is demonstrated. Opinions, views and conclusions are occasionally supported by relevant and appropriate evidence from the text or film. The essay therefore demonstrates limited evaluation.</p>
1-4	<p>Very limited critical and analytical response to the question set</p> <p>A little knowledge of the text or film is demonstrated. Opinions, views and conclusions are rarely supported by relevant and appropriate evidence from the text or film. The essay therefore demonstrates very limited evaluation.</p>
0	<p>The student produces nothing worthy of credit in response to the question.</p>

Question 04.1

Albert Camus : L'étranger

Analysez comment le comportement et les attitudes de Meursault mènent à sa mort à la fin du récit.

[40 marks]

Possible content

There will be a well-documented analysis of the elements in Part 1 of the *récit* that assume a new significance in the light of Meursault's trial following the murder at the end of Part 1.

These to include:

- Meursault's behaviour at the funeral of his mother and his relationship generally with his mother.
- Smoking, drinking coffee, showing no grief, shedding no tears.
- Relationship with Marie: swimming, making love, cinema then return to Meursault's apartment.
- Relationship with Raymond, the conflict with the Arabs, the beach, the sun and heat.
- What the *procureur* makes of each of these elements in the trial.
- The witness statements and their contribution to the trial.

A conclusion that links all of the above in assessing the sentence passed on Meursault.

Question 15.1**Mathieu Kassovitz : La Haine**

« Pour beaucoup de critiques, *La Haine* est un chef d'œuvre du cinéma. » Dans quelle mesure êtes-vous d'accord avec ce jugement ?

[40 marks]

Possible content

Candidates will probably agree with this: the challenge for them is to give evidence to prove their case.

Thematically:

- Kassowitz tackles a difficult and controversial subject head-on.
- Rawness of presentation and a 'no holds barred' approach.
- Images of violence, hatred, racial tension, racism are stark and bold.
- The film thus has a great impact thematically.
- The 'wake-up' call aspect of the film.
- Public reaction to the film including politicians' reaction.
- The global impact cinematographically-speaking of the film.

Technically/stylistically:

- Characterisation – strongly drawn and portrayed protagonists especially Vinz and Hubert.
- Filming in black and white.
- The documentary style and the use of real-life footage of the riots.
- The use of the clock and the effectiveness of this.
- The tension and suspense.
- The final scene and the circular structure of the film.

Question 09.1**Philippe Grimbert : Un secret**

Analysez comment les rapports entre le narrateur et ses parents changent au cours du roman.

[40 marks]

Possible content

Narrator as a child has difficult relationship with parents; little communication and a sense that he is a disappointment to them because of his frailty and weakness.

Both parents are athletes and physically strong and fit.

Silence and secrecy characterise this early stage in his life; senses that he cannot ask questions about his family's past.

Narrator discovers aspects of the past through the friend and neighbour, Louise; both his parents had been married previously: Maxime to Hannah and Tania to Robert (Hannah and Robert were sister and brother); Maxime and Hannah had a son, Simon.

Narrator discovers how the treatment of the Jews in Occupied France forced his parents to cross to the Free Zone.

Hannah and Simon did not make it and were sent to Auschwitz; Maxime and Tania bear a great sense of guilt about this; the secrets of the past have never been talked about.

Narrator investigates what really happened to Hannah and Simon; shares this with his father and reveals they were gassed immediately on arrival at Auschwitz.

This helps to lift his parents' burden of guilt.

Mark Scheme - AS French – Paper 2

Questions 02 – 17 Assessment criteria

Each assessment objective should be assessed independently.

Students are advised to write approximately 250 words. Everything that students write must be assessed; there is no word limit. Students writing the recommended length have access to the full range of marks.

AO3	
13-15	The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately. The student uses a good range of vocabulary appropriate to the context and the task.
10-12	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex structures accurately. The student uses a reasonable range of vocabulary appropriate to the context and the task.
7-9	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex structures accurately. The student uses a sufficient range of vocabulary appropriate to the context and the task.
4-6	The language produced contains many errors, some of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex structures accurately. The student uses a limited range of vocabulary appropriate to the context and the task.
1-3	The language produced contains many errors, most of a basic nature. The student shows very little grasp of grammar and is very rarely able to manipulate complex structures accurately. The student uses a very limited range of vocabulary appropriate to the context and the task.
0	The student produces nothing worthy of credit.

Minor errors are defined as those which do not affect communication.

Serious errors are defined as those which adversely affect communication.

Minor errors include:

incorrect but close to correct spellings
 incorrect genders and consequential errors of agreement
 incorrect or missing accents unless these alter the meaning.

Serious errors include:

incorrect verb forms especially irregular forms
 incorrect use of pronouns
 missing or incorrect agreements of adjectives or past participles.

Complex language includes:

use of pronouns of all types
 tenses that support conceptual complexity (as in *si* sentences)
 connectives supporting a range of subordinate clauses including those requiring subjunctive constructions with verbs and verbs followed by infinitive with correct preposition
 Use of present and past participles.

AO4	
17-20	<p>Very good critical response to the question set</p> <p>Knowledge of the text or film is usually accurate and detailed. Students usually use appropriate evidence to justify their points of view and draw conclusions based on their understanding of the text or film.</p>
13-16	<p>Good critical response to the question set</p> <p>Knowledge of the text or film is sometimes accurate and detailed. Students sometimes use appropriate evidence to justify their points of view and draw conclusions based on their understanding of the text or film.</p>
9-12	<p>Reasonable critical response to the question set</p> <p>Some knowledge of the text or film is demonstrated. Students occasionally use appropriate evidence to justify their points of view and draw conclusions based on their understanding of the text or film.</p>
5- 8	<p>Limited critical response to the question set</p> <p>A little knowledge of the text or film is demonstrated. Students rarely use appropriate evidence to justify their points of view and draw conclusions based on their understanding of the text or film.</p>
1-4	<p>Very limited critical response to the question set</p> <p>Very little knowledge of the text or film is demonstrated. Students very rarely use appropriate evidence to justify their points of view and draw conclusions based on their understanding of the text or film.</p>
0	<p>The student produces nothing worthy of credit in response to the question.</p>

Question 14.1

Mathieu Kassovitz : *La Haine*

Examinez les similarités et les différences entre Saïd, Vinz et Hubert dans *La Haine*.

Vous pouvez utiliser les points suivants :

- comment ils sont physiquement
- comment sont leurs tempéraments
- leurs actions au cours du film et leur motivation
- une scène qui illustre bien leurs caractères.

[35 marks]

Possible content:

- Physical appearance

Hubert – tallest of three, physically very strong, very fit, dark-skinned.

Vinz – very short hair, looks menacing and aggressive.

Saïd – smallest of the three, always looking more cheerful.

Can be dealt with as separate descriptions or similarities and differences can be drawn out more.

- Personality/temperament

Despite their friendship, there is much tension and friction between them.

Vinz's aggression and anger contrast with Hubert's calmer nature.

Vinz's extreme views and behaviour contrast with Hubert's more reasonable manner.

Saïd is the least clearly defined of the three.

Maybe reference to caricatures rather than characters – Arabe, Juif, Noir.

- Actions and motivation

Riots and fate of friend Abdel will feature within motivation.

Tensions between them and police; between them and others more generally.

Aggression and hostility never far below the surface.

Actions almost inevitably always lead to conflict.

The scenes where there is little or no action and how this reflects life in the suburbs.

- A significant scene

For individuals to choose and justify – possible examples:

The scene at the barbecue on the roof.

The interrogation scene and Vinz's absence from this.

The hospital scene.

The scene at the gallery.

The visit to the more affluent part of Paris.

The closing scene.

Question 14.2

Mathieu Kassovitz : *La Haine*

« Le titre du film *La Haine* est bien choisi car il reflète exactement le thème principal du film. » Dans quelle mesure êtes-vous d'accord avec ce jugement ?

Vous pouvez utiliser les points suivants :

- une explication du thème principal du film
- le lien entre ce thème et le titre du film
- une scène qui exemplifie le thème principal
- le tempérament des personnages principaux du film et leur lien avec le titre.

[35 marks]

Possible content:

- Main theme of film

May be explicitly stated as *la haine* but some discussion required about the interpretation of this.

Whether the three protagonists are victims of hatred or perpetrators or both and this needs explaining.

Inspiration behind the film and Kassowitz's motives in making the film.

Hubert: *la haine attire la haine* and the significance of this.

Themes other than *la haine* – friendship, solidarity, racism, discrimination, inequality, social deprivation.

- Links with the title

The response here will be determined by the response to the first bullet point.

A judgement as to the appropriateness or otherwise of the title.

An assessment of how well it reflects the main theme of the film but also how it falls short of so doing.

- A significant scene

For individuals to choose and justify – possible examples:

The interrogation scene and Vinz's absence from this.

The scenes with Vinz and the gun.

The scene with Hubert – *la haine attire la haine*.

The closing scene.

- The main characters' temperaments and the link with the title

In different degrees according to characters – aggression, violence, hatred, defiance, frustration.

Optimism versus resignation.

Drug abuse and links with temperament and character.

What does and what does not match the title of the film.

Question 05.2

Albert Camus : L'étranger

Examinez l'indifférence de Meursault aux normes de la société dans laquelle il vit.

Vous pouvez utiliser les points suivants :

- son comportement à l'enterrement de sa mère
- son athéisme
- son caractère asocial
- son attitude pendant son procès.

[35 marks]

Possible content:

- Funeral

Several points about the funeral that are significant.

The funeral is a religious one but Meursault tells us that his mother never cared about religion.

He shows no emotion and does not cry.

Meursault's lack of outward grief at his mother's funeral represents a serious challenge to the morals of society.

- Atheism

His atheism brands him an outsider.

In meetings with the chaplain, Meursault comes to the conclusion that human life has no great meaning or importance.

His atheism is therefore one of his few certain beliefs.

- Personality

His anti-social personality stresses his indifference to society's rules.

He does not care that Marie loves him.

He makes friends with people like Raymond because he doesn't have a reason not to.

His detachment from the world is demonstrated by his sitting passively watching people in the street.

How he spends his Sunday.

- Trial

During the trial, Meursault feels excluded.

Feels it is happening to someone else.

Consistently refuses to show remorse or offer any explanation.

His lawyer's interpretation makes his mind wander and the death sentence seems bizarre to him.

The court is attempting to find a rational explanation for the murder but Meursault's inability to give a reason for the murder represents a threat to society's desire for order.

Mark Scheme - A-level French - Speaking

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's performance listen to it and note the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the performance meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's performance for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the performance. With practice and familiarity you will find that for better performances you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the performance and not look to pick holes in small and specific parts of the performance where the student has not performed quite as well as the rest. If the performance covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be a performance in the standardising materials which will correspond with each level of the mark scheme. This performance will have been awarded a mark by the Lead Examiner. You can compare the student's performance with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the performance based on the Lead Examiner's mark on the example.

You may well need to listen again to a performance as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

A performance which contains nothing of relevance to the question must be awarded no marks.

Each assessment objective should be assessed independently.

The mark scheme corresponds to the two parts of the NEA in speaking

- (1) discussion of the sub-theme based on and developed around the stimulus card chosen by the student
- (2) the short presentation by the student of the research project and subsequent longer discussion led by the examiner.

Thus for the NEA in speaking as a whole the marks allocated to AOs are as follows:

AOs	CARD	RESEARCH PRESENTATION	RESEARCH DISCUSSION	TOTAL
AO1	5		10	15
AO2	5			5
AO3	10		10	20
AO4	5	5	10	20

Students asking questions

During the discussion on the stimulus card students are required to ask two questions arising from the content of the stimulus card and our instructions to students on the front of each card will direct them to consider possible questions in their preparation time. These questions will require only a brief response on the part of the examiner.

As the asking of the questions is linked directly to interpreting and responding to the information on the stimulus card we have rewarded this under Assessment Objective 2.

Assessment objective 2

If a student does not ask two questions the examiner will invite the student to do so before the end of the discussion of the sub-theme. To meet the requirement to ask questions, a student must seek information or opinion. Asking for repetition or clarification will not meet the requirement. The student's questions must arise from material on the card and must contain a conjugated verb. Rephrasing or repetition of the printed questions will not meet the requirement.

Sample questions to show the sort of questions students could ask are shown in this mark scheme.

If a student only asks one question, a maximum of 4 marks can be awarded for AO2. If a student asks no questions, a maximum of 3 marks can be awarded for AO2.

DISCUSSION OF SUB-THEME		Assessment Objective 1
Mark	Descriptors	
5	Delivery is fluent throughout. The ideas and opinions expressed are nearly always developed, independently of prompts. Students give an appropriate response to nearly all unpredictable elements.	
4	Delivery is mainly fluent. The ideas and opinions expressed are mostly developed, independently of prompts. Students give an appropriate response to most unpredictable elements.	
3	Delivery is sometimes fluent. The ideas and opinions expressed are sometimes developed, independently of prompts. Students give an appropriate response to some unpredictable elements.	
2	Delivery is rarely fluent. The ideas and opinions expressed are occasionally developed, independently of prompts. Students give an appropriate response to a few unpredictable elements.	
1	Delivery lacks fluency throughout. The ideas and opinions expressed are rarely developed, independently of prompts. Students give an appropriate response to very few unpredictable elements.	
0	Nothing in the performance is worthy of a mark.	

Notes

Fluency is defined as delivery at a pace which reflects natural discourse, although not of the level associated with a native speaker. Hesitation and pauses may occur to allow for a word to be found, for a phrase to be formulated or for self-correction and/or repair strategies to be used. The use of self-correction and/or repair strategies will not be penalised.

DISCUSSION OF SUB-THEME		Assessment Objective 2
Mark	Descriptors	
5	Students' responses show that they have a very good understanding of the material on the card.	
4	Students' responses show that they have a good understanding of the material on the card.	
3	Students' responses show that they have some understanding of the material on the card.	
2	Students' responses show that they have a limited understanding of the material on the card.	
1	Students' responses show that they have a very limited understanding of the material on the card.	
0	Nothing in the performance is worthy of a mark.	

If a student only asks one question, a maximum of 4 marks can be awarded for AO2. If a student asks no questions, a maximum of 3 marks can be awarded for AO2.

Notes

The material on the card is defined as the text containing the target-language heading, any statement of opinion, any factual/statistical information and the printed questions.

DISCUSSION OF SUB-THEME		Assessment Objective 3
Mark	Descriptors	
9-10	A wide range of vocabulary and complex language and a good knowledge of appropriate idiom are demonstrated. Highly accurate application of grammar with occasional minor errors. Pronunciation and intonation are very good.	
7-8	A good range of vocabulary and complex language and some knowledge of appropriate idiom are demonstrated. Mostly accurate application of grammar with some minor errors. Pronunciation and intonation are good.	
5-6	Some variety of vocabulary and complex language is demonstrated. Accurate application of grammar is uneven. Pronunciation and intonation are fairly good.	
3-4	Little variety of vocabulary and structures is demonstrated. Accurate application of grammar is limited. Pronunciation and intonation are mostly intelligible.	
1-2	Very little variety of vocabulary and structures is demonstrated. Accurate application of grammar is very limited. Pronunciation and intonation are poor.	
0	Nothing in the performance is worthy of a mark.	

Notes

Pronunciation and intonation are not expected to be of native speaker standard.

Serious errors are defined as those which adversely affect communication.

Award the higher mark in the band if you would have considered placing the response in the band above; award the lower mark in the band if you would have considered placing the response in the band below.

Idiom refers to a form of expression that is particular to the target language.

Minor errors include:

incorrect genders and consequential errors of agreement

Serious errors include:

incorrect verb forms especially irregular forms

incorrect use of pronouns

missing or incorrect agreements of adjectives or past participles

Complex language includes:

use of pronouns of all types

tenses that support conceptual complexity (as in *si* sentences)

connectives supporting a range of subordinate clauses including those requiring subjunctive constructions with verbs and verbs followed by infinitive with correct preposition

use of present and past participles.

DISCUSSION OF SUB-THEME		Assessment Objective 4
Mark	Descriptors	
5	<p>Very good critical and analytical response Very good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students consistently select relevant information to support their arguments. They consistently use appropriate evidence to justify their conclusions, demonstrating a very good evaluation of the sub-theme.</p>	
4	<p>Good critical and analytical response Good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students often select relevant information to support their arguments. They often use appropriate evidence to justify their conclusions, demonstrating a good evaluation of the sub-theme.</p>	
3	<p>Reasonable critical and analytical response Reasonable knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students sometimes select relevant information to support their arguments. They sometimes use appropriate evidence to justify their conclusions, demonstrating a reasonable evaluation of the sub-theme.</p>	
2	<p>Limited critical and analytical response Some knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students occasionally select relevant information to support their arguments. They occasionally use appropriate evidence to justify their conclusions, demonstrating a limited evaluation of the sub-theme.</p>	
1	<p>Very limited critical and analytical response A little knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students rarely select relevant information to support their arguments. They rarely use appropriate evidence to justify their conclusions, demonstrating a very limited evaluation of the sub-theme.</p>	
0	<p>Nothing in the performance is worthy of a mark.</p>	

Indicative content

Carte L : La politique et l'immigration

General:

In studying sub-themes students will probably have worked from different source materials and will therefore respond in different ways to the knowledge-based questions. The printed questions are a starting-point for discussion: a student's response will open up different directions for the examiner to pursue. Some students will have a wide range of facts and figures to quote but this is not a prerequisite for demonstrating knowledge of the sub-theme.

Points related to specific questions:

- *Que dit-on ici sur l'immigration en France comme question politique ?*

Student responses will take the information in the text as a starting-point and then some of the following points may be brought into the discussion by the examiner with reference to France or another French-speaking country depending on how the student responds:

is immigration here treated as a political matter or is it not more an economic one?; historically is this how immigration has been dealt with?; evaluation of the implications of this selective approach to immigration; judgement about consequences of such a policy eg where does this leave political refugees or asylum seekers?

- *Comment réagissez-vous à l'opinion donnée ?*

A thoughtful and developed response to this type of question will include supported arguments and justified conclusions. It will link the information on the card to the knowledge gained through the student's study of the sub-theme and therefore this could prompt:

general confirmation that the information is borne out by this wider study; reference to some knowledge that endorses/contradicts the information; reference to more recent evidence than that provided on the card; evaluation of moral responsibility of the State towards those who contribute to economic growth.

- *A votre avis, est-ce que tous les partis politiques, en France ou ailleurs dans le monde francophone, partagent ce point de vue ?*

This is an opportunity for the student to demonstrate knowledge beyond the specific focus of the card but which is nonetheless relevant to the sub-theme. It should include arguments and justified conclusions. This could include:

awareness and evaluation of how different political parties view immigration; a range of immigration policies; more and/or less extreme approaches to this issue; social consequences of immigration policies; attitudes generally to issues around immigration.

Below are some examples of the sorts of questions students could ask.

- *Est-ce que vous pensez qu'il faut contrôler l'immigration ?*
- *A votre avis, est-ce que l'immigration doit être une priorité politique ?*
- *Est-ce que nous devrions interdire les partis politiques racistes ?*
- *A votre avis, est-ce que l'immigration est quelque chose de positif ou de négatif ?*

Indicative content

Carte F : Cinéma : le septième art

General:

In studying sub-themes students will probably have worked from different source materials and will therefore respond in different ways to the knowledge-based questions. The printed questions are a starting-point for discussion: a student's response will open up different directions for the examiner to pursue. Some students will have a wide range of facts and figures to quote but this is not a prerequisite for demonstrating knowledge of the sub-theme.

Points related to specific questions:

- *Que dit-on ici sur le Festival de Cannes ?*

Student responses will take the information in the text as a starting-point and then some of the following points may be brought into the discussion by the examiner with reference to France or another French-speaking country depending on how the student responds:

the cinema industry versus the cinema as an art-form; is commercial success what drives successful film-making?; judgement as to whether the Cannes film festival be funded to this extent by the State; evaluation of how Cannes and/or France and/or French language cinema benefit from this.

- *Quelle est votre réaction aux informations sur cette carte ?*

A thoughtful and developed response to this type of question will include supported arguments and justified conclusions. It will link the information on the card to the knowledge gained through the student's study of the sub-theme and therefore this could prompt:

understanding and evaluation of the importance and/or value of the Cannes film festival; some knowledge of its history and how in the past it has recognised and rewarded French directors; the need for France to showcase cinematographic output; the need to compete with other countries in a global context.

- *Quelle est l'importance du cinéma francophone en France et à l'échelle mondiale ?*

This is an opportunity for the student to demonstrate knowledge beyond the specific focus of the card but which is nonetheless relevant to the sub-theme. It should include arguments and justified conclusions. This could include:

successful films that have been popular within a French-speaking context and beyond; some specific examples of these and evaluation of the quality of these films; francophone cinema output that is not confined to France; role of cinema in promoting *francophonie*; comparisons between French and other language films in terms of themes and stylistic/technical qualities.

Below are some examples of the sorts of questions students could ask.

- *Y a-t-il un film français particulier que vous appréciez ?*
- *Connaissez-vous le film qui s'appelle ... ?*
- *Quel est votre réalisateur français préféré ?*
- *Quel genre de film aimez-vous le mieux ?*

PRESENTATION OF INDIVIDUAL RESEARCH PROJECT		Assessment Objective 4
Mark	Descriptors	
5	Thorough knowledge and understanding of the area of study are evident in the presentation.	
4	Good knowledge and understanding of the area of study are evident in the presentation.	
3	Reasonable knowledge and understanding of the area of study are evident in the presentation.	
2	Limited knowledge and understanding of the area of study are evident in the presentation.	
1	Very limited knowledge and understanding of the area of study are evident in the presentation.	
0	Nothing in the presentation is worthy of a mark.	

DISCUSSION OF INDIVIDUAL RESEARCH PROJECT		Assessment Objective 1
Mark	Descriptors	
9-10	Delivery is fluent throughout. The ideas and opinions expressed are nearly always developed, independently of prompts. Students give an appropriate response to nearly all unpredictable elements.	
7-8	Delivery is mainly fluent. The ideas and opinions expressed are mostly developed, independently of prompts. Students give an appropriate response to most unpredictable elements.	
5-6	Delivery is sometimes fluent. The ideas and opinions expressed are sometimes developed, independently of prompts. Students give an appropriate response to some unpredictable elements.	
3-4	Delivery is rarely fluent. The ideas and opinions expressed are occasionally developed, independently of prompts. Students give an appropriate response to a few unpredictable elements.	
1-2	Delivery lacks fluency throughout. The ideas and opinions expressed are rarely developed, independently of prompts. Students give an appropriate response to very few unpredictable elements.	
0	Nothing in the performance is worthy of a mark.	

Notes

Fluency is defined as delivery at a pace which reflects natural discourse, although not of the level associated with a native speaker. Hesitation and pauses may occur to allow for a word to be found, for a phrase to be formulated or for self-correction and/or repair strategies to be used. The use of self-correction and/or repair strategies will not be penalised.

Award the higher mark in the band if you would have considered placing the response in the band above; award the lower mark in the band if you would have considered placing the response in the band below.

DISCUSSION OF INDIVIDUAL RESEARCH PROJECT Assessment Objective 3	
Mark	Descriptors
9-10	A wide range of vocabulary and complex language and a good knowledge of appropriate idiom are demonstrated. Highly accurate application of grammar with occasional minor errors. Pronunciation and intonation are very good.
7-8	A good range of vocabulary and complex language and some knowledge of appropriate idiom are demonstrated. Mostly accurate application of grammar with some minor errors. Pronunciation and intonation are good.
5-6	Some variety of vocabulary and complex language is demonstrated. Accurate application of grammar is uneven. Pronunciation and intonation are fairly good.
3-4	Little variety of vocabulary and structures is demonstrated. Accurate application of grammar is limited. Pronunciation and intonation are mostly intelligible.
1-2	Very little variety of vocabulary and structures is demonstrated. Accurate application of grammar is very limited. Pronunciation and intonation are poor.
0	Nothing in the performance is worthy of a mark.

Notes

Pronunciation and intonation are not expected to be of native speaker standard.
 Serious errors are defined as those which adversely affect communication.

Award the higher mark in the band if you would have considered placing the response in the band above;
 award the lower mark in the band if you would have considered placing the response in the band below.

Idiom refers to a form of expression that is particular to the target language.

Minor errors include:

incorrect genders and consequential errors of agreement
 incorrect or missing accents unless these alter the meaning.

Serious errors include:

incorrect verb forms especially irregular forms
 incorrect use of pronouns
 missing or incorrect agreements of adjectives or past participles

Complex language includes:

use of pronouns of all types
 tenses that support conceptual complexity (as in *si* sentences)
 connectives supporting a range of subordinate clauses including those requiring subjunctive constructions with verbs and verbs followed by infinitive with correct preposition
 use of present and past participles.

DISCUSSION OF INDIVIDUAL RESEARCH PROJECT Assessment Objective 4	
Mark	Descriptors
9-10	<p>Excellent critical and analytical response From the research carried out, the student has acquired thorough knowledge and understanding of the culture and society relevant to the chosen topic. Students consistently select relevant information to support their arguments. They consistently use appropriate evidence to justify their conclusions, demonstrating an excellent evaluation of their chosen topic.</p>
7-8	<p>Good critical and analytical response From the research carried out, the student has acquired good knowledge and understanding of culture and society relevant to the chosen topic. Students often select relevant information to support their arguments. They often use appropriate evidence to justify their conclusions, demonstrating a good evaluation of their chosen topic.</p>
5-6	<p>Reasonable critical and analytical response From the research carried out, the student has acquired reasonable knowledge and understanding of culture and society relevant to the chosen topic. Students sometimes select relevant information to support their arguments. They sometimes use appropriate evidence to justify their conclusions, demonstrating a reasonable evaluation of their chosen topic.</p>
3-4	<p>Limited critical and analytical response From the research carried out, the student has acquired limited knowledge and understanding of culture and society relevant to the chosen topic. Students occasionally select relevant information to support their arguments. They occasionally use appropriate evidence to justify their conclusions, demonstrating a limited evaluation of their chosen topic.</p>
1-2	<p>Very limited critical and analytical response From the research carried out, the student has acquired very limited knowledge and understanding of culture and society relevant to the chosen topic. Students rarely select relevant information to support their arguments. They rarely use appropriate evidence to justify their conclusions, demonstrating a very limited evaluation of their chosen topic.</p>
0	The student fails completely to engage with the discussion.

Notes

Award the higher mark in the band if you would have considered placing the response in the band above; award the lower mark in the band if you would have considered placing the response in the band below.

How the Individual Research Project will be assessed in the A-level speaking NEA

Students will provide a two-minute presentation of their chosen research project and this will be followed by a discussion lasting between 9 to 10 minutes. The presentation will be assessed for AO4 and the discussion for AO1, AO3 and AO4.

The presentation:

The presentation should cover some key findings emerging from the research carried out by the student. It will be the quality of these findings rather than their quantity that will determine the mark awarded.

- A presentation that demonstrates that the student has fully understood and assimilated research-based knowledge through the development, in the time available, of key findings will be judged to show thorough knowledge.
- A presentation that demonstrates that the student has mostly understood and assimilated research-based knowledge through the development, in the time available, of key findings will be judged to show good knowledge.
- A presentation that demonstrates that the student has understood and assimilated some research-based knowledge through the development, in the time available, of key findings will be judged to show a reasonable knowledge.
- A brief outline of key findings with little development and showing little understanding and assimilation of research-based knowledge would characterize a limited performance.
- The briefest outline of key findings with very little development and showing very little understanding and assimilation of research-based knowledge would characterize a very limited performance.

The examiner may use points made in the presentation as well as information given on the Individual Research Project Form to initiate the discussion and will proceed from there on the basis of points made in response to questions; questions informed by his or her knowledge of the topic area or indeed lack of knowledge of the topic area. The emphasis throughout the discussion will be on eliciting views, opinions, ideas, and reactions from the student which the latter will be invited to explain, develop further, justify, illustrate, and defend, and where knowledge of the topic area will be paramount in supporting responses given. The discussion will focus on key concepts such as importance, impact, value, contribution, significance, as well as the student's appreciation of the topic area – its appeal and interest, and the insights the study has brought the student. This will naturally generate opportunities for the student to analyse and evaluate critically those aspects of the topic area that have been researched and will invite conclusions to be drawn.

Generic content for the individual research project discussion at 5 levels of performance

- (1) **Excellent level of performance:** In the discussion the student will respond readily to all opportunities to explain, develop further, justify and defend opinions and views expressed about the topic under discussion. Response to questions inviting the student to evaluate critically aspects of what has been researched will be supported by relevant factual knowledge. Knowledge of the topic under discussion will be used consistently and effectively to support views and opinions. Challenges from the examiner that perhaps call into question the validity of the student's findings or the conclusions they are offering will consistently be responded to with a confident and effective marshaling of knowledge.
- (2) **Good level of performance:** In the discussion the student will respond well to most opportunities to explain, develop further, justify and defend opinions and views expressed about the topic under discussion. Response to questions inviting the student to evaluate critically aspects of what has been researched will be supported by some relevant factual knowledge but at times the student may provide information that is not directly relevant to the discussion. Challenges from the examiner that perhaps call into question the validity of the student's findings or the conclusions they are offering will not always be responded to with a confident and effective marshaling of knowledge.
- (3) **Reasonable level of performance:** In the discussion the student will respond well to some opportunities to explain, develop further, justify and defend opinions and views expressed about the topic under discussion. Response to questions inviting the student to evaluate critically aspects of what has been researched will not generally be supported by some relevant factual knowledge and the student may provide much information that is not directly relevant to the discussion. Challenges from the examiner that perhaps call into question the validity of the student's findings or the conclusions they are offering will not usually be responded to with a confident and effective marshaling of knowledge.
- (4) **Limited level of performance:** In the discussion the student may attempt some response to opportunities to explain, develop further, justify and defend opinions and views expressed about the topic under discussion but these will not always be successful. The nature of these responses will mean that the discussion largely avoids questions inviting the student to evaluate critically aspects of what has been researched in favour of a more factual line of questioning. There will be few if any challenges from the examiner that perhaps call into question the validity of the student's findings or the conclusions they are offering.
- (5) **Very limited level of performance:** In the discussion the examiner will be hard pushed to find opportunities to which the student can respond effectively to explain, develop further, justify and defend opinions and views expressed about the topic under discussion. Questions will be designed to elicit very simple responses both in terms of language and content and there will be little awareness of linking factual information about the topic under discussion to a broader context.

Mark Scheme - AS French – Speaking

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's performance listen to it and note the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the performance meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's performance for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the performance. With practice and familiarity you will find that for better performances you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the performance and not look to pick holes in small and specific parts of the performance where the student has not performed quite as well as the rest. If the performance covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be a performance in the standardising materials which will correspond with each level of the mark scheme. This performance will have been awarded a mark by the Lead Examiner. You can compare the student's performance with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the performance based on the Lead Examiner's mark on the example.

You may well need to listen again to a performance as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

A performance which contains nothing of relevance to the question must be awarded no marks.

Each assessment objective should be assessed independently.

The mark-scheme will be applied twice, once for the topic discussion on the first stimulus card and once for the topic discussion on the second stimulus card.

Thus for the NEA in speaking as a whole the marks allocated to AOs are as follows:

AOs	CARD 1	CARD 2	TOTAL
AO1	5	5	10
AO2	5	5	10
AO3	10	10	20
AO4	10	10	20

Students asking questions

During the discussion on each stimulus card students are required to ask a question – thus two questions across the test as a whole - arising from the content of the stimulus card and our instructions to candidates on the front of each card will direct them to consider possible questions in their preparation time. In each case this question will require only a brief response on the part of the examiner.

As the asking of questions is linked directly to interpreting and responding to the information on the stimulus card we have rewarded this under Assessment Objective 2.

If the student fails to formulate a question arising from the content of the stimulus card, whatever mark in the AO2 grid the examiner awards will be reduced by 1 mark, thus taking the student's mark for AO2 down to the next band. For example, if the examiner would have awarded a mark of 4, he/she would reduce that to a mark of 3 if the student had not asked a question arising from the material on the card.

To meet the requirement to ask a question, a student must seek information or opinion. Asking for repetition or clarification will not meet the requirement. The student's question must contain a conjugated verb. Re-phrasing or repetition of the printed questions will not meet the requirement. Sample questions to show the sort of questions students could ask are shown in this mark scheme.

DISCUSSION – TOPIC 1 AND TOPIC 2		Assessment Objective 1
Mark	Descriptors	
5	A good pace of delivery that makes nearly all responses easy to follow. The ideas and opinions expressed are mostly developed. Students respond appropriately to most unpredictable elements.	
4	A reasonable pace of delivery that makes most responses easy to follow. The ideas and opinions expressed are often developed. Students respond appropriately to some unpredictable elements.	
3	Pace of delivery is such that some responses are easy to follow. The ideas and opinions expressed are sometimes developed. Students respond appropriately to a few unpredictable elements.	
2	Pace of delivery is such that most responses are difficult to follow. The ideas and opinions expressed are only occasionally developed. Students respond appropriately to few unpredictable elements.	
1	Pace of delivery is very slow and disjointed throughout. The ideas and opinions expressed are rarely developed. Students respond appropriately to very few unpredictable elements.	
0	Nothing in the performance is worthy of a mark.	

Notes

The pace of delivery refers to the hesitation and pauses that may occur to allow for a word to be found, for a phrase to be formulated or for self-correction and/or repair strategies to be used. The use of self-correction and/or repair strategies will not be penalised.

DISCUSSION – TOPIC 1 AND TOPIC 2		Assessment Objective 2
Mark	Descriptors	
5	Students' responses show that they have a very good understanding of the material on the card.	
4	Students' responses show that they have a good understanding of the material on the card.	
3	Students' responses show that they have some understanding of the material on the card.	
2	Students' responses show that they have a limited understanding of the material on the card.	
1	Students' responses show that they have a very limited understanding of the material on the card.	
0	Nothing in the performance is worthy of a mark.	

Notes

The material on the card is defined as the text containing the target-language headings, any statement of opinion, any factual/statistical information and the printed questions.

DISCUSSION – TOPIC 1 AND TOPIC 2		Assessment Objective 3
Mark	Descriptors	
9-10	A good range of varied vocabulary and complex language and some knowledge of appropriate idiom are demonstrated. Application of grammar is mostly accurate. Pronunciation and intonation are very good.	
7-8	Some variety of vocabulary and complex language is demonstrated. Application of grammar is often accurate. Pronunciation and intonation are good.	
5-6	Little variety of vocabulary and structures is demonstrated. Application of grammar is sometimes accurate. Pronunciation and intonation are fairly good.	
3-4	Predominantly simple language with limited variety of vocabulary and structures. Application of grammar is rarely accurate with some serious errors. Pronunciation and intonation are mostly intelligible.	
1-2	The range of vocabulary and structures is significantly limiting. Little evidence of accurate grammar with frequent serious errors. Pronunciation and intonation are poor.	
0	Nothing in the performance is worthy of a mark.	

Notes

Pronunciation and intonation are not expected to be of native speaker standard.

Serious errors are defined as those which adversely affect communication.

Award the higher mark in the band if you would have considered placing the response in the band above; award the lower mark in the band if you would have considered placing the response in the band below.

Idiom refers to a form of expression that is particular to the target language.

Minor errors include:

incorrect genders and consequential errors of agreement

Serious errors include:

incorrect verb forms especially irregular forms
 incorrect use of pronouns
 missing or incorrect agreements of adjectives or past participles

Complex language includes:

use of pronouns of all types
 tenses that support conceptual complexity (as in *si* sentences)
 connectives supporting a range of subordinate clauses including those requiring subjunctive constructions with verbs and verbs followed by infinitive with correct preposition
 use of present and past participles.

DISCUSSION – TOPIC 1 AND TOPIC 2		Assessment Objective 4
Mark	Descriptors	
9-10	<p>Very good critical response Very good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are mostly successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.</p>	
7-8	<p>Good critical response Good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are often successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.</p>	
5-6	<p>Reasonable critical response Reasonable knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are sometimes successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.</p>	
3-4	<p>Limited critical response Limited knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are occasionally successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.</p>	
1-2	<p>Very limited critical response Very limited knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are rarely successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.</p>	
0	Nothing in the performance is worthy of a mark	

Indicative content

Carte D : La « cyber-société »

General:

In studying sub-themes students will probably have worked from different source materials and will therefore respond in different ways to the knowledge-based questions. The printed questions are a starting-point for discussion: a student's response will open up different directions for the examiner to pursue. Some students will have a wide range of facts and figures to quote but this is not a prerequisite for demonstrating knowledge of the sub-theme.

Points related to specific questions:

- *Que dit-on ici sur l'usage d'Internet ?*

Student responses will take the information in the text as a starting-point and then some of the following points may be brought into the discussion by the examiner with reference to France or another French-speaking country depending on how the student responds:

the scale of use of Facebook and possibly the age-profile of users; the trend over recent years and the increased popularity of sites such as Facebook; how users access such sites and the variety of ways of accessing the Internet; possibly student himself or herself accessing Facebook to communicate with French-speaking contacts.

- *Que pensez-vous des informations données ?*

A thoughtful and developed response to this type of question will include developed arguments and justified points of view. It will link the information on the card to the knowledge gained through the student's study of the sub-theme and therefore this could prompt:

general confirmation that the information is borne out by this wider study; reference to some knowledge that endorses/contradicts the information; reference to more recent evidence than that provided on the card; reference to the trend outside of mainland France but in the context of the French-speaking world; personal reaction to the information eg nothing surprising given the popularity of/global accessibility of Facebook.

- *Selon ce que vous en savez, les réseaux sociaux ont-ils une influence positive en France ou ailleurs dans le monde francophone ?*

This is an opportunity for the student to demonstrate knowledge beyond the specific focus of the card but which is nonetheless relevant to the sub-theme. It should include justified points of view and conclusions based on understanding. This could include:

some negative reaction to the mention of a meeting place with reference to the potential dangers involved; some understanding of how users are educated/made aware of these dangers; reference to widespread accessibility to social networks via mobile phones; possibly positive influence of instant and immediate availability of news across the world.

Below are some examples of the sorts of questions students could ask.

- *Est-ce que vous utilisez des réseaux sociaux ?*
- *Comment accédez-vous à Internet ?*
- *Comment utilisez-vous Internet ?*
- *A votre avis, est-ce que nous dépendons trop de la technologie ?*

Mark Scheme – A-level French – Paper 1

Section A

Qu	Key Idea	Accept	Mark	Notes
03	Bullet 1 Il a quitté Bâle à cause des touristes/de la chaleur. Il est venu à Genève parce qu'il y a moins de bruit et de pollution.	Il n'a pas pu supporter la chaleur à Bâle./Il a fait trop chaud à Bâle./Il a quitté Bâle parce qu'il faisait trop chaud/parce qu'il y avait trop de touristes. Bâle était bruyant et pollué.	3	The answers can be summarised in any order
	Bullet 2 Ils lui parlent/Ils s'inquiètent pour lui.	Les habitants sont accueillants/aimables/concernés. Ils lui demandent comment il va ; comment ça va	2	
	Bullet 3 Il doit se coucher/dormir/ passer la nuit à l'extérieur. On lui vole ses affaires. Il ne peut plus travailler.	Il dort derrière l'église. On ne peut pas quitter ses affaires. Il a été victime d'un vol. Il a fait des travaux/boulots désagréables.	2	Reject: prepositions other than derrière

Summary questions

The marks for content (AO1) and language (AO3) are awarded independently. Long summaries will be marked for content (AO1) or language (AO3) only as far as the first natural break (usually the end of a sentence or main clause) between 90 and 100 words. Short summaries are not subject to an automatic penalty but in practice are unlikely to include all the required content points and will therefore be self-penalising.

The AO1 mark is awarded for content points which contain the required information, regardless of whether those points are expressed in the student's own words, or are partly or wholly lifted from the recording or text. However, no AO1 mark will be awarded for a content point where the student includes irrelevant material or copies inappropriately from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the bullet point.* 'Lifted' language will not be eligible for credit when the AO3 mark is awarded.

*Example:

1
 Text includes *Après avoir fait des études elle est devenue médecin.*

Summary task includes the bullet point *Ce qu'elle a fait avant de devenir médecin.*

Correct answer is *Elle a fait des études.*

Student writes in response to that bullet point *Après avoir fait des études elle est devenue médecin.*

No credit for AO1 because the response does not match the phrasing of the bullet point. (Also no credit for AO3 because of lifting.)

2

Text includes ... *parce que les ordinateurs remplaceront les enseignants.*

Summary task includes the bullet point *Les évolutions technologiques anticipées.*

Correct answer is *Les ordinateurs remplaceront les enseignants* or, to demonstrate successful manipulation, *Les enseignants seront remplacés par les ordinateurs.*

Student writes in response to that bullet point *Parce que les ordinateurs remplaceront les enseignants.*

No credit for AO1 because the response does not match the phrasing of the bullet point. (Also no credit for AO3 because of lifting).

Serious errors are defined as those which affect communication.

Minor errors include:

incorrect but close to correct spellings

incorrect genders and consequential errors of agreement

incorrect or missing accents unless these alter the meaning.

Serious errors include:

incorrect verb forms especially irregular forms

incorrect use of pronouns

missing or incorrect agreements of adjectives or past participles.

Mark	AO3 quality of language marks in listening and reading summary tasks
5	The language produced is mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately where required by the task.
4	The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately where required by the task.
3	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex language accurately where required by the task.
2	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately where required by the task.
1	The language produced contains many errors of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex language accurately where required by the task.
0	The student produces nothing worthy of credit.

Indicative content:

Summary 1: 85 words – AO3 5/5

Après avoir été abandonné par sa femme, Daniel a décidé à quitter Balle car c'était trop chaud. Genève a moins de bruit et l'air est plus frais. Les habitants étaient gentils, ils ont parlé à lui, posé des questions etc. Ils avaient des soucis pour son bien-être. Le risque d'être volé est le plus gros problème pour lui et par conséquent, il doit rester près de ses trucs. Sa radio a été vandalisée. En ce qui concerne le travail, il est trop faible et âgé.

Summary 2 : 81 words – AO3 4/5

Il est venu à Genève parce que c'est moins bruyant qu'en Balle(?), l'air n'est pas polluée, ses femmes l'a quitté et il aime voyager partout le monde.
Des habitants vient lui parler : ils lui posent des questions et ils veulent savoir s'il se porte bien.
Il doit dormir dans un église sur un matelas, et il doit rester tous le temps à côté de ses affaires. Il faire face les cambrioleurs et les personnes qui cassent ses choses, comme sa radio.

Summary 3: 70 words – AO3 3/5

Sa femme l'a quitté et il n'avait rien, il n'aime pas chaleur et les foules de la Suisse. Genève est aussi moins bruyant et pollué.
Tout le monde le voudrait connaître et ils s'inquiètent pour lui.
Il doit dormir all'arrière de l'église, et il doit rester tout les temps à côté de tes affaires – les gens peuvent voler les choses. Il est aussi trop âgé pour faire du travail dur.

Summary 4: 54 words – AO3 2/5

Il est venu à Genève parce qu'il est moins bruyant que Bâle et pas de tout pollué surtout continuer le bordulaq. Depuis son arrivé tout le monde vien lui parler. Ils lui pose des questions et veulent savoir s'il porte bien. Ils s'inquiètent pour Daniel. Il doit rester à côté de ses affaires toujours.

Summary 5: 79 words – AO3 1/5

Danielle est venu a Genève par ce que c'est ne pas aussi bruyant que Bale et l'aire ne pas de tout polluée et il aime voyager. Les habitants on reagis bien, ils lui parle, demande des questions por exemple est qu'il ce porte bien, ils s'inquiètent pour lui. Une des chône le plus difficile que Danielle doit faire c'est de toujours rester avec ses affaires, il s'est fais voller sont sac a dos et quelq'un a casser sont radio.

Section B

Qu	Key idea	Accept	Mark	Notes
08.1	<p>Bullet 1 Dans le premier roman il s'agit de la vie de Sylvie quand elle est enfant et qu'elle habite chez ses grands-parents. (1)</p> <p>Dans le deuxième elle a déménagé à Paris avec sa mère et son beau-père (1) et puis, dans le troisième, elle vit seule comme adulte. (1)</p>	<p>Accept titles of novels Le premier roman raconte la vie ... son grand-père et sa grand-mère Present tense for narrative summary. elle habite/elle est plus indépendante</p>	3	Credit for comprehension if text is lifted but adjust quality of language mark accordingly.
	<p>Bullet 2 Elle connaît la solitude (parce qu'elle est séparée de sa mère) (1) et elle pense que sa grand-mère et son grand-père sont très peu compréhensifs envers elle. (1)</p>	<p>Ne sont pas très compréhensifs ... Elle n'est pas avec sa mère ... (et son père est mort) Ils la comprennent mal ...</p>	2	Credit for comprehension if text is lifted but adjust quality of language mark accordingly.
	<p>Bullet 3 L'auteur nous montre comment Viou est troublée par ses sentiments (1) qui sont très forts et quelquefois contradictoires. (1)</p>	<p>ses émotions/extrêmes parfois</p>	2	Credit for comprehension if text is lifted but adjust quality of language mark accordingly.

Summary questions

The marks for content (AO2) and language (AO3) are awarded independently. Long summaries will be marked for content (AO2) or language (AO3) only as far as the first natural break (usually the end of a sentence or main clause) between 90 and 100 words. Short summaries are not subject to an automatic penalty but in practice are unlikely to include all the required content points and will therefore be self-penalising.

The AO2 mark is awarded for content points which contain the required information, regardless of whether those points are expressed in the student's own words, or are partly or wholly lifted from the recording or text. However, no AO2 mark will be awarded for a content point where the student includes irrelevant material or copies inappropriately from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the bullet point.* 'Lifted' language will not be eligible for credit when the AO3 mark is awarded.

*Example:

1
Text includes *Après avoir fait des études elle est devenue médecin.*

Summary task includes the bullet point *Ce qu'elle a fait avant de devenir médecin.*

Correct answer is *Elle a fait des études.*

Student writes in response to that bullet point *Après avoir fait des études elle est devenue médecin.*

No credit for AO2 because the response does not match the phrasing of the bullet point. (Also no credit for AO3 because of lifting.)

2

Text includes ... *parce que les ordinateurs remplaceront les enseignants.*

Summary task includes the bullet point *Les évolutions technologiques anticipées.*

Correct answer is *Les ordinateurs remplaceront les enseignants* or, to demonstrate successful manipulation, *Les enseignants seront remplacés par les ordinateurs.*

Student writes in response to that bullet point *Parce que les ordinateurs remplaceront les enseignants.*

No credit for AO2 because the response does not match the phrasing of the bullet point. (Also no credit for AO3 because of lifting).

Serious errors are defined as those which affect communication.

Minor errors include:

incorrect but close to correct spellings

incorrect genders and consequential errors of agreement

incorrect or missing accents unless these alter the meaning.

Serious errors include:

incorrect verb forms especially irregular forms

incorrect use of pronouns

missing or incorrect agreements of adjectives or past participles.

Mark	AO3 quality of language marks in listening and reading summary tasks
5	The language produced is mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately where required by the task.
4	The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately where required by the task.
3	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex language accurately where required by the task.
2	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately where required by the task.
1	The language produced contains many errors of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex language accurately where required by the task.
0	The student produces nothing worthy of credit.

Indicative content

Summary 1: 94 words – AO3 5/5

Dans les trois romans Troyat nous présente son personnage à des moments différents de sa vie, d'abord comme une fille de 8 ans, puis quand elle habite à Paris chez sa maman et son nouveau mari, et finalement quand elle vit indépendamment. Viou connaît la solitude et l'abandon. Les grands-parents avec qui elle habite parce que sa mère doit vivre ailleurs ne sont pas compréhensifs. La grand-mère surtout juge la petite fille très sévèrement. Viou est donc une enfant en désarroi et Troyat nous communique les sentiments d'une fille dont la vie est problématique.

Summary 2: 99 words – AO3 4/5

Dans le premier roman nous suivons la vie de Sylvie quand elle est un enfant qui vit avec ses grands-parents. Dans "A demain Sylvie" elle s'adapte à sa vie parisienne avec sa mère et son nouveau beau-père, et finalement dans "Troisième Bonheur" on voit sa vie de jeune adulte indépendante. Sylvie se sent seule, abandonnée et jugée par sa grand-mère parce qu'elle vit séparée de sa mère, et ses grands-parents ne la comprennent pas. Troyat montre les émotions et les difficultés d'une petite fille et il essaie de nous faire se sentir ces sentiments qu'on considère bêtes maintenant.

Summary 3: 80 words – AO3 3/5

Dans le premier roman, Viou, il décrit son enfance en vivant avec ses grand-parents. Ensuite, elle vive à Paris avec sa mère et son beau-père – un changement qu'elle essayer de comprendre.

Des émotions d'isolement et un manque de sécurité existent dans Viou parce que la mère de Sylvie la laisse avec ses grand-parents. Sa grand-mère est stricte et critique. L'auteur nous présente des émotions conflictuelles et fortes de cet âge. Nous réfléchons de leur signification plus tard dans la vie.

Summary 4: 82 words – AO3 2/5

Cette trilogie suit la vie de Sylvie, une fillette de 8 ans. Les romans montrer les émotions de Sylvie mis aussi les autres dans sa vie. Par exemple sa grand-mère et pourquoi elle voir Sylvie pas beaucoup. La vie de Sylvie est triste, elle se sentir seul sans un mère et jugée par sa grand-mère qui veut pour elle suivre des valeurs traditionnelles. L'auteur montre qu'il y a plus d'un côté de chaque histoire par écrit une trilogie qu'explore beaucoup de vies.

Summary 5: 63 words – AO3 1/5

Le premier roman, Viou, est s'agit d'une enfant qui s'appelle Sylvie qui doit s'adapte à sa vie parisienne avec sa mère et son beau-père. Elle a deveni un jeune adulte independant dans le deuxième roman. Elle sent abandonner sa grand-mère n'aime pas elle. Sa mère ne pas être avec elle. L'auteur est desirer transmettre les problèmes avec l'enfance quand Viou est 8 ans.

Mark Scheme - AS French – Paper 1

Qu	Key Idea	Accept	Mark	Notes
03	Bullet 1 On veut célébrer la riche culture africaine. (1) On veut montrer qu'il est possible d'organiser un grand festival culturel à la Martinique. (1)		2	Reject: C'est pour les Africains du monde entier.
	Bullet 2 Le festival existe pour créer l'unité africaine. (1) Le festival sert aussi à souligner les dangers du sida. (1) Le festival doit être un bon divertissement. (1)	Les spectateurs s'amuse/ oublient leurs problèmes.	3	
	Bullet 3 Les <u>meilleurs</u> artistes participent au festival. (1) Les places ne sont pas trop chères. (1)	Must have idea of price of seats/ entry/tickets	2	Reject: artistes (TC) Reject: Le public sera nombreux.

Summary questions

The marks for content (AO1) and language (AO3) are awarded independently. Long summaries will be marked for content (AO1) or language (AO3) only as far as the first natural break (usually the end of a sentence or main clause) between 70 and 80 words. Short summaries are not subject to an automatic penalty but in practice are unlikely to include all the required content points and will therefore be self-penalising.

The AO1 mark is awarded for content points which contain the required information, regardless of whether those points are expressed in the student's own words, or are partly or wholly lifted from the recording or text. However, no AO1 mark will be awarded for a content point where the student includes irrelevant material or copies inappropriately from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the bullet point.* 'Lifted' language will not be eligible for credit when the AO3 mark is awarded.

*Example:

1

Text includes *Après avoir fait des études elle est devenue médecin.*

Summary task includes the bullet point *Ce qu'elle a fait avant de devenir médecin.*

Correct answer is *Elle a fait des études.*

Student writes in response to that bullet point *Après avoir fait des études elle est devenue médecin.*

No credit for AO1 because the response does not match the phrasing of the bullet point. (Also no credit for AO3 because of lifting.)

2

Text includes ... *parce que les ordinateurs remplaceront les enseignants.*

Summary task includes the bullet point *Les évolutions technologiques anticipées.*

Correct answer is *Les ordinateurs remplaceront les enseignants* or, to demonstrate successful manipulation, *Les enseignants seront remplacés par les ordinateurs.*

Student writes in response to that bullet point *Parce que les ordinateurs remplaceront les enseignants.*

No credit for AO1 because the response does not match the phrasing of the bullet point. (Also no credit for AO3 because of lifting).

Serious errors are defined as those which affect communication.

Minor errors include:

incorrect but close to correct spellings

incorrect genders and consequential errors of agreement

incorrect or missing accents unless these alter the meaning.

Serious errors include:

incorrect verb forms especially irregular forms

incorrect use of pronouns

missing or incorrect agreements of adjectives or past participles.

Mark	AO3 quality of language marks in listening and reading summary tasks
5	The language produced is generally accurate but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex structures accurately where required by the task.
4	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex structures accurately where required by the task.
3	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex structures accurately where required by the task.
2	The language produced contains many errors, some of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex structures accurately where required by the task.
1	The language produced contains many errors, most of a basic nature. The student shows very little grasp of grammar and is very rarely able to manipulate structures accurately where required by the task.
0	The student produces nothing worthy of credit.

Indicative content:

Summary 1: 71 words – AO3 5/5

Le festival a été créé pour présenter la richesse culturelle africain au monde. On veut montrer qu'on peut organiser un spectacle inoubliable.

Il y a trois buts principaux. D'abord, on veut promouvoir l'unité africaine, montrer les dangers du sida. En plus on veut que tout le monde oublie ses problèmes avec un spectacle divertissant.

Des grands artistes vont participer et les places ne sont pas trop chères pour le premier édition.

Summary 2: 69 words – 4/5

On veut organiser le festival car on veut montrer qu'ils peuvent proposer un spectacle exceptionnel et célébrer toutes les richesses dans le monde africain.

Les objectifs sont l'unité africain par la musique, sensibiliser le public sur le sida et ils veulent le public s'amuser et oublier ses problèmes par quelque temps. Par la première édition les grands artistes célèbres arriveront et la plupart des places sont à prix bas.

Summary 3: 50 words – 3/5

On a créé le festival pour célébrer l'Afrique avec des spectacles exceptionnels. Les objectifs principaux sont d'unifier par la musique, parler des dangers du sida et aider le public à oublier des problèmes pour quelque temps. Les places sont à un prix bas pour attirer un public nombreux.

Summary 4: 49 words – 2/5

Ils ont créé le festival pour célébrer la richesse du continent. Les 3 objectifs sont: l'unité africain par la musique, sensibiliser le public sur le sida, et permettre au public de s'oublier les problèmes. On aime tous la musique en Afrique ! Les places ne sont pas chères.

Summary 5: 33 words – 1/5

C'est un festival pour les Africains. Par la musique sensibiliser le public. On veut que le public s'amuse et oublie ses problèmes pour quelque temps.

Musique africaine.

arrive à la Martinique.

Section B

Qu	Key Ideas	Accept	Mark	Notes
08.1	Bullet 1 Les personnes âgées connaissent la solitude parce qu'elles sont divorcées (1) ou parce que leur partenaire est mort. (1)	vivent seules for connaissent la solitude époux décédé	2	Credit for comprehension if text is lifted but adjust quality of language mark accordingly.
	Bullet 2 Troisième Age Solidarité est une organisation caritative de bénévoles (1) dont l'objectif est d'offrir de l'aide aux personnes âgées. (1)	les vieux/les vieilles personnes/ Aider les personnes âgées	2	Must have the 2 ideas of charity and aim. Credit for comprehension if text is lifted but adjust quality of language mark accordingly.
	Bullet 3 Pour Dominique son travail consiste à rendre visite aux personnes âgées (1) pour les écouter quand elles parlent de leurs souvenirs, par exemple. (1) De cette façon Dominique a l'impression que sa vie est plus utile. (1)	Other examples such as: de leur vie/de ce qui se passe actuellement dans le monde/de ce qui leur arrive	3	Credit for comprehension if text is lifted but adjust quality of language mark accordingly.

Summary questions

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The AO2 mark is awarded for content points which contain the required information, regardless of whether those points are expressed in the student's own words, or are partly or wholly lifted from the recording or text. However, no AO2 mark will be awarded for a content point where the student includes irrelevant material or copies inappropriately from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the bullet point.* 'Lifted' language will not be eligible for credit when the AO3 mark is awarded.

*Example:

1
 Text includes *Après avoir fait des études elle est devenue médecin.*

Summary task includes the bullet point *Ce qu'elle a fait avant de devenir médecin.*

Correct answer is *Elle a fait des études.*

Student writes in response to that bullet point *Après avoir fait des études elle est devenue médecin.*

No credit for AO2 because the response does not match the phrasing of the bullet point. (Also no credit for AO3 because of lifting.)

2

Text includes ... *parce que les ordinateurs remplaceront les enseignants.*

Summary task includes the bullet point *Les évolutions technologiques anticipées.*

Correct answer is *Les ordinateurs remplaceront les enseignants* or, to demonstrate successful manipulation, *Les enseignants seront remplacés par les ordinateurs.*

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No credit for AO2 because the response does not match the phrasing of the bullet point. (Also no credit for AO3 because of lifting).

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incorrect or missing accents unless these alter the meaning.

Serious errors include:

incorrect verb forms especially irregular forms

incorrect use of pronouns

missing or incorrect agreements of adjectives or past participles.

Mark	AO3 quality of language marks in listening and reading summary tasks
5	The language produced is generally accurate but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex structures accurately where required by the task.
4	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex structures accurately where required by the task.
3	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex structures accurately where required by the task.
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1	The language produced contains many errors, most of a basic nature. The student shows very little grasp of grammar and is very rarely able to manipulate structures accurately where required by the task.
0	The student produces nothing worthy of credit.

Indicative content:

Summary 1: 77 words – AO3 5/5

Les personnes âgées deviennent seuls et souffrent de la solitude parce qu'elles sont divorcées ou après la mort de leur partenaire.

Ici on parle de cette problème en Belgique où il existe une organisation qui s'appelle Troisième Age Solidarité dont la mission est d'aider ces personnes. Dominique passe du temps avec ces personnes chez eux. Elle les écoute quand ils parlent de leur vie et leurs souvenirs. En faisant cela Dominique pense qu'elle est plus utile.

Summary 2: 79 words – AO3 4/5

Le nombre de personnes âgées de plus de 65 ans et qui vivent seules a augmenté et cela augmente leur solitude. Il y a plus de solitude aussi souvent suite à un divorce ou à la mort d'un partenaire. Troisième Age Solidarité c'est un organisation caritative. Il a pour but de leur apporter de l'aide. Dominique pense que d'aider c'est un très bon moyen de se rendre utile et sa rôle est d'écouter des personnes âgées de leur vie.

Summary 3: 78 words – AO3 3/5

Le nombre de personnes plus agee qui vivent seule a devenu plus bien connu en Belgique recemment. Ils souffrent souvent par les maladies ou sont simplement solitudes. Troisième Age Solidarité est une organisation caritative qui aide les gens plus âgées solitaires. Dominique est une bénévole, elle dit des ces personnes au sujet de leurs souvenirs par exemple. C'est pour lui un moyen de se rendre utile. Elle pense qu'il y a un risque d'oublier les personnes plus âgées.

Summary 4: 76 words AO3 2/5

Il y a beaucoup de personnes âgées de plus de 65 ans et ils vivent seules. Les personnes souffrant de solitude et l'autres maladies. Il est une organisation qui s'appelle Troisième Age Solidarité qu' aide le aide a les personnes qui sont habite seules. Dominique va à le domicile de les personnes âgées et écoute à leur vie et leurs souvenirs. Il y va car il pense que c'est une tres bon moyen de rendre utile.

Summary 5: 56 words – AO3 1/5

Il y a plus de gens agees qui est vivre toute seules dans ces jours. Peut-etre parce que ils sont divorcee ou la mourir de sa partenaire. Troisieme Age Solidarite est une organisation et les aide les gens agees par les visiter. Dominique dit qu'elle aime et il est un bon moyen de me rendre utile.