

**UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS**

GCE Advanced Subsidiary and Advanced Level

**MARK SCHEME for the June 2004 question papers**

**8682 FRENCH LANGUAGE (AS LEVEL)  
8670 FRENCH LITERATURE (AS LEVEL)  
9716 FRENCH (A LEVEL)**

<b>8682/01, 9716/01</b>	<b>Paper 1 (Speaking), maximum raw mark 100</b>
<b>8682/02, 9716/02</b>	<b>Paper 2 (Reading and Writing), maximum raw mark 70</b>
<b>8682/03, 9716/03</b>	<b>Paper 3 (Essay), maximum raw mark 40</b>
<b>8670/04, 9716/04</b>	<b>Paper 4 (Texts), maximum raw mark 75</b>

These mark schemes are published as an aid to teachers and students, to indicate the requirements of the examination. They show the basis on which Examiners were initially instructed to award marks. They do not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the *Report on the Examination*.

- CIE will not enter into discussion or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the June 2004 question papers for most IGCSE and GCE Advanced Level syllabuses.

**Grade thresholds** taken for Syllabus 9716 in the June 2004 examination.

	maximum mark available	minimum mark required for grade:		
		A	B	E
Component 1	100	78	68	46
Component 2	70	46	39	23
Component 3	40	32	28	17
Component 4	75	51	45	33

The thresholds (minimum marks) for Grades C and D are normally set by dividing the mark range between the B and the E thresholds into three. For example, if the difference between the B and the E threshold is 24 marks, the C threshold is set 8 marks below the B threshold and the D threshold is set another 8 marks down. If dividing the interval by three results in a fraction of a mark, then the threshold is normally rounded down.

Boundaries for 8682 AS Language and 8670 AS Literature are lower than for the A level syllabus.

June 2004

**GCE ADVANCED SUBSIDIARY AND ADVANCED LEVEL**

**MARK SCHEME**

**MAXIMUM MARK: 100**

**SYLLABUS/COMPONENT: 8682/01, 9716/01**

**FRENCH  
(Speaking)**

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### Section 1: Presentation

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

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

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

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**Section 2: Topic Conversation and Section 3: General Conversation**

Examiners will mark out of 40 for each part: Comprehension and Responsiveness (10 marks), Accuracy (10 marks), Feel for the Language (10 marks), Range of Vocabulary and Structures (total out of 10, divided between Providing Information and Opinions and Seeking Information and Opinions – see below).

Comprehension and Responsiveness	Accuracy	Feel for the Language
<b>9-10 Very good</b> No problems of comprehension. Prompt response to examiner's questions. Very forthcoming in developing topics: able to guide the discussion, offering/seeking opinions as appropriate.	<b>9-10 Very good</b> Consistently accurate. Only occasional minor slips.	<b>9-10 Very good</b> Has a very good feeling for the language and is able to express concepts fluently in appropriate idiom. Negligible influence from the mother tongue.
<b>7-8 Good</b> Few problems of comprehension. Responds readily and without undue hesitation. Reasonably forthcoming but tends to follow examiner's lead.	<b>7-8 Good</b> Accuracy generally good, with more frequent errors than in the very best candidates. Shows a sound basic understanding of grammatical usage.	<b>7-8 Good</b> Has a very good feeling for the language. Shows competent use of relevant idiom. Avoids significant influence from mother tongue.
<b>5-6 Satisfactory</b> Understands questions on basic situations and concepts, but has difficulty with more complicated ideas. Some delay in response. Needs encouragement to develop topics.	<b>5-6 Satisfactory</b> Accuracy indicates a measure of competence but with some obvious and significant gaps in grammatical usage.	<b>5-6 Satisfactory</b> Feeling for the language evident with some occasional use of relevant idiom. Thought processes and expression are influenced by mother tongue.
<b>3-4 Weak</b> Has general difficulty in understanding. Limited response to questions on the majority of topics raised.	<b>3-4 Weak</b> Generally inaccurate use of the language.	<b>3-4 Weak</b> Has scant feeling for the foreign idiom. Generally translates literally from the mother tongue.
<b>0-2 Poor</b> Severe problems of comprehension. Very marked hesitation. Limited responsiveness.	<b>0-2 Poor</b> No grasp of grammatical accuracy. Errors constant and repeated.	<b>0-2 Poor</b> Has no feeling for the foreign language.

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**Range of Vocabulary and Structures**

<b>Providing Information and Opinions</b>	<b>Seeking Information and Opinions*</b>
<p><b>5 Very good</b> Extensive range of appropriate vocabulary. Able to use a wide range of structures with confidence.</p>	<p><b>5 Very good</b> More than one question asked with confidence. Spontaneous or prompted, but arising out of conversation and relevant to topic under discussion. High level of accuracy, using a range of question forms.</p>
<p><b>4 Good</b> Has sufficient range of vocabulary and structures to handle reasonably mature subjects.</p>	<p><b>4 Good</b> Asks more than one question confidently. Spontaneous or prompted, but arising out of conversation and relevant to topic under discussion. Questions largely accurate, but forms may be limited.</p>
<p><b>3 Satisfactory</b> Limited expression of ideas (but not ambiguity) caused by limitations in range of vocabulary and some structures.</p>	<p><b>3 Satisfactory</b> Capable of asking a minimum of one question. Spontaneous or prompted, but arising out of conversation and relevant to topic under discussion. Has difficulty in formulating questions, but questions comprehensible.</p>
<p><b>2 Weak</b> Severe limitations of vocabulary and structures restrict discussion to a very basic level.</p>	<p><b>2 Weak</b> Severe limitations in asking questions – possibly one question only. Question(s) will probably not arise naturally or be relevant to the topic under discussion. Question(s) difficult to understand.</p>
<p><b>0-1 Poor</b> Very restricted vocabulary. Only simple sentences and no variety of structure.</p>	<p><b>0-1 Poor</b> Questions attempted, but incomprehensible (1). No questions, even when prompted (0).</p>

\* In the case of candidates who do not ask any questions by the end of the Topic Conversation, Examiners must prompt by asking 'Do you have any questions to ask of me?' in the appropriate language. The same prompt should be used at the end of the General Conversation. Candidates will not be penalised for being prompted in this way.

June 2004

**GCE ADVANCED SUBSIDIARY AND ADVANCED LEVEL**

<b>MARK SCHEME</b>
<b>MAXIMUM MARK: 70</b>
<b>SYLLABUS/COMPONENT: 8682/02, 9716/02</b> <b>FRENCH</b> <b>(Reading and Writing)</b>

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### Section 1

- 1 (a) inexorable (l.8): (iii) irrésistible [1]  
 (b) ségrégations (l.11): (vi) discriminations [1]  
 (c) percée (l.17): (vii) réussite [1]  
 (d) bouleverser (l.18): (ii) perturber radicalement [1]  
 (e) amoindri (l.28): (viii) diminué [1]  
 [Total: 5]

- 2 (a) Ce sont les filles qui l'emportent aujourd'hui sur les garçons aux quatre étages de l'édifice scolaire.  
 OR : Ce sont les filles qui dominent les garçons... [1]  
 (b) Malgré la percée triomphale des filles, celles-ci n'ont pas encore réussi à bouleverser l'effet de la classe sociale.  
 OR : L'effet de la classe sociale n'a pas encore été bouleversé. [1]  
 (c) Chez les garçons, l'effet de l'origine sociale sur la scolarité est plus accentué que chez les filles. [1]  
 (d) Tout en se développant, l'instruction féminine a changé de signification. [1]  
 (e) Presque toutes les anciennes étudiantes travaillent. [1]  
 [Total: 5]

**Minor spelling mistakes are tolerated but not grammar.**

- 3 (a) **Any three from the following :**  
 1. Elles traversent l'école primaire dans le temps prévu.  
 2. Elles ne se font pas expulser du collège si souvent pour l'apprentissage.  
 3. Leurs résultats sont meilleurs au bac/elles sont plus performantes que les garçons au bac.  
 4. Elles arrivent plus nombreuses dans l'enseignement supérieur.  
 5. Il y a plus de filles que de garçons au lycée. [3]
- (b) **Any four from the following :**  
 1. Le progrès féminin  
 2. a complètement changé la vie  
 3. pour toute la société.  
 4. Les programmes d'école ont été modifiés.  
 5. Les écoles sont mixtes/la loi. [4]
- (c) 1. L'influence de l'origine sociale est déterminante  
 2. pour la réussite scolaire.  
 3. La réussite des filles n'a pas changé cela.  
 4. Le progrès des filles est évident dans toutes les classes.  
 5. Les effets de l'origine ne sont pas aussi marqués chez les filles/sont plus marqués chez les garçons. [5]
- (d) **Any three from the following :**  
 Presque toutes les femmes éduquées travaillent.  
 Le chômage n'a pas arrêté/ralenti



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**Quality of Language: Accuracy (also for Questions 4 and 5)**

<b>5 Very Good</b>	Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order)
<b>4 Good</b>	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.
<b>3 Sound</b>	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.
<b>2 Below average</b>	Persistent errors in tense and verb forms. Prepositions often incorrect. Recurrent errors in agreement of adjectives.
<b>0-1 Poor</b>	Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.

For questions 3 and 4, the marks for the quality of language will be awarded globally for the whole performance on the set of answers to a text. With regard to length, a concise answer containing all mark-bearing components for content is scored on the full range of marks for language, i.e. length does not determine the quality of language mark. An answer scoring 0 for Content cannot score any language marks, and the total available on the whole set of answers will therefore be affected. The final total for language will be reduced on the following scale:

- Answer(s) worth 2 or 3 scoring 0: reduce final assessment by –1;
- Answer(s) worth 4 or 5 scoring 0: reduce final assessment by –2;
- Answer(s) worth 6 or 7 scoring 0: reduce final assessment by –3;
- Answer(s) worth 8 or 9 scoring 0: reduce final assessment by –4;

*Note:* A minimum of 1 mark for quality of language should be awarded if there are any content marks at all (i.e. 0 language marks only if 0 content marks).

[Total: 15 + 5 = 20]

(For quality of language: Accuracy marks, see grid with Question 3)

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### Section 2

- 4 (a) 1. Il y a toujours des tâches domestiques.  
 2. C'est presque toujours la femme  
 3. qui doit entreprendre la plus grande partie de ces tâches. [3]
- (b) Elles partagent leur temps également. [1]
- (c) 1. Ce sont les tâches faites ou par la femme ou par l'homme  
 2. par exemple la cuisine/la vaisselle/les vitres  
 3. « négociables » parce que la décision dépend d'un accord entre homme et femme. [3]
- (d) 1. Les hommes sont plus prêts/  
 2. à faire des tâches domestiques  
 3. Ces changements ne sont pas si évidents chez les agriculteurs/artisans/commerçants. [3]
- (e) 1. Dans les familles où homme et femme ont chacun un diplôme, l'homme entreprend davantage de tâches.  
 2. Plus le niveau de diplôme est haut, plus l'homme fait des tâches domestiques  
 3. y compris les tâches « féminines »/négociables. [3]
- (f) 1. Les évolutions sont sans doute les machines à laver et les autres machines qui aident avec le travail dans un ménage moderne.  
 2. A cause de ces machines, il n'y a pas autant de tâches à faire.  
 3. Autres évolutions ou exemples – le fast-food. [2]
- Not education**
- [Total: 20]

(For quality of language: Accuracy marks, see grid with Question 3)

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5 Summary should include the following points:

**Dans le système éducatif**

- E1 Les filles l'emportent sur les garçons.
- E2 Elles réussissent à chaque niveau/à l'école primaire/au collège etc
- E3 L'effet de l'origine sociale
- E4 L'effet est moins accentué chez les filles.
- E5 Les programmes scolaires ont été modifiés.
- E6 Le diplôme donne accès au travail/Presque toutes les femmes travaillent.
- E7 L'évolution que l'on voit à l'école reflète l'évolution de la société entière.
- E8 Malgré le chômage qui monte, de plus en plus de femmes travaillent.
- E9 Les filles et les garçons ne sont plus séparés à l'école, les classes sont mixtes.
- E10 L'éducation a une valeur professionnelle plutôt que domestique.

**A la maison**

- M1 Le travail domestique reste.
- M2 Les femmes consacrent autant de temps au travail domestique
- M3 qu'à leur activité professionnelle.
- M4 Une des tâches remplies par les femmes.
- M5 Partage avec l'homme selon le niveau d'éducation.
- M6 Les hommes font plus de tâches/les hommes et les femmes partagent les tâches (négociables).
- M7 La technologie réduit le nombre de tâches à faire à la maison.
- M8 La femme fait la plupart du travail domestique. [10]

(For quality of language: Accuracy marks, see grid with Question 3) [5]

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### Opinions and Response to the text

[5]

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.

<b>5 Very Good</b>	Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.
<b>4 Good</b>	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.
<b>3 Sound</b>	A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text.
<b>2 Below average</b>	Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition.
<b>1 Poor</b>	Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text.

[Total: 10 + 5 + 5 = 20]

(For quality of language: Accuracy marks, see grid with Question 3)

June 2004

**GCE ADVANCED SUBSIDIARY AND ADVANCED LEVEL**

**MARK SCHEME**

**MAXIMUM MARK: 40**

**SYLLABUS/COMPONENT: 8682/03, 9716/03**

**FRENCH  
(Essay)**

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

June 2004

**GCE ADVANCED SUBSIDIARY AND ADVANCED LEVEL**

**MARK SCHEME**

**MAXIMUM MARK: 75**

**SYLLABUS/COMPONENT: 8670/04, 9716/04**

**FRENCH  
(Texts)**

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Candidates will write their answers in the foreign language. Examiners will look for candidate's ability to communicate effectively and will ignore linguistic errors that do not impede communication.

*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.

*Essay questions:* a prime consideration is that candidates show detailed knowledge and understanding of the text.

### **Extracts from Examiners' Notes**

This paper is intended to test candidates' knowledge of a text and their ability to use this knowledge to answer questions in a clear and focused manner. A sophisticated literary approach is not expected (though at the highest levels it is sometimes seen), but great value is placed on evidence of a firsthand response and thoughtful, personal evaluation of what candidates have read. Candidates may have been encouraged to depend closely on prepared notes and quotations: quotation for its own sake is not useful, though it will not be undervalued if used appropriately to illustrate a point in the answer.

Candidates do not tend to show **all** the qualities or faults described in any one mark-band. Examiners attempt to weigh all these up at every borderline, in order to see whether the work can be considered for the category above. At the lower levels, the answer may mention a few 'facts' but these may be so poorly understood, badly organised and irrelevant that it falls into category 10-11; or there may be just enough sense of understanding and focus for the examiner to consider the 12-13 band. Again, at a higher level, an answer may be clear, solid and conscientious (perhaps 18-19), without showing quite the control and attention to perceptively chosen detail which would justify 20 or more.

Examiners take a positive and flexible approach and, even when there are obvious flaws in an answer, reward evidence of knowledge and especially any signs of understanding and careful organisation.

Candidates are expected to write 500-600 words for each of their answers. Candidates who write more than 600 words cannot be placed higher than the 16-17 category in the marking scheme.



Marks	Description
22+	Exceptional work. Excellent ability to organise material, thorough knowledge, considerable sensitivity to language and to author's intentions, understanding of some literary techniques. Really articulate and intelligent answers should be considered in this band even if there are still flaws and omissions.
20-21	Very good. Close attention to detail of passages, controlled structure, perceptive use of illustration, good insight when discussing characters. Ability to look beyond the immediate material and to show some understanding of author's intentions and of underlying themes.
18-19	Thoroughly solid and relevant work. Candidate does not simply reproduce information: can discuss and evaluate material and come to clear conclusion. Good focus on passages. Some limitations of insight but coherent, detailed approach and aptly chosen illustrations.
16-17	Painstaking. Sound knowledge of texts; mainly relevant. Some attempt to analyse and compare, some sense of understanding. Possibly not in full control of material; solid but indiscriminate. Many very conscientious candidates fall into this category: they tend to write far too much as they are reluctant to leave out anything they have learnt. Coherent essays which lack really solid detail but convey a good understanding of the text should also be considered for this band.
14-15	Fair relevance and knowledge. Better organised than in previous band: the candidate probably understands the demands of the question without being able to develop a very thorough response. Still a fairly simple, black and white approach. Some narrative and 'learnt' material but better control and focus than below. Many candidates probably fall into this category.
12-13	Sound, if simple and superficial, knowledge of plot and characters. Makes assertions without being able to illustrate or develop points. Probably still too dependent on narrative and memorised oddments but there may be a visible attempt to relate these to the question. Can extract one or two relevant points from a set passage.
10-11	Some very basic material but not much sense of understanding or ability to answer question. The candidate rarely reads the set passage but uses it as a springboard for storytelling and memorised bits and pieces about characters. Very general, unspecific approach. Random, bitty structure. Signs of organisation and relevance should be looked for in case the answer can be considered for the next category.
6-9	Marginally more knowledge here. The candidate may have read the text but is probably unable to see beyond the barest bones of the plot or half-remembered notes. Insubstantial; very little relevance. The candidate may have problems with the language and will be unable to express ideas comprehensibly.
0-5	No discernible material. Often very inadequate language. Marks in this section are awarded almost on the basis of quantity: up to 3 for a sentence or two showing a glimpse of knowledge, 4 or 5 where there is also a hint of relevance to the question. It is possible for a candidate to write a whole page demonstrating no knowledge at all (have they read the book?), or only misunderstood background facts or very vague general remarks unrelated to either text or question.