



# A Level

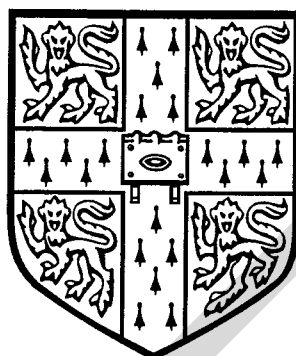
## French

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Session: 1994 June  
Type: Mark scheme  
Code: 9110

MS8F (UK)

University of Cambridge  
Local Examinations Syndicate



**GCE Examinations June 1994**

**MARKING SCHEME**

**for**

**FRENCH**

This marking scheme is a working document prepared for use by Examiners. All Examiners are required to attend a Coordination meeting to ensure that the Marking Scheme is consistently interpreted and applied in the marking of candidates' scripts.

UCLES will not enter into any discussion or correspondence about any Marking Scheme. It is acknowledged that there may be different views about some matters of emphasis or detail of a Marking Scheme. It is also recognised that, without the benefit of attendance at a Coordination meeting, there may be different interpretations of the application of a Marking Scheme.

## French Listening Comprehension

June 1994

## Marking Scheme

- |     |  |   |
|-----|--|---|
| 1.  | les retraités  | 1 |
| 2.  | les agriculteurs   | 1 |
| 3.  | a) fonctionnaires  | 1 |
|     | b) enseignants   | 1 |
| 4.  | les salariés des entreprises publiques                                       | 1 |
| 5.  | au siège de la Ligue des droits de l'homme                                   | 1 |
| 6.  | il n'éprouve pas de haine, mais de la pitié                                  | 1 |
| 7.  | a) la révision de son procès   | 1 |
|     | b) son acquittement  | 1 |
| 8.  | il a éclaté en sanglots  | 1 |
| 9.  | à acheter  | 1 |
|     | transporter  | 1 |
|     | poser de la moquette   | 1 |
| 10. | any 2 of la pose, la colle, la main-d'oeuvre, la livraison gratuites         | 2 |
| 11. | 178  | 1 |
| 12. | en fonçant sur votre Mammouth  | 1 |
|     | remplissant un bulletin de participation                                     | 1 |
|     | répondant à une toute petite question  | 1 |
| 13. | le tirage au sort aura lieu  | 1 |
| 14. | a) any 2 of because he had become introverted                                |   |
|     | he was fed up with school  |   |
|     | was acting strangely   | 2 |
|     | b) any 2 of cigarette paper  |   |
|     | lemon to dilute the powder   |   |
|     | a syringe  | 2 |
| 15. | any 3 of for parents who dare not talk to their children                     |   |
|     | it allows the situation to be dedramatised / a new perspective to be adopted |   |
|     | parents to regain confidence in themselves                                   |   |
|     | to gather information  | 3 |

16. any 5 of it should be possible to discuss anything with your children  
 there should not be any taboo subjects  
 when the children are small, you can talk to them about dangerous products  
 a natural way to bring up the subject of drugs  
 with adolescents other strategies are necessary  
 with adolescents trust and dialogue are necessary 5
17. a) any 3 of by saying that they must pass their examens  
 by being overconcerned about them  
 by being worried about their health too often  
 by wanting them to be happy 3
- b) any 3 of he would feel that he did not have the right to fail / to cry  
 as soon as he felt that he did not fit the image others had of him any more  
 he would be vulnerable drugs  
 he used drugs to justify his failure 3
18. it is in his best interest to talk with him 1  
 he must draw his son's attention to the consequences of doing such a thing 1

19. a) ils le rejettent / chassent 1  
 b) ils le dénoncent / racontent des horreurs sur lui 1  
 c) ils le traquent sans merci 1
20. a) il a lancé une grenade  
 à l'intérieur du drugstore  
 causant deux morts any 2 points 2
- b) il a tiré à la roquette  
 sur des avions  
 depuis les terrasses de l'aéroport d'Orly any 2 points 2
- c) il a pris en otage des diplomates à Vienne  
 causant deux morts entre eux 2
21. ils ont révélé des documents 1  
 aux services secrets occidentaux 1
22. any 2 of ils le surveillaient de près  
 ils l'épiaient, filmaient  
 écoutaient toutes ses conversations 2
23. any 3 of il se conduisait en grand seigneur  
 gaspillait l'argent sans compter  
 tirait dans les plafonds  
 cachait des armes et explosifs dans ses chambres 3
24. les Tchécoslovaques lui demandent de quitter le pays 1
25. un représentant de l'Organisation de la libération de la  
 Palestine 1  
 a donné un coup de fil (à Carlos) 1
26. il a été à nouveau filmé avec sa femme 1

## PART 1

1 (a) Vrai (b) Vrai (c) Faux (d) Faux (e) Vrai

2 (a) sidérurgie (b) fulgurant(e) (c) clandestin

(d) remue-ménage (e) barricade(s)

3 (a) *Why were immigrant workers so essential to French industry in the 50s and 60s?*

It was necessary to rebuild/reconstruct the economy/France (1)  
after the war (1)

post war re-construction (2)

(2)

(b) *What were the advantages in employing North African immigrant workers at the time, according to employers.*

They were French speaking (1)

and came from the former French colonies (1)

they would return home (1) (2 out of 3)

ex-colonised (0)

(2)

(c) *What economic factors influenced immigrant workers in France in the 1970s, and what decisions did they take as a result?*

The upheaval caused by the rise in oil prices/oil crisis (1)  
petrol (0)

The recession (which followed this rise) (1)

They were dissuaded from going home (1)

influenced them to stay in France/decided to stay (1)

They brought their families to live with them in France. (1)

(4)

- (d) *What aspects of the increase in immigration particularly annoyed the French?*

invaded/lack of barriers/indignation/annoyance (1)

in clandestine/illegal immigration/bringing families (1) (2)

- (e) *What reasons are given for the increasing flow of economic refugees?*

They are (better educated and therefore) more aware (1)

of the limited amount of freedom permitted in their own countries (1)

desperate to succeed (1)

tech/wealth gap (1)

(They are better informed) about places in the world (1)

where there is peace/security (1)

(5)

- 4 *We are looking for comprehension of the text and the ability to express content in the candidate's own words. Marks are awarded entirely for content, i.e. if the answers are clearly comprehensible and in the candidate's own French, no account is taken of linguistic error. Material may be used verbatim from the original as long as it is clear from the context that it is used with understanding.*

- (a) *Expliquez les intentions de l'auteur en écrivant cet article.*

Il veut étudier les clichés et les idées reçues/préjugés (1)

(corriger)

(défendre)

(soutenir)

apprendre la vraie situation en France

au sujet des immigrés (1)

et examiner les faits précis/détruire les arguments (1)

dans trois exemples (1).

(4)

- (b) *Pourquoi, selon vous, est-ce que les immigrés sont prêts à entreprendre les «sales boulots» mais pas les travailleurs français?*

Les immigrés sont prêts à tout prix (1) sont très pauvres (1)  
 un emploi est un emploi/victimes du chômage (1)  
 et parce que les conditions de vie dans leurs pays d'origine (1)  
 sont sans doute pire même que ces sales boulots. (1)  
 ils sont mal éduqués/qualifiés (1)  
 Ils ne sont pas fiers (1) il est trop digne  
 L'ouvrier français estime que certains emplois (1)  
 sont vraiment trop sales (1)  
 et mal payés (1) pour lui.  
 préfère recevoir la sécurité sociale que faire un sale boulot (1)  
 plus de snobisme (1) racisme/xénophobie (1)

(6)

Immigrés  
Max. 4Français  
Min. 2

- (c) *Quelles sont les conditions de vie des immigrés et leur statut social en France selon l'information que nous donne l'auteur?*

ils vivent dans des milieux défavorisés (1) or mauvaises conditions de vie  
 victimes du chômage (1)  
 ils sont surtout concentrés près de certaines grandes villes (1)  
 ils appartiennent surtout à la classe ouvrière (1)  
 Ils ne sont pas qualifiés/niveau bas d'études (1)  
 leur statut social est très bas/ils sont traités comme des rejetés sociaux (1)

(5)





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5 This test takes the form of a guided composition where candidates are expected to draw material from both texts and reformulate it in their own words. The 20 marks are allocated positively; 10 for content, i.e. amount of detailed information drawn from both passages and combined to answer the terms of the questions set; 10 for quality of language, i.e. accuracy, range of structures, variety of sentences construction, ability to rework the original.

**CONTENT**

The answer will score for the following points:

**Origines** 5 marks for any of the following points

La situation économique après la guerre.  
La situation dans les pays d'origine  
Les immigrés venant des pays méditerranéens de l'Europe et du Maghreb.

Les avantages des maghrébins comme ex-colonisés francophones.

La récession qui avait le résultat de persuader les immigrés de rester en France.

L'immigration clandestine.

Le regroupement familiale en France.

Les nouveaux migrants - les réfugiés économiques.

**Situation actuelle** 3 marks for any of the following points.

Sentiments d'indignation et d'irritation de la part de beaucoup de Français.

Les idées reçues au sujet du chômage/travail mal payé

de la criminalité

et de l'éducation

**Comparaisons**

2 marks for useful comments dealing with a comparison between France and England.

**Total for Content - 10 marks**



**QUALITY OF LANGUAGE**

- Very Good** Consistently accurate. Only very few errors of minor significance.  
**10-9** Accurate use of more complex structures (verb forms, tenses, prepositions, word order). Uses language articulately and fluently with a confident use of a variety of sentence patterns. Appropriate use of language from original texts integrated into own style.
- Good** Higher incidence of error than above, but clearly has a sound grasp of the grammatical elements in spite of lapses. Some capacity to use accurately more complex structures. Genuine effort to rise to the demands of fluent expression in the FL but has not quite the flair and confidence of the best candidates. Uses material from the original texts intelligently but not always able to incorporate it fully into own work.  
**8-7**
- Sound** Fair level of accuracy. Common tenses and regular verbs mostly correctly formed. Some problems in forming correct agreements of adjectives. Basic verb constructions mastered. Difficulty with irregular verbs, use of prepositions. Expression rather forced and clumsy, perhaps somewhat anglicised. Limited range of sentence patterns. Material drawn from original texts rather laboured and not well integrated.  
**6-5**
- Poor** Persistent errors in tense and verb forms; prepositions frequently incorrect. Recurrent errors in agreements of adjectives. Almost all sentence patterns are simple. Expression very forced and pedestrian. No real attempt to integrate material from original texts into own work.  
**4-3**
- Very poor** Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error. Only able to produce the simplest sentence patterns. **Either** no attempt at all to integrate material from original texts, **or else**, a pedestrian repetition of items from the texts.  
**2-0**

**Total for Part 1 of Paper**

-

**60 marks**

**PART II**

**6** The candidate is asked to render the sense of the original without necessarily providing a word for word translation. As long as the communication of the main points requested is achieved, paraphrase and circumlocution are acceptable. There are 4 marks for each answer, given on the basis of 2 for elements of content, and 2 for correctness of the French. Each answer requires two statements drawn from the text and each statement will be awarded 1 + 1 for content and language. To award the language mark, each contextual point will score 1 (for an entirely correct statement, or one with only minor slips of spelling and accents) or 0. Treat faulty vocabulary e.g. anglicisms carried over from the English text, in the same way as grammatical errors of a more serious nature, since such items do impede communication. Where the candidate produces extraneous and unnecessary material in the answer, whole sentences may be ringed and excluded from the marking. The focus should be on the mark-bearing elements isolated below:

(a) La scène, qu'est-ce qu'elle représente pour Johnny?

C'est là qu'il existe vraiment. (2)

C'est là qu'il trouve tout ce dont il a besoin. (2)

C'est une nécessité

La scène c'est ma vie (content mark not language)

(b) *Les fans de Johnny ne cherchent pas de nouveauté. Qu'est-ce qui les attire, alors?*

Ils aiment les vieilles chansons (2)

Ils aiment le fait qu'il ne change pas son style. (2)

aspect physique

(c) *Pendant 30 ans, quelle a été son attitude face aux changements de mode dans le monde de la musique pop?*

Il a refusé totalement de s'adapter aux changements. (2)

Il n'a jamais été contaminé par les changements de mode/or more details.  
(2)



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(d) *Quelles indications trouve-t-on dans cet article sur son attitude politique?*

Une de ses chansons a été très appréciée par les gaullistes (2)

married to anti-Communist

Alors il est (peut-être) de droite en politique (2).

**Total marks for Question 6 - (16)**

7 *The purpose of this exercise is to draw material from the original text, get across the main lines of the argument in French, and express personal opinions as requested in the question. Of the 24 marks awarded, 10 are for Content, including that drawn from the original text, and 14 are for Quality of Language, divided between Accuracy and Range/Fluency.*

**QUALITY OF LANGUAGE**  
**ACCURACY (5 MARKS)**

- Very good** Consistently accurate. Only very few errors of minor  
5 significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word-order).
- Good** Higher incidence of error than above, but clearly has a sound  
4 grasp of the grammatical elements in spite of lapses. Some capacity to use accurately more complex structures.
- Sound** Fair level of accuracy. Common tenses and regular verbs  
3 mostly correctly formed. Some problems in forming correct agreements of adjectives. Difficulty with irregular verbs, use of prepositions.
- Below average**  
2 Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.
- Poor**  
0-1 Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.



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**FLUENCY AND RANGE (9 MARKS)**

- Very good** 8-9 Uses language articulately and fluently with a confident use of a variety of sentence patterns. Wide range of vocabulary
- Good** 6-7 Genuine effort to rise to the demands of fluent expression in the FL, but has not quite the flair and confidence of the best candidates. Good range of vocabulary.
- Sound** 4-5 Expression rather forced and clumsy, perhaps somewhat anglicised. Limited range of sentence patterns. Adequate range of vocabulary.
- Below average** 2-3 Almost all sentence-patterns are simple. Expression very forced and pedestrian. Vocabulary limited and pedestrian.
- Poor** 0-1 Only able to produce the simplest sentence-patterns. Complete lack of fluency. Very halting and at times incoherent. Vocabulary weak.

**Total for language - 14 marks**

**CONTENT**

*The 10 marks for Content will be divided equally between the two aspects of the task, reference to the text and personal response to the text.*

**Reference to the text**

5 marks to be given for any of the following points

il est très connu en France

Il est né il y a 50 ans à peu près.

Il a lancé sa carrière en 1961

il a passé 30 ans....

Il s'est marié avec Sylvie Vartan.

Il n'a pas suivi la mode de la drogue et de l'alcool.

Il est toujours aussi en forme et attirant .



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**Response to the text**

*Mark like a mini-essay according to the variety and interest of the individual opinions and views expressed, the response to the original text stimulus, and the ability to make comparisons and contrasts.*

**Very good** Varied and interesting ideas, showing an element of flair and  
5 imagination, a capacity to express a personal point of view in response to the issues raised and to make comparisons /contrasts.

**Good** Not the flair and imagination of the best candidates, but work  
4 still shows an ability to express a range of ideas, maintain interest and respond to the issues raised, and make comparisons/contrasts.

**Sound** A fair level of interest and ideas. May concentrate on a single  
3 issue rather than making comparisons, but there is still an element of response to the ideas in the text.

**Below average** Limited range of ideas; rather humdrum. May disregard  
2 the element of response to the text, and write a largely unrelated free-composition. Little element of comparison.

**Poor** Few ideas to offer on the theme. Banal and pedestrian. No  
0-1 element of comparison or response to text.

**Total for Question 7 - (24)**

**TOTAL FOR PART II - 40**

**GRAND TOTAL OF MARKS FOR PAPER = 60 + 40 = 100**



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9110/5: FRENCH ESSAY  
1994

Candidates have been informed in advance of the general subject areas in which questions will be set, and will have received the following information to guide their preparation for the essay:

1. **La vie politique**  
Les qualités de l'homme politique idéal  
La politique, l'art du possible
2. **Le tiers monde**  
Le tiers monde, concept relatif  
L'avenir du tiers monde
3. **Les rapports humains**  
Comment définir l'amitié ?  
La fonction du mariage dans le monde moderne
4. **Les transports**  
Le meilleur moyen de transport  
Quels sont les buts du transport ?
5. **La violence**  
Les différentes sortes de violence  
Quel est le rapport entre la violence et la puissance ?
6. **La vie culturelle**  
Le génie  
Le rôle des beaux arts



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**9110/5  
SUMMARY OF MARKING CRITERIA**

Examiners should give two marks, one for language (out of 24), one for content (out of 16).  
Some brief comment on the strengths/weaknesses of the script should be given in cases where the performance is uneven.

**LANGUAGE (24)**

<b>Very good</b>	(21-24)	Generally accurate; confident use of complex sentence patterns, extensive vocabulary, good sense of idiom.
<b>Good</b>	(16-20)	Quite a few lapses, but generally sound grasp of grammar; reads reasonably; some attempt at varied vocabulary.
<b>Adequate</b>	(10-15)	Some degree of accuracy; a tendency to be simple, clumsy or laboured; inappropriate use of idiom.
<b>Poor</b>	(5-9)	Persistent errors; consistently simple or pedestrian sentence patterns; limited vocabulary.
<b>Very poor</b>	(1-4)	Little evidence of grammatical awareness, only the simplest sentence patterns, very limited vocabulary.

**CONTENT (16)**

<b>Very good</b>	(14-16)	Detailed, clearly relevant and well illustrated; coherently argued and structured.
<b>Good</b>	(11-13)	Sound knowledge and generally relevant; some ability to develop argument and draw conclusions.
<b>Adequate</b>	(7-10)	Some knowledge, but not always relevant; a more limited capacity to argue.
<b>Poor</b>	(3-6)	Tends to be sketchy or unspecific; little attempt to structure an argument; major misunderstanding of question, but some attempt at argument.
<b>Very poor</b>	(1-2)	Vague and general, ideas presented at random.

**NB** The five mark bands within each category cover the entire range from the outstanding to the unacceptable:  
**THEY DO NOT SIMPLY COVER 'A' LEVEL GRADES A - E**





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**ASSESSMENT CRITERIA**

Examiners may find it helpful to bear in mind the following more detailed guide to the assessment of each category.

**QUALITY OF LANGUAGE (60%)**

Accuracy	(40)
Fluency	(10)
Range	(10)

**CONTENT (40%)**

Information/Focus/Relevance	(30)
Organisation/Structure/Argument	(10)

**QUALITY OF LANGUAGE**

**1. ACCURACY**

Accurate use of grammatical constructions, endings, spelling, genders etc.

<b>Very good</b>	Consistently accurate. More errors towards lower end of range, but of minor significance. Correct productive use of all GCSE grammar and, in addition, accurate use of more complex structures (verb forms, tenses, prepositions, word-order).
<b>Good</b>	Higher incidence of error than above, but clearly has a sound grasp of the grammatical elements in spite of lapses. Correct productive use of all GCSE grammar, and some capacity to use accurately more complex structures.
<b>Adequate</b>	Fair level of accuracy. Common tenses and regular verbs mostly correctly formed. Basic verb constructions mastered, but not always clear that GCSE grammar can be used productively. Difficulty with irregular verbs, use of prepositions.
<b>Poor</b>	Persistent errors in tense and verb forms; prepositions frequently incorrect. Evident that there are considerable limitations to the productive use of GCSE grammar, and no ability to go beyond that threshold
<b>Very Poor</b>	Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error in gender, spelling, verb forms etc. No ability for productive use of GCSE grammar. Most sentences contain at least one basic mistake.



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**2. FLUENCY**

Quality and sophistication of syntax, sentence structure, but not its accuracy.

- Very good** Confident use of complex sentence patterns and linguistic structures and idiom. Uses language articulately and fluently, with at least the beginnings of a sense of style.
- Good** Quite ambitious in use of complex sentence patterns, though not always successful in choosing the appropriate pattern to maintain style. Genuine effort to rise to the demands of fluent expression. Has not quite the flair and confidence of the best candidates, but essay reads easily.
- Adequate** Expression rather forced, a little clumsy, perhaps somewhat anglicised but with some attempt at variety. Writing is coherent and sequential, but there is a limited range of sentence patterns with no real sense of style; the general impression is that it is worthy but rather laboured.
- Poor** Almost all sentence patterns are simple, with little use of subordinate clauses. Considerable degree of anglicism. Expression very forced and pedestrian.
- Very poor** Only able to produce the simplest sentence patterns. No subordinate clauses. Lack of coherent and fluent expression in the language. Many examples of anglicism/translatese.

**3. RANGE**

Credit for range of vocabulary and idiom etc. but penalty for ill-fitting accumulations of essay phrases.

- Very good** Extensive vocabulary, appropriately used. Very good sense of idiom. Some use of pre-learned expressions, but well integrated into the whole.
- Good** Varied and interesting vocabulary, nearly always appropriately used. Some evidence of appreciation of idiom, and some ability to integrate pre-learned items of idiom into the whole.
- Adequate** Some variation in choice of vocabulary, ability to use synonyms etc. Some use of less common words, but not always appropriate or correct use. No real appreciation of idiom, and a high level of use of pre-learned items not fully digested.
- Poor** Frequent repetition of common words. Little variety of vocabulary and no sense of idiomatic use. Occasional anglicisms.
- Very poor** Very limited vocabulary. Frequent anglicisms and incorrect use of vocabulary. Pre-learned idioms not integrated into the remaining linguistic content.



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**CONTENT**

**4. INFORMATION/FOCUS/RELEVANCE**

Quality of material, ability to make a clear and relevant response to the question.

- Very good** Detailed answer, showing extensive knowledge of the subject and a real understanding of the issues raised. Clearly relevant to the question, and supported by specific examples and references.
- Good** Good points made, showing a sound knowledge of the subject and some understanding of the issues. Generally maintains relevance to the title, and supports the factual statements with a good range of examples and references.
- Adequate** Covers the basic factual content adequately, with a reasonable range of examples. Despite the knowledge displayed, the material presented is not always relevant to the question asked, and the relationship of information presented to essay theme is not always clear.
- Poor** Only limited knowledge of factual content, presented via generalisations with little specific reference. Makes some relevant points, but there are major omissions in the treatment of the subject, and a tendency to pad.
- Very poor** Only generalised statements of a vague kind, with limited relevance to the title set, or even no real attempt to answer the actual question. Very sketchy.

**5. ORGANISATION/STRUCTURE/ARGUMENT**

Ability to use paragraphs, introduce and develop ideas, and to draw conclusions.

- Very good** Well-planned and structured essay with a clear introduction to the theme, a coherent argument and the ability to evaluate material and draw conclusions.
- Good** Competent structure to the essay, with logical progression of ideas in paragraphs. Some ability to develop an argument and draw conclusions.
- Adequate** Ideas generally quite well structured and a limited ability to organise into paragraphs and develop the argument. Limited capacity to draw conclusions from the material presented.
- Poor** Little attempt to structure the work. There may be some sequence in the ideas and facts presented, but in general a weakness in paragraphing and no real build up of an argument to a conclusion.
- Very poor** Ideas presented at random. Sequence illogical, with no introduction, no development of an argument and no ability to draw conclusions.



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**French Thematic Studies June 1994**

The following are a few reminders on marking the above paper.

When the new papers started, we were asked to be positive and encouraging in our marking and I believe we were successful in ensuring that marks for this paper corresponded with those given for course work. However, most of us have been disturbed both by the atrocious French and by the lack of substance in answers at the lower levels.

It is clear that few schools are using a genuinely 'thematic' approach. But since work on each theme is worth only 7% of the total AL marks, it is not surprising that candidates prefer to regard this as a soft-centred version of the old set texts paper. I think we should harden our expectations. Where there is clearly no attempt (or only the sketchiest) to discuss themes, we should expect solid firsthand knowledge of one text - not necessarily complete coverage of specific points for any one answer, but some substance and understanding.

Two of the main problems are inappropriate choice of question and (related to this) lack of focus on the question chosen. These are the areas where we can continue to be fairly demanding. As in the past, we shall still be looking for clarity, organisation and, one hopes, a well argued personal response to the texts rather than heavy reliance on learnt facts and notes. Any of these qualities should be positively rewarded.

We should not penalise inaccurate French where candidates are otherwise articulate and successful in putting across their ideas. However, if we have to struggle to interpret 'French' which would mean nothing to a native French speaker ('L'officier prusien hurla ils dans le rivier...' and so on), I think we are justified in taking a tough line.

We should continue to watch out for evidence of copying notes and even entire essays from the texts allowed into the examination room. After our complaints in previous years, I think more rigorous checking now takes place.



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**Marks for questions**

This paper carries 20% of the French AL marks and consists of three questions, each marked out of 25. We should try to ensure that marks for this paper make a reasonable contribution to the total and that they are roughly parallel with those given for course work. I suggest a possible 'pass' mark of 13, with 15/16 for decent endeavour and more enthusiastic use of the area above 20. The marks could be divided as follows:

0-9                   Extremely brief and/or inadequate answer. The problems may include any or all of the following: great difficulty in communicating anything in French; obvious ignorance of the texts; irrelevant answers. As before, we should try to distinguish levels within this band: i.e. 0+ for complete ignorance, up to about 8 or 9 for, say, a reasonably solid paragraph conveying some relevant information. Anything better than this should be considered in the next band.

10-12               Some evidence of knowledge but not much attempt to organise it or answer question. Vague and unspecific; little sense of understanding; scrappiness; very limited French.

13-14               'Pass' band. We need evidence here of some sort of firsthand knowledge of one of the books: i.e. not just a vaguely linked string of quotations. Even story telling may be acceptable where clearly related to the question. Any evidence of understanding should be rewarded and the answer considered for the next band. (E)

15-16               Painstaking attempt to convey knowledge. Reasonably relevant, though perhaps not going beyond fairly obvious, superficial points, prepared material (not copied). Some difficulty in organising and interpreting material. (D)

17-18               Competent knowledge. Still some omissions and limitations but generally coherent. Probably solid rather than thoughtful, but some glimpses of real understanding. (C)

19-20               More solidity and focus than the above. Coherent and detailed approach. Some attempt to deal with themes; some ability to discuss and compare rather than simply reproduce information. (B)

21+                   Intelligent use of material, clarity, good organisation. Clear evidence of thoughtful, personal evaluation of texts or themes. We should be prepared to give 22/23 to really articulate and knowledgeable candidates. (A)