

A Level

French

Session: 2000 June
Type: Mark scheme
Code: 9110

AS/A LEVEL
(former Cambridge linear syllabus)

A 9110
AS 8616

FRENCH

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MARK SCHEME FOR COMPONENTS
TAKEN IN JUNE 2000



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Component Threshold Marks

French 9110

Component	Max mark	A	B	C	D	E	N	U
1	100	75	65	58	52	46	40	0
2	60	46	41	35	30	25	20	0
3	100	76	68	61	54	47	40	0
4	40	32	28	24	20	17	14	0
5	50	37	33	30	27	25	23	0
6	100	82	75	66	58	50	42	0
55	25	19	17	15	13	12	11	0
66	50	41	38	33	29	25	21	0

Overall Threshold Marks

Combination	Max mark	A	B	C	D	E	N	U
1,2,3,4 & 5	400	299	269	240	211	183	155	0
1,2,3,4 & 6	400	297	269	240	211	183	155	0
1,2,3,4,55 & 66	400	298	267	239	211	183	155	0

The cumulative percentage of candidates awarded each grade was as follows:

GRADE	A	B	C	D	E	N	U
Cummulative %	29.07	50.11	70.61	84.20	92.97	97.83	100

The total candidature was 1966

These statistics are correct at the time of publication

French 8616
Advanced Supplementary

The mark schemes in this booklet deal with the A level French syllabus (9110). The AS (8616) papers are in every case the same as, or part of, the equivalent A level paper.

No separate mark scheme has therefore been produced. AS Level Components 2 and 3 are marked out of 30 and 60 respectively.

Component Threshold Marks

Component	Max mark	A	B	C	D	E	N	U
1	100	75	65	58	52	46	40	0
2	30	23	20	17	15	12	10	0
3	60	47	42	38	34	30	26	0
33	30	25	23	21	19	17	15	0
66	50	41	38	33	29	25	21	0

Overall Threshold Marks

Combination	Max mark	A	B	C	D	E	N	U
1,2 & 3	200	148	128	117	106	96	86	0
1,2,33 & 66	200	145	140	126	112	98	84	0

The cumulative percentage of candidates awarded each grade was as follows:

GRADE
Cummulative %

A	B	C	D	E	N	U
23.53	49.02	67.65	77.45	87.25	92.16	100

The total candidature was 109

These statistics are correct at the time of publication

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Markscheme
8616/1, 9110/1
June 2000

French Speaking

Presentation

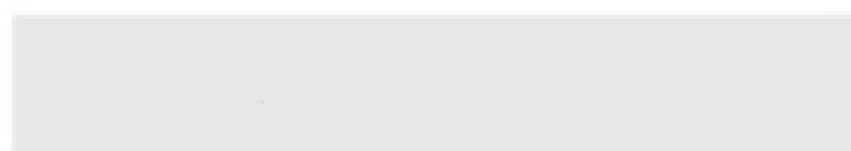
The presentation will be marked out of 20 marks: Content/Presentation 10, Language 5, Pronunciation/Intonation 5.

Candidates who make no reference to the contemporary society or cultural life/heritage of a country where the language is spoken will have their mark for **content/presentation** halved.

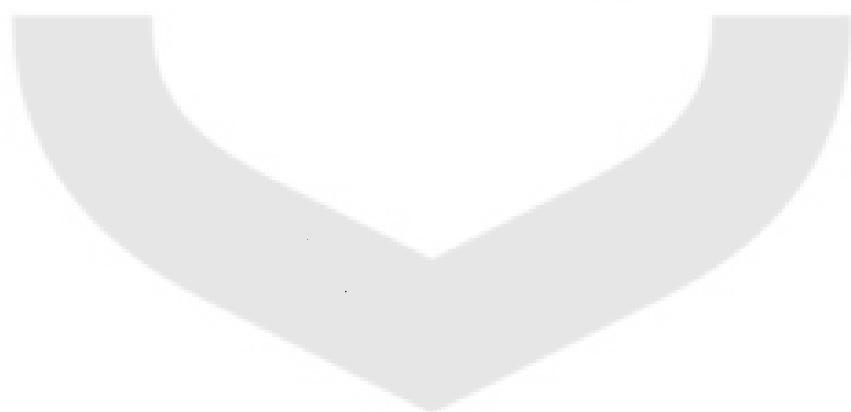
Content/Presentation Knowledge of facts; ability to express opinions and raise issues for discussion	Pronunciation/Intonation	Language
9/10 Full and well organised coverage of the topic; including ideas and opinions as well as factual points; lively presentation; examiner's interest sustained.	5 Outstanding pronunciation and intonation; an occasional slight mistake or hesitation. Not necessarily a native speaker.	5 Has a very good feeling for the language; speaks fluently and accurately; shows good use of relevant idiom and uses a wide range of structures and vocabulary.
7/8 Good exposition and sound organisation of the topic; makes relevant factual points though may be less good in ideas and opinions; presentation somewhat stilted but keeps examiner's attention.	4 Good pronunciation; makes a fair attempt at correct intonation and expression; some mistakes and/or hesitation.	4 Speaks fairly fluently and accurately; uses idiom with a reasonable range of structures and vocabulary.
5/6 Adequate exposition of the topic; few ideas or opinions; evidence of preparation but presentation pedestrian.	3 A fair degree of accuracy in pronunciation; quite a number of errors; some attempt at intonation and expression.	3 May speak with hesitation; adequate range of structures and vocabulary; no ambiguity of meaning.
3/4 Material thin; rambling, repetitious; hardly any ideas or opinions; in danger of losing the examiner's interest.	2 Intelligible but strongly influenced by mother tongue and very many errors of pronunciation.	2 Marked hesitation; limited range of structures and vocabulary; leading to some ambiguity of meaning.
0/1/2 Very little factual information; material irrelevant; vague; arguments incoherent; little effort at presentation; examiner confused.	0/1 Very poor; many gross errors; frequently incomprehensible.	0/1 Very marked hesitation; severe limitations of structures and vocabulary; thought processes basically those of mother tongue.

Topic Conversation and General Conversation
--

Comprehension/Responsiveness	Accuracy	Feel for the Language	Range of Vocabulary and Structures	
			Providing Information and Opinions	Seeking Information and Opinions
Very good (9-10)	Very good (9-10)	Very good (9-10)	Very good (9-10)	Very good (9-10)
No problems of comprehension. Prompt response to examiner's questions. Very forthcoming in developing topics; able to guide the discussion and lead the examiner, offering and seeking opinions as appropriate.	Consistently accurate. Only occasional minor slips.	Has a very good feeling for the language and is able to express concepts fluently in appropriate idiom. Negligible influence from the mother tongue.	Extensive range of appropriate vocabulary. Able to use a wide range of structures with confidence.	Asks questions in a variety of different ways and with confidence.
Good (7-8)	Good (7-8)	Good (7-8)	Good (4)	Good (4)
Few problems of comprehension. Responds readily and without undue hesitation. Reasonably forthcoming but tends to follow examiner's lead.	Accuracy generally good, with more frequent errors than in the very best candidates. Shows a sound basic understanding of grammatical usage.	Has a good feeling for the language. Shows competent use of relevant idiom. Avoids significant influence from the mother tongue.	Has sufficient range of vocabulary and structures to handle reasonably mature subjects.	Asks questions confidently.
Satisfactory (5-6)	Satisfactory (5-6)	Satisfactory (5-6)	Satisfactory (3)	Satisfactory (3)
Understands questions on basic concepts and situations, but has difficulty with more complicated ideas. Some delay in response. Needs encouragement to develop topics.	Accuracy indicates a measure of competence but with some obvious and significant gaps in grammatical usage.	Feeling for the language evident with some occasional use of relevant idiom. Thought processes and expression are influenced by mother tongue.	Limited expression of ideas (but not ambiguity) caused by limitations in range of vocabulary and some structures.	Capable of asking questions but with hesitancy and/or difficulty in using question forms.
Weak (3-4)	Weak (3-4)	Weak (3-4)	Weak (2)	Weak (2)
Has general difficulty in understanding. Limited response to questions on the majority of topics raised.	Generally inaccurate use of the language.	Has scant feeling for the foreign idiom. Generally translates literally from the mother tongue.	Severe limitations of vocabulary and structures restrict discussion to a very basic level.	Severe limitations in forming questions, which impedes communication.
Poor (1-2)	Poor (1-2)	Poor (1-2)	Poor (1)	Poor (1)
Severe problems of comprehension. Very marked hesitation. Limited responsiveness.	No grasp of grammatical accuracy. Errors persistent and repeated.	Has no feeling for the foreign language.	Very restricted vocabulary. Only simple sentences and no variety of structure.	Questions are not readily understood by examiner.



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Markscheme
8616/2, 9110/2
June 2000

French Listening

1.

Il possède un dossier que je peux	baisser ou relever/redresser
Ses coussins me procurent	confort et maintien
Son repose-jambes me permet de	lire ou de regarder la télévision
Ses accoudoirs me permettent de	m'asseoir et de me relever sans effort

Les fauteuils bénéficient en plus de	une garantie satisfait ou remboursé
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[5]

2

les repas en général	moins longs et copieux
le petit déjeuner	ne plus bouffer aussi vite que possible
le poisson et les légumes	on en mange plus
les alcools	on freine/on boit moins
les régimes minceur	on les laisse de côté

[5]

3

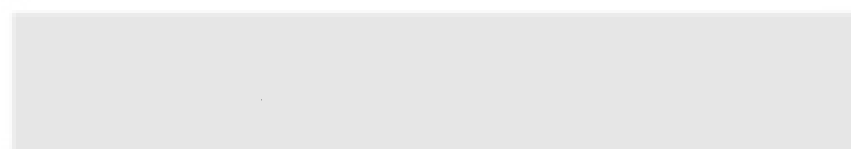
	vrai ou faux?	La bonne réponse
C'est la loi du 13 juin 1995	F	13 juillet 1993
Faire disparaître les décharges coûterait environ 1000F par habitant	V	
Le coût du fonctionnement du système serait d'un franc par semaine par habitant	F	par jour
Nous produisons environ 20 millions de tonnes de déchets ménagers par an	V	
L'emballage constitue 45% de nos ordures	F	50%

[5]

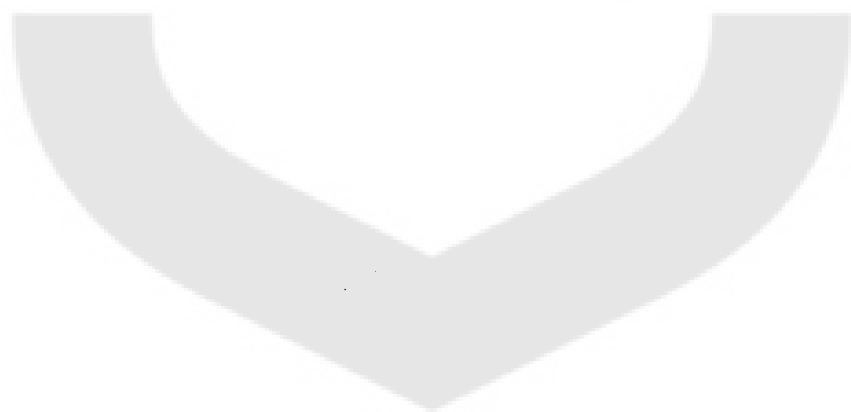
4. il vise à terme la disparition des 20 000 à 40 000 chiens dangereux présents en France [1]
5. il sera désormais interdit d'acquérir, d'importer [1]
de vendre ou de donner un de ces chiens d'attaque comme cadeau [1]
6. les propriétaires de ces chiens seront surveillés de très près [1]
en plus ils seront légalement contraints de faire stériliser leur animal [1]
7. la preuve de la vaccination anti-rage de l'animal [1]
ainsi qu'une assurance admettant leur responsabilité civile [1]
pour les dommages causés à d'autres personnes par les chiens [1]
8. a) ils sont interdits aux animaux [1]
b) ils devront être muselés et tenus en laisse par une personne majeure [1]
9. a) seuls ceux qui sont membres d'une association qui a reçu une autorisation officielle [1]
b) seuls ceux qui sont titulaires d'un certificat de capacité livré par le bureau du préfet [1]
10. Three of:
la police peut insister pour qu'il le tienne attaché ou enfermé
en cas de refus, la police pourra placer le chien dans un lieu de dépôt adapté
si dans huit jours le propriétaire n'apporte pas l'assurance que les mesures prescrites seront respectées
la police pourra procéder à la destruction de l'animal [3]

11. Two of:
the need for flexibility in companies
a new type of demand
to produce small series of high quality good very quickly
[2]
12. such a category of workers is not recognised officially
[1]
13. Two of:
placing pieces of vanilla in tubes
assembling toys
removing nuts from their shells
[2]
- 14 a) in the kitchen or dining room
[1]
b) in the garage or special room
[1]
- 15 to avoid family demands / domestic chores
[1]
16. Three of:
no time wasted on travel
no boss on your back
possibility of organising own time
being at home when family returns form school or work
[3]
17. they present increase competition
[1]
they exert economic might
[1]
their offers are being permanently renewed
[1]
with low prices in a smart setting
[1]

18. workers constrained to work all night [1]
family, including children, requisitioned [1]
19. ties, wedding dresses, suits, blouses
4 for 2 marks, 3 for 1 [2]
20. their salary is calculated according to an hourly rate [1]
so many ties = so many hours of work [1]
21. one month they work 250 hours [1]
another 70 hours [1]
22. sometimes they work 300 hours a month [1]
the whole family is obliged to contribute [1]
23. a) as easy, well-paid work [1]
b) to buy material (and the cost of a trial) [1]
c) on the pretext that the work was not well done [1]
d) it cashed the cheques [1]
and disappeared without leaving an address [1]



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**Markscheme
8616/3, 8616/33, 9110/3
June 2000**

French Reading

1 (a) Vrai (b) Faux (c) Vrai (d) Faux (e) Faux.
[Total: 5 marks]

2 (a) (une) nuptialité (b) (une période) préalable (c) anodine (Reject: n'est pas anodine) (d) (se montrent plus) réticent (e) (un/au) foyer.
[Total: 5 marks]

3

(i)	(ii)	(iii)	(iv)	(v)	(vi)
B	F	D	E	A C	C A

[Total: 5 marks]

4 (a) Why is the year 1972 singled out as particularly significant in the context of this passage? (ll.7-10) [3]

1972 marks a sharp break/rupture/watershed (1). (Accept: rupture with but Reject: rupture in) (Insist on: idea of "break"). Reject: change; trend; breakthrough; increase; explosion (Reject youth/juvenile cohabitation)

It is then that young couples / people (start) living together cohabiting / living in sin (1)

and marriage becomes / became less common/frequent. OR took place at a later time in life (1)

(b) Why does the author feel that developments in the vocabulary are significant? (ll.14-18) [3]

Language (it; they) represents/ provides a reflection/ reflects / shows / demonstrates / is symbolic of (1)

(of) (major) changes / evolution developments(1)

in attitudes/behaviour(1).) (reject: behaviours)

(attitude changes = 2)

(c) Explain how and why attitudes are different in country districts.(ll.27-32) [3]
(The farming community) (people) is /In the country (there) they are not so willing / is (are) reluctant / more hesitant to accept these changes / still prefer(s) to marry (1) Reject: reticent;reserved

(OR: living together is more common in towns)

because of problems caused /to avoid complications / difficulties(1)

in matters of inheritance(s) / patrimony / when passing on their land / property (to children)(1). (Reject:; heritage; heritance;)

makes the issue(s) of inheritance easier = 2

(d) What reasons are given in the passage for the fact that young women prefer not to marry. (ll. 37-41) [3]
(*Living together seems to them to offer more equality (1). (Reject: is more egalitarian)*)

The following two points (*plus souple, moins contraignante* in the text) overlap to a considerable extent. Therefore accept any two from the following list even if they seem tautologous.

It is more flexible / free and easy / relaxed (1) (reject: supple)

and doesn't tie them down to such an extent / is less constraining / constrictive / constricting; allows them more freedom / independence / fewer constraints (1). OR marriage means restriction / constriction
Reject: idea of fewer difficulties / easier

(e) Give three points that are made in the final paragraph about the decline in the position of marriage. [3]

Choose three from five possible

(i) Couple e.g. *no longer the only acceptable way of life (for a couple)*
not the only way to set up home /
no longer a fundamental element in creating a couple
not the only way to start a family

(ii) *Loss of religious significance;*

(iii) *Loss of social significance*

(iv) *Loss of symbolic significance*

(v) Attitude of society

Unmarried couples are no longer shocking / few(er) people object

5(a) Quel est le sens de l'expression dans le titre «l'union libre»?
(In these answers any relevant points may be drawn from anywhere in the text).
C'est la situation où un couple vit ensemble (1)

comme couple marié / sans être marié(1)

mais pense que la cérémonie n'a aucun sens / qui refuse de signer un contrat officiel / de contractualiser le concubinage (1) [3]

Accept also the interpretation which draws on the title, e.g. *on est plus heureux/la vie est meilleure en union libre*

(b) Pourquoi Brigitte avait-elle pensé qu'il fallait peut-être «changer le regard de la société» (II.5-6) vis-à-vis de leur couple? [3]

Attitude of society

Elle avait sans doute pensé que la société en général s'attend toujours à ce qu'un couple soit marié officiellement

OR l'union libre n'est pas toujours bien acceptée

OR les gens trouvaient leur couple choquant

OR leur situation n'est pas normale selon la société (1).

Reaction/reasoning of Brigitte (two of the following)

Alors elle avait pensé suivre les conventions acceptées

Pour tranquilliser sa mère

pour ne pas paraître trop extrême

pour ne pas avoir trop de noms de famille

pour avoir les mêmes droits

(c) Patrick pense que le mariage est «une institution bourgeoise» (II.7-8). Qu'est ce qu'on apprend à son compte qui nous indique qu'il voudrait rejeter tout ce qui est «bourgeois»?

Appearance *D'abord il y a son look (barbe volumineuse etc) (1).*

Attitudes to authority *il y a son histoire d'anarchiste OR il est contre un acte officiel(1)*

et le fait qu'il se décrit maintenant comme «libertaire». (1)

Attitude to values: *les obligations morales s'imposent / les valeurs sociales ne sont pas les plus importantes*

[3]

(d) Quels sont les stades dans le développement de la relation entre Brigitte et Patrick? (II.12-18)

Ils ont travaillé ensemble à l'hôpital

Elle était sans partenaire et avec un enfant / en instance de divorce

Ils ont avancé pas à pas

Ils ont commencé à vivre ensemble

Ils ont eu un enfant

Ils ont fait construire une maison

Ils vivent en tribu ensemble depuis dix ans.

[3]

(e) Quelles indications trouvez-vous dans le texte que l'union libre n'est toujours pas très bien acceptée par la société? (II.22-26) [3]

On n'a pas les mêmes droits (1)

par exemple en ce qui concerne la transmission du patrimoine (1);

le vocabulaire pour décrire l'union libre reste dévalorisant. (1)

(Accept also other "indications" e.g. *l'attitude de la mère de Brigitte*)

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6 Résumez les différents stades du développement de la vie en couple en France depuis la guerre. Quelles sont les caractéristiques de l'union libre dans la société moderne française, telles qu'elles sont présentées dans ces deux textes.

(The text 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 15 marks are awarded positively, **10 for Content** (given for specific points from the texts), and **5 for Quality of Language**.

CONTENT 10 marks for any of the points mentioned below:
Indicate the mark given by entering a number in the margin:

Stades du développement

S1 les années 50 et 60 le mariage était à la mode / on se mariait jeune

S2 à cette époque la cohabitation concernait les veufs et les divorcés

S3 la rupture de 1972 /nouveau phénomène à partir de 1972

S4 la cohabitation s'est imposée (d'abord comme mariage à l'essai)

S5 le mariage est devenu moins fréquent (et plus tardif)

S6 une proportion augmentée vit en union libre (selon le recensement) (or quote figures from text)

S7 beaucoup de couples ne voient pas de raison pour se marier

S8 une évolution dans les attitudes de la société / accepté/rejeté par....

Caractéristiques

C1 on vit en union libre comme des couples mariés (enfants, domicile etc)

C2 pas de sanction officiel/ de formulaire / cérémonie

C3 les avantages de l'union libre (+ exemple e.g. liberté; essayer le mariage) (1 mark for *avantage* + *example*; 2 marks for 2 *examples*)

C4 l'union libre (à la campagne) (et en ville)

C5 l'union libre et les croyants/non croyants

C6 la préférence des femmes **OR** possibilités de carrière

C7 pas les mêmes droits

C8 pour eux le mariage est une institution bourgeoise / ils ont les mêmes valeurs morales/les mêmes obligations

C9 on parle de cet état comme le «concubinage»

C10 diplômes / niveau d'éducation

LANGUAGE

5 ... Very Good Consistently accurate. Only few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order). Appropriate use of language from original texts integrated into own style.

4 ... Good Higher incidence of error than above, but clearly has sound grasp of the grammatical elements in spite of lapses. Some capacity to use accurately more complex structures. Genuine attempt to rise to demands of fluent expression in the foreign language, but has not the flair and confidence of the best candidates. Uses material from original texts intelligently.

3 ... Sound Fair level of accuracy. Common tenses and regular verbs mostly correctly formed. Some problems in forming correct agreement of adjectives. Difficulty with irregular verbs, use of prepositions. Expression rather forced and clumsy, perhaps somewhat anglicized. No attempts to integrate material from original texts into own work.

2 ... Below average Persistent errors in tense and verb forms. Prepositions often incorrect. Recurrent errors in agreement of adjectives. Expression very forced and pedestrian. No attempt to integrate material from original texts into own work.

0-1 .Poor Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error. Pedestrian repetition of items from the texts.

8616/3, 8616/33

7 Répondez *en français* aux questions suivantes:

The candidate is asked to render the sense of the original without necessarily providing a word for word translation. As long as communication of the main points 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 (statement which contains any except such minor errors).

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, as indicated below:

- (a) De quoi se plaignent les parents des jeunes enfants vivant à Paris? (ll. 13-18)
(Two of the following three points)

Les parcs(sont superbes) mais il y en a très peu/ ils sont très rares / un manque de

On ne peut pas y laisser jouer les enfants (interdit de gazon)

Il y a un problème de pollution

- (b) Citez deux raisons pour lesquelles la vie à Paris est plus agréable pour les célibataires et les gens vivant seuls. (ll. 18- 23)

(Any two of the following gain the mark. No need for full sentence)

Les cinémas, les bars et restaurants(leur offrent des distractions)

La moitié des appartements sont des studios ou n'ont que deux pièces /sont trop petits
(Use of *chambres* or *salles* treat as vocab error)

NB If *accommodation* is used as a French word = 0 for second half of question.

- (c) Pourquoi Julie Foulquier et ses enfants se sentent-ils plus libres en Bretagne? (ll. 28-33) (One part reference to space/sea; one part to children)

Elle peut (Ils peuvent) respirer, (car il y a de l'espace); (Also Elle voit la mer / la plage n'est pas loin

Ses enfants peuvent trouver des amis / aller à l'école à pied / s'amuser dans le village / ont plus d'indépendance

- (d) En quoi la migration actuelle est-elle différente de celle des années 60? (ll 34-41)

Dans les années 60 les hippies voulaient retourner à la nature (et aspiraient à cultiver des légumes à la campagne) (Reject: hippique as vocab error)

Aujourd'hui, la migration se fait vers les grandes villes de la province (comme Toulouse...)

(Watch misuse of: *déménager*; *cité* Treat these as vocabulary errors)

8 Résumez les facteurs qui font que la vie à Paris est devenue insupportable pour ceux qui y habitent.

Que pensez-vous de la façon dont les pouvoirs publics réagissent à l'exode des Parisiens?

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 FIVE for material drawn from the original text, and FIVE for personal response. 14 are for Quality of Language, divided between Accuracy and Range/Fluency

The marks to be awarded as follows:

(a) Reference to the text

Score ONE mark for each clear point made according to the following pattern. Enter in the margin the letter appropriate for the mark you are giving.

M(usée) Paris devient peu à peu un musée et un parc d'attractions. **Also** for reference to *tourisme*

P (arcs) il y a très peu de parcs; il n'y a pas assez de parcs. **Also** for any appropriate reference to parks, children playing etc.

PO (llution) l'air est pollué en été (et les enfants attrapent des maladies)

A(ttractions) les cinémas, les bars et les restaurants attirent les adultes (mais pas les enfants)

H(abitations) Les habitations sont conçues pour les célibataires ou les jeunes couples / sont trop petites pour les familles.

E(ffets psychologiques) reference to stress lack of liberty, space etc.

(b) Opinions and Response to the text

Mark like a mini-essay according to the variety and interest of the opinions and views expressed, the response to the original text stimulus, and the ability to express a personal point of view.

5 ... Very good Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.

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

3 ... Sound A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text.

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

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

QUALITY OF LANGUAGE

Accuracy - 5 marks

5 ... Very Good Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).

4 ... Good Higher incidence of error than above, but clearly has sound grasp of the grammatical elements in spite of lapses. Some capacity to use accurately more complex structures.

3 ... Sound Fair level of accuracy. Common tenses and regular verbs mostly correctly formed. Some problems in forming correct agreement of adjectives. Difficulty with irregular verbs, use of prepositions.

2 ... Below average Persistent errors in tense and verb forms. Prepositions often incorrect. Recurrent errors in agreement of adjectives.

0-1 ... Poor Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.

FLUENCY AND RANGE (9 marks)

8-9 Very Good Uses language in an articulate and fluent manner, with confident use of a variety of sentence patterns. Wide range of vocabulary.

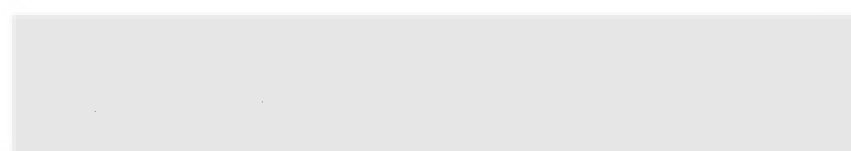
6-7 Good Genuine effort to rise to the demands of fluent expression in the FL, but has not quite the flair and confidence of the best candidates. Good range of vocabulary.

4-5 Sound Expression rather forced and clumsy, perhaps somewhat anglicized. Limited range of sentence patterns. Adequate range of vocabulary.

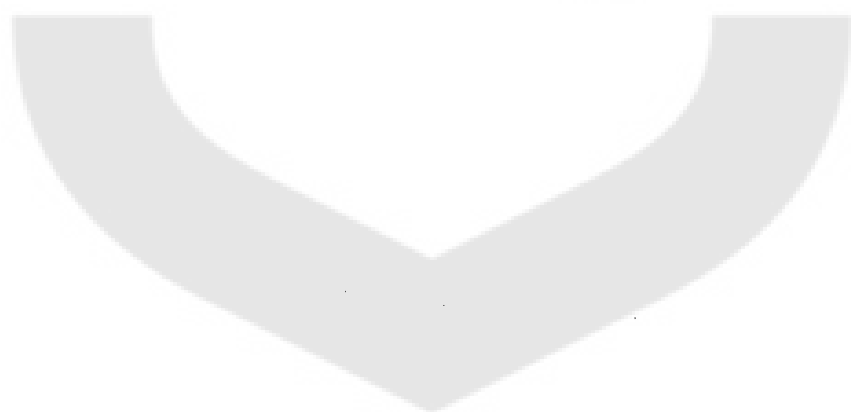
2-3 Below average Almost all sentence-patterns are simple. Expression very forced and pedestrian. Vocabulary limited and pedestrian.

0-1 Poor Only able to produce the simplest sentence-patterns. Complete lack of fluency. Very halting, at times incoherent. Vocabulary weak.

Total for language = 14 marks



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Markscheme
9110/4
June 2000

French Essay

SUMMARY OF MARKING CRITERIA	
LANGUAGE (Mark out of 24)	CONTENT (Mark out of 16)
Very Good (21-24)	Very Good (14-16)
Confident use of complex sentence patterns, generally accurate, extensive vocabulary, good sense of idiom.	Detailed, clearly relevant and well illustrated. Coherently argued and structured.
Good (16-20)	Good (11-13)
Generally sound grasp of grammar in spite of quite a few lapses; reads reasonably; some attempt at varied vocabulary.	Sound knowledge and generally relevant; some ability to develop argument and draw conclusions.
Adequate (10-15)	Adequate (7-10)
A tendency to be simple, clumsy or laboured; some degree of accuracy; inappropriate use of idiom.	Some knowledge, but not always relevant; a more limited capacity to argue.
Poor (5-9)	Poor (3-6)
Consistently simple or pedestrian sentence patterns with persistent errors; limited vocabulary.	Some attempt at argument, tends to be sketchy or unspecific; little attempt to structure an argument; major misunderstanding of question.
Very poor (1-4)	Very poor (1-2)
Only the simplest sentence patterns; little evidence of grammatical awareness; very limited vocabulary.	Vague and general; ideas presented at random.

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Markscheme
9110/5, 9110/55
June 2000

MARKING SCHEME FOR TEXTS AND THEMATIC STUDIES:(COMPONENT 5/55)

Candidates will write their essays in the foreign language. Examiners should look for a candidate's ability to communicate effectively and should ignore linguistic errors which do not impede communication. The use of the foreign language will not prove a barrier to effective communication, provided that examiners adopt as the benchmark for an appropriate standard of attainment the level of comment and insight that could be expected of an advanced level student on a visit to the foreign country, discussing a film or a television programme in the foreign language with an exchange partner.

Each question is marked out of 25, using the scheme outlined below, with a notional working pass mark of 13. Examiners should assume initially that candidates will meet the requirements for a sound mark and then raise or lower this mark in the light of the material presented.

Section 1: Passage-based questions

Examiners should consider the extent to which candidates have been able to identify the significant issues raised in the passage and, where appropriate, have applied these to the text as a whole. The passage is a stimulus passage to be used as a springboard to give candidates a starting point for their answer. Examiners should allow candidates to use the passage as they choose and ask themselves how successfully the candidates have manipulated their material and to what extent they have shown depth of awareness and knowledge of the workings of the text under discussion. This is not an exercise in literary criticism: examiners should reward candidates whose answers show good understanding of how a text works and how an author has conveyed the key issues.

Section 1: Essays

A prime consideration is that candidates show detailed knowledge and understanding of the text.

Section 2

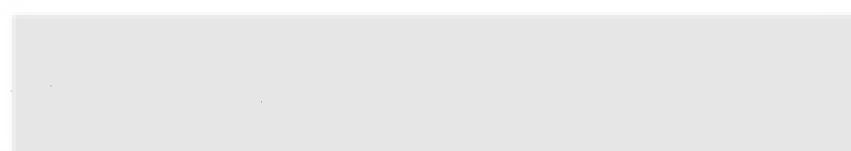
The questions set relate to themes rather than texts. Candidates will be required to prove evidence of thought and intelligent insight. Examiners should look for an awareness of the aims of the authors and of particular techniques, incidents or characters which enable these aims to be fulfilled (or not). Candidates should show some ability to assimilate the material read and present a coherent argument. They should be rewarded for their ability to offer intelligent comments on their chosen themes and the skill and extent to which they marshal supportive material for their case.

Section 2 does not require textual analysis, nor does it place emphasis on literary techniques. Essays will tend to present a general picture and, provided candidates' comments and insights respond to the question, these should be appropriately rewarded.

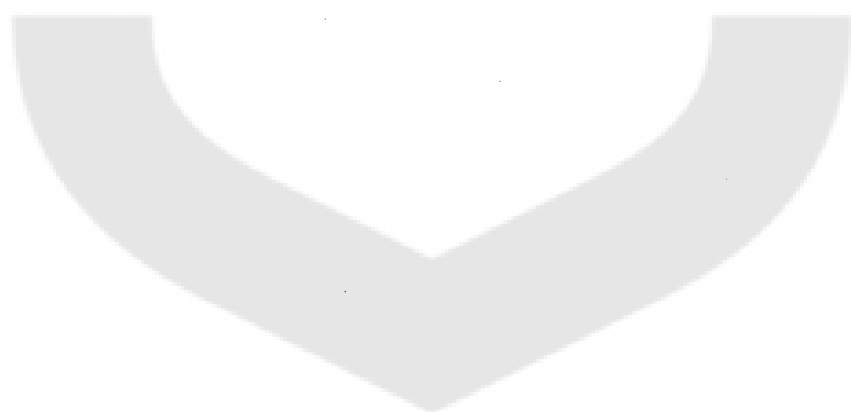
Candidates are required to focus on, and make specific reference to, one of the named texts from the list and to support their case by clear reference to additional material. Reference to other literary and non-literary works, to films, television transmissions, videos and newspapers are all valid but must be relevant. A candidate who does little more than refer to "other books I have read" or "and in the film version the end is different" will gain no advantage unless this extra material is genuinely incorporated into the argument. Examiners should view with particular scepticism final paragraphs whose purpose is to suggest wider study where there is little evidence of such work in the bulk of the essay which has hitherto concentrated solely on a single text.

Candidates must state at the top of their essays which named text they are using for close reference. Candidates who limit themselves to a named text only and do not make proper use of the additional material required by the rubric cannot be given more than a SOUND mark for that essay.

22-25 EXCELLENT	Intelligent use of material, clarity, sense of control, good organisation. Clear evidence of thoughtful evaluation of texts or themes.
19-21 VERY GOOD	The essay has an argument and develops a case. There is a clear line of thought. The text is used and pointed to the question and (for thematic studies) the supplementary material included is relevant. Quotations may not always be integrated but their selection is appropriate. There may be some limitations in scope, but the general issues pertinent to the text and the question have been taken into account.
17-18 GOOD	The text is understood and is applied to the question even if the essay does not show much sophistication. For thematic studies the candidate will refer to material beyond the named texts but is not always able to integrate this material. Overall the impression is workmanlike with evidence of thought and preparation.
15-16 SOUND	Evidence that the candidate has understood the text presented. The essay has a preponderance of "content" but there is evidence of the candidate's ability to recognise the central issues of the work. Quotation, where used, may be undigested.
13-14 ADEQUATE	The candidate shows a limited grasp of the text. 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.
10 12 POOR	Some material but little attempt to organise it or to answer the question.
0 - 9 VERY POOR	Extremely brief and/or very inadequate answer. The problems may include any or all of the following: great difficulty in communicating anything in the foreign language; obvious ignorance of the texts; irrelevant answers. Levels within this band should be distinguished: the lower end for complete ignorance; up to 9 for a reasonably solid paragraph conveying some relevant information. Anything more than this should be considered for the next band.



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RECOGNISING ACHIEVEMENT

A large, faint, light-grey shield-shaped graphic serves as a background for the central text. It features a horizontal bar at the top and a curved, arrow-like shape at the bottom.

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Markscheme
8616/66, 9110/6, 9110/66
June 2000

French Coursework

Assessment Criteria

Teachers should assess the coursework using the following criteria:

A Content (25 Marks)

25-21	Outstanding work of exceptionally high quality. The content is well thought-out, wide-ranging in treatment and based on intelligent use of sources. There is a considerable degree of personal involvement in the material and a high level of interest is maintained for the reader. There may be original ideas and a marked capacity to evaluate the evidence and draw conclusions from the material presented.
20-16	Very good work. The content is quite well thought-out with a good range of treatment and there is good use of a range of sources, where appropriate. There is a significant degree of personal involvement, and the content retains the interest of the reader. There is some capacity to evaluate evidence and draw conclusions from the material presented.
15-11	Commendable. The content is satisfactory but more obviously derivative than in the two higher categories. The student is interested in the subject, but has not been able fully to transmit this interest to the reader. Use of source material is adequate. The subject has been understood but the information given is not really evaluated and there is no real capacity to draw conclusions.
10-6	There are serious omissions in the content, and the use of sources is very derivative, though not exactly plagiaristic. The student seems to have little real involvement in the subject, and the general impression on the reader is flat and uninteresting. There is a good deal of irrelevance and no capacity to evaluate evidence or draw conclusions.
5-0	Very thin content, full of omissions and irrelevance. No real interest or involvement on the part of the student.

B Structure and Development (10 marks)

Where essays exceed the word limit (600 for the shorter pieces and 1100 for the longer pieces), candidates will be placed no higher than in the Below Average category (3-2) in this section.

10-9	Outstanding. The work is exceptionally well structured, showing excellent development of ideas and clear logical links between sections. There is balance between the parts and a considerable capacity to select, organise and sequence the material is demonstrated.
8-7	Good. Well-structured with some balance and clear ability to make logical links and develop ideas. Evidence of the capacity to select, organise and sequence the material.
6-4	Satisfactory. There is some evidence of structure in the work, but it lacks a clearly developed line of thought, and may be unbalanced in its treatment of some aspects of the subject. Some faults in the organisation and sequencing of material e.g. there may be some paragraphs which show no relation to each other.
3-2	Below Average. Inadequately or haphazardly structured with no clear development of ideas and faulty sequencing of material of excessive length (see above).
1-0	Poor. Slapdash and disorganised.

C Use of Language (10 marks)

Accuracy is not the concern of this part of the assessment of language.

10-9	Outstanding. Highly fluent and confident use of language. Wide ranging and variety of lexis and sentence structure and appropriate use of idiom. Meaning conveyed with complete clarity. The best work one could expect from an A Level candidate. Despite use of sources, this is very much the candidate's own work.
8-7	Good. Fluent use of language with a good range of lexis and some capacity to handle complex sentences. Meaning conveyed without difficulty. Clearly the candidate's own work, though some interference from sources.
6-4	Satisfactory. A reasonable attempt to express him/herself, but somewhat limited in fluency and range of lexis. Uses relatively straightforward sentence construction, and leans rather heavily on the language of the source materials. Meaning conveyed in general but with some ambiguity.
3-2	<u>Either</u> reads like translated English with no evidence of fluency and with very limited lexis and range of sentence structure. <u>Or</u> highly sophisticated 'foreign language' clearly drawn largely from source materials with little intervention by the candidate.
1-0	<u>Either</u> command of the foreign language is not adequate to convey meaning in handling a topic at this level of difficulty. Limited lexis, only simple sentence structure used. <u>Or</u> almost wholly derivative and plagiarised.

D Accuracy of Language (5 marks)

This mark out of 5 should be given for the accuracy in the use of tenses, agreements, word order, spelling etc.

5	Outstanding	Only minimal errors.
4	Very Good	Some errors, but not serious in nature.
3	Average	Some serious errors, but these do not mar the general impression.
2	Below Average	Many serious errors.
1-0	Poor	Language consistently marred by serious errors.