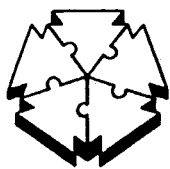


# GCSE

## French

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Session:	1994 June
Type:	Mark scheme
Code:	1525



# MEG

MIDLAND EXAMINING GROUP

## **GCSE EXAMINATIONS SUMMER 1994**

### **MARKING SCHEME**

**for**

**FRENCH PAPER 1 (1525/1)**

#### **Notes:**

1. This Marking Scheme is a working document prepared for use by Examiners, all of whom are required to attend a Standardisation meeting to ensure that the Marking Scheme is consistently interpreted and applied in the marking of candidates' scripts.
2. MEG 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 Standardisation meeting, there may be different interpretations of the application of a Marking Scheme.

**MARKING SCHEMES FOR GCSE – SUMMER 1994**

**Listening**

The detailed schemes for each sub-component should be read in conjunction with the following general rules:

*Where only one answer is required but more are offered, only the first is marked.*

*Where correct information which is irrelevant to the question set is offered first, it is ignored.*

*Where the space for an answer is set out as*

*(a) .....*

*(b) .....*

*the first answer on each line is marked. Candidates should always make clear to which question their answer refers.*

*Where answers are written one above the other in answer to a single question, the answer on or nearest to the line is the only one that will be marked.*

In the detailed marking schemes in this booklet variants of acceptable answers are separated by an oblique, e.g. closed/shut.

Since it is not always practicable in such cases to include all possible synonyms, paraphrases and variations of wording, the marker has to use his/her professional judgement. The same applies to rejections.

**FRENCH LISTENING 1525/1**

**Please read these notes carefully before the meeting and refer to them frequently during your marking together with all instructions regarding samples, despatch of mark sheets and scripts and so on. Please do not hesitate to contact the Principal Examiner, your Team Leader or the MEG secretaries as appropriate should you experience any problems.**

***Before the standardisation meeting***

Familiarise yourself as well as you can with this scheme. Please do your best to find the time to study and, if possible, to mark preliminarily (in **pencil**) about 20 scripts, from all three levels, using this scheme. Make a note of any points not dealt with in the scheme or of any discrepancies you find. Ensure clarification of these points by the end of the meeting.

**Apart from this preliminary marking in pencil you are not to start marking before the standardisation meeting!**

***At the meeting*** (10.30 a.m.–4 p.m. Friday 27 May – Abingdon)

Make a note of every point mentioned. Refer to the notes you have made during your preliminary marking, but avoid raising obvious points – there will not be enough time to deal with every alternative answer. However, if you are in any doubt you must feel free to ask for clarification. You will receive an additional scheme at the start of the meeting – this may well answer some of the questions you wish to raise, so please check carefully that a particular point you wish to make is not already covered here. Spaces are left on this first scheme in which you can add the amendments mentioned in the second scheme and during the meeting. If you have any clerical or administrative questions, please ask the MEG secretaries at a convenient time during the day.

***During your marking***

Please ensure security and confidentiality of materials at all times. Follow the scheme scrupulously (even if you disagree with any part of it!) – it is unfair on candidates if you fail to do so. You will find that you become quickly acquainted with the scheme, but it is advisable to refresh your memory by reading through it at various stages throughout your marking, particularly on the Higher Level papers where you will encounter a large number of alternative answers that require verification.

***You should observe the following procedures:***

- 1 Always mark in **red pen**.
- 2 Place a tick adjacent to each correct answer, one tick for each **mark** awarded. Incorrect answers should **not** be marked with a cross, but with a **dot** indicating that you have read the answer. The dot will show your checker that you have not overlooked the answer.
- 3 **Circle** total marks at the foot of each exercise. Write the total mark for each paper in Box 1 on the front page of the script and on the corresponding mark sheet. **No half-marks are to be awarded.** The Basic Level paper is out of 40 marks, and the Higher Level papers out of 20 marks.
- 4 Please exercise great care with additions and ensure that your appointed checker is fully acquainted with the procedures. Having checked the script, your checker should **tick** in pencil the total on the front page and should also **initial** the appropriate box at the top of each mark sheet when you have entered the marks.

**Marking Strategies**

- 1 If work is very untidy try to decipher it, but if it is illegible mark it wrong.
- 2 If one answer has been superimposed over another such that both are equally visible, mark the answer wrong.
- 3 Correct answers placed in the wrong places (i.e. in spaces for other answers) are to be marked wrong – **but N.B. see strategy 6 below** where some answers are interchangeable.
- 4 Where a candidate has made two or more choices on a multiple-choice question requiring only one answer, the mark will automatically be lost (though not, obviously, if the candidate has changed the first answer and has made it quite clear which answer he/she wishes to have marked).
- 5 If **lists** of possible answers are submitted where only one is required, mark the first only and ignore the others. Ignore correct but irrelevant information placed before the required answer (but see 9 below). If two answers are required, mark the first two offered. There will occasionally be exceptions to this rule – they will be mentioned clearly on the scheme or at the meeting.
- 6 Where the space for an answer is set out as (a) and (b), mark the first answer on each line. If two answers are written on the (a) line, however, and **nothing** on the (b) line, then mark the two on the (a) line and award the marks accordingly. Note that very often the answers to (a) and (b) (or (i) and (ii)) will be **interchangeable**.
- 7 Where one answer is required but two are written, **one above the other**, mark the one on or nearer to the line. Use your discretion, however, to decide whether the candidate is clearly indicating that one particular answer is to be marked.
- 8 Ignore brackets, marking anything in them in the usual way. There will be some cases where your judgement will be required to interpret what intention the candidate has in using brackets, but in general the above rule will apply.

**9 Invalidation**

Despite the above rulings on lists (see 5 above), a correct answer can be invalidated **by the addition of incorrect material**, in which case the answer will score nought (if marked out of one) or lose one mark (if marked out of more than one). Indicate this in your marking with 1-1; 2-1, etc., remembering to write a tick if, as in the case of 2-1, a mark is to be awarded. Care needs to be exercised in order to distinguish between incorrect and irrelevant material.

It will sometimes be difficult to legislate on invalidation and it can easily be confused with the lists rule. By way of a simple example, imagine that comprehension of 'jus de pommes' is being tested, the question asking for the flavour of the fruit juice:

**answer (a):** 'apple, orange.' = 1 mark (first in list correct).

**answer (b):** 'orange, apple' = 0 mark (first in list incorrect).

**answer (c):** 'apple with orange' = 1 - 1 = 0 mark (invalidation of a correct answer).

- 10 Answers given **in French** are to be marked wrong. However, in the case of English/French cognates or near cognates, where it is certain that the French has been understood, the mark can be awarded. For example: 'le garage', 'cinéma' (with accent), 'Decembre', etc. See strategy 12 below and follow the same rule – viz. award if the answer would be clearly understood by an English speaker with no knowledge of French. Do not award the use of words in French which are sometimes used in English, such as 'crepe', 'chateau', 'autoroute', etc. Further guidance about this strategy will be given at the meeting.

- 11 **Singulars for Plurals** (and vice versa) can normally be tolerated at Basic level, though there may be cases where they will be unacceptable. Such cases will be mentioned at the meeting. Similarly the use of relatively harmless, non-distorting reinforcers such as 'quite', 'about', etc.; there are examples of these in the scheme. At Higher Level, where greater precision is expected, confusion of singular and plural will generally constitute a distortion of meaning (though one must always bear in mind that, in listening, the distinction may not always be evident).
- 12 **Be tolerant of poor English spelling.** Bear in mind at all times that we are testing candidates' comprehension of French and not their mastery of English. We are not required to follow the 'SPAG' rules on assessment of English spelling and grammar. Always accept an answer incorrectly spelt in English provided it is recognizable as the correct word. See also strategy 10 above. Follow the same procedure here, and if in doubt, decide in the candidate's favour.
- 13 Where an answer is ambiguous and could equally well be judged right or wrong, decide in the candidate's favour.
- 14 In some cases you will have to use your own professional judgement in deciding how to mark a particular answer. This will be so especially on the Higher Level papers, where you are often looking for a correct **concept** in an answer rather than an individual item such as a number or an object. In such instances, always follow the general guidelines above, the examples given in the schemes and discussed at the meeting and the tapescript itself in reaching your decision (though bearing in mind that the tapescript is **heard** and **not seen** by candidates!) Remember that it is quite impossible for a scheme to cover every eventuality. If, however, you really cannot decide how to mark a particular answer, do contact your Team Leader.

### **Samples**

Details of **samples** of marking to be sent to your Team Leader and the dates by which this should be done will be given at the meeting. Some photocopied scripts will be studied at the meeting but your sample will consist of 10 scripts at each level from your own allocation. These should be sent to your Team Leader as soon as you have marked them. Your Team Leader will return the scripts to you, with comments, as soon as he/she can. If changes have been made to the marks, it is these marks which must be entered on the mark sheets. Until you are contacted by your Team Leader, you are advised only to mark the elementary or the box-ticking/multiple-choice exercises (such as Higher Part 1, Exercises 2 and 4). If it is subsequently pointed out that you have been marking a particular point incorrectly, you are obliged to check all those papers you have already marked. You may be asked to send a second sample of your early marking and again, if your Team Leader points out that you have been marking a certain question incorrectly, you must check all the papers you have marked. **A second sample here does not replace the second sample referred to below.**

A second sample, will be required by your Team Leader at a later stage during your marking. This sample (of at least 30 scripts at each level) will not be returned to you. You must therefore make quite sure that you record the marks for these scripts on the mark sheets **before** sending the scripts to your Team Leader.

### **After completion of marking**

You must send a short report to your **Team Leader**. The report should contain your general impressions of the standard of the papers you have marked. A detailed analysis is **not** required. You should highlight general strengths and weaknesses observed and mention those questions or exercises which proved to be particularly well or poorly answered. Your comments will help in the writing of the examination report sent to Centres. Bear in mind that one of the purposes of the report is to advise teachers on how best to prepare their candidates for the examination.

I hope that you will find these notes and the meeting useful and that your marking will proceed smoothly. Thank you very much indeed for your assistance and co-operation.

S. G. Crossland (Principal Examiner)

**BASIC LEVEL**

<b>Accept</b>	<b>Mark</b>	<b>Reject</b>
<b>Section 1 – Questions 1–10</b>		
<b>1</b> <u>11</u> (o'clock / eleven; 23h.; 11h.; ignore a.m. or p.m.; 'about 11'.	1	11.30.
<b>2</b> <u>Wednesday(s)</u> / Wed.	1	Mercredi; addition of another day; ignore list rule.
<b>3</b> <u>Centre</u> / middle / heart; Addition of any rendering of 'très bon'; at Pierre's house in the centre; by / near town centre.	1	At Pierre's house; near Pierre's house; centre of village; in shopping centre; central town; town square.
<b>4</b> <u>60</u> / sixty	1	
<b>5</b> <u>Not included</u> / extra / on top / they cost more; extra price; separate bill; sold separately; drinks are separate; buy / order / pay for drinks separately; you must pay for them; they are not free; they are not with the meal.	1	Expensive; included; they are free; set price. NB. they are included (be observant!); not complete with meal.
<b>6</b> (continue) <u>straight on</u> / keep on / go on / don't turn; carry on; go ahead; right ahead; keep right on; continue; forward; straight down-up aisle.	1	Addition of incorrect direction; any answer leading to wrong destination; straight on, on the right; straight on and turn right.
<b>7</b> (i) <u>ham</u> ; inclusion of incorrect price or weight; meat – ham; ham, eggs (list).	1	Meat; eggs, ham (list); ham and eggs; bacon – ham.
(ii) <u>today</u> / one day (only); tonight; for today; until today / tonight; (till) end of day; all day; all day today; ends today; till the shop closes.	1	Until tomorrow; now; till everything's gone; till the next day; all afternoon; today + specific day; 24 hours.
<b>8</b> B – <u>You have forgotten your change.</u>	1	Ticking of two answers.
<b>9</b> <u>Is that all?</u> / anything else? / that's all / will that be all / is that it? / if I'd like to buy something else; any more; any more postcards or anything else. (ignore omission of question mark)	1	Inappropriate addition, e.g. 'stamps'; is that enough.
<b>10</b> <u>(Go to) platform 2.</u> ignore incorrect renderings of 'voie B'; harmless addition: 'and your train will be there'; go to platform B / 2B B2; wait at platform 2; track / line 2; 2nd platform; carriage B, platform 2.	1	Omission of '2' / B; omission of platform/ track / line; gate 2; part 2; bay 2; inclusion of gate unless as misunderstanding of 'voie'; K2; quai 2; key 2; pier 2; go to the right platform; number 2; go to B.

Accept	Mark	Reject
<b>Section 2</b>		
<b>Exercise 1 – Questions 11–16</b>		
<b>11</b> (about) <u>15</u> / 15 years and 3 months.	1	14; 16.
<b>12</b> <u>1st of Feb(ruary)</u> / 1/2; 1st February'; ignore additions to date.	1	February; 2/1; février.
<b>13</b> (answers interchangeable)		
(ii) <u>thin</u> / slim / skinny / slender / slight / slim-normal.	1	Small; short; normal.
(iii) <u>blue eyes</u> ; eyes blue; eye blue; bleu eyes; dark / light blue eyes.	1	Inclusion of incorrect information.
<b>14</b> <u>(At) the post office</u> / P.O.; post office worker / official; <b>or</b> in the village (or both); post mistress; poste office; post office bureau; village / local post office.	1	Post; poste; as a post woman; away from home; post office in <u>town</u> ; post office in <u>another</u> village; post bureau; in an office in the village.
<b>15</b> (answers interchangeable)		
(ii) <u>rabbit</u> ; rabbit; rabbits; bunny.	1	6 rabbits.
(iii) <u>guinea pig</u> ; (any spelling, e.g. 'genuine').	1	Pig; Indian pig.
(ignore inclusion of adjectives, e.g. 'white rabbit'.		
<b>16</b> (answers interchangeable)		
(i) <u>dance</u> / danse / dancing / 'danc'; specific type, e.g. ballet; disco-dancing.	1	disco.
(iii) <u>swimming</u> ; swim; swimming pool.	1	Bathing; diving; going to the sea-side; pool.
	9	

Accept	Mark	Reject
<b>Exercise 2 – Questions 17–22</b>		
<b>17</b> Walks / <u>on foot</u> / 'legs it'.	1	
<b>18</b> (about) <u>1/4 hour</u> / 15 minutes.	1	Not long; 15.
<b>19</b> <u>Bus</u> / coach; 'couch'.	1	Public transport; car; minibus.
<b>20</b> (finishes) <u>homework</u> / 'prep'; school-work; studies.	1	Work; read; travels; talks with friends.
<b>21</b> <u>Car</u> ; drives; drives car.	1	
<b>22</b> <u>Father</u> / dad; his / her father.	1	Teacher; a parent; father + another person; father who works at the school.
	6	
<b>Section 3</b>		
<b>Exercise 1 – Questions 23–27</b>		
<b>23</b> <u>80 fr.</u>	1	More than one price ringed.
<b>24</b> (answers interchangeable)		
(i) <u>soup</u> ; thick soup; stew soup; broth; pottage; any description of soup.	1	Stew; paté; potted meat.
(ii) <u>melon</u> .	1	
<b>25</b> <u>Fish</u> / trout; ignore type of fish; (follow list rule).	1	Oysters; shark; omission of fish or trout.
<b>26</b> (answers interchangeable)		
(i) <u>beans</u> (green); any type of bean; runner / French / haricot beans.	1	Answers in French, unless followed by English version; haricots.
(iii) mushrooms.	1	
<b>27</b> (answers interchangeable)		
(i) (½ bottle) <u>red wine</u> ; 'red win' (ignore amount)	1	White wine; wine.
(ii) <u>water</u> / mineral water; fizzy water; tonic water; makes of water, e.g. Perrier.	1	Wine and water; mineral.
	8	

<b>Accept</b>		<b>Mark</b>	<b>Reject</b>
<b>Exercise 2* – Questions 28–31</b>			
<b>29</b>	(i) <u>museum</u> / history museum / nature museum; ignore type of musuem.	1	
	(ii) F.	1	
<b>30</b>	(i) (Olympic) <u>(swimming) pool</u> ; sports centre with swimming pool.	1	Sports centre.
	(ii) G.	1	
<b>31</b>	(i) <u>Tourist office</u> / tourist information / information bureau; information; tourists / visitors centre.	1	Answer in French; citizens' advice bureau.
	(ii) A	1	
		6	
Paper Total		40	

**\*NB.**

**Marking procedure for this exercise**

- (a) Credit **letters** first – F; G; A, in any order.
- (b) Study buildings and credit if matched with correct letter.
- (c) Check buildings and credit where letter is wrong or blank.

**HIGHER PART 1**

<b>Accept</b>		<b>Mark</b>	<b>Reject</b>
<b>Exercise 1</b>			
<b>1</b>	(i) Doors closing in 5 minutes; closes soon / in 5 minutes; about to close; shut the doors in 5 minutes.	1	Closed <u>for</u> five minutes; wrong amount of time; closing at specific time; it's closed; will close.
	(ii) Go to the cash-desk / check-out / counter; pay for your goods / shopping, etc.; take goods to cashiers; go to cashier. <u>(concept of paying or going to till)</u>	1	Leave; go out; go to the kiosk; finish your shopping; hurry up; don't buy anything else.
<b>2</b>	(i) Train is late / delayed / 30 mins. late; inclusion of information from (ii); <u>must have idea of late or delayed.</u>  Accept answer (ii) at (i) but do not credit twice. Subject + late or lateness + time.  (train) will arrive later; (train) will enter station late; (train) is ½ hour late; rapide will be ½ hr. late; do not penalise incorrect town; accept train to or from Dijon.	1	Train is arriving; late; delay; delayed.  Incorrect time or delay; 1 hr. late.
	(ii) Break down / electricity failure / shortage; train has broken down; power cut; no electricity; a fault with the train; problem with the electricity.	1	It's stopped; technical problem; specific answer, e.g. 'electricity cables broken'; 'electricity'.
<b>3</b>	Look after your things / luggage / cases; keep an eye on your things, etc.; be careful of your things, etc.; personal baggage / baggage / hand luggage.  Correct conclusion – e.g. watch out for thieves taking your things.  Do not leave things (unattended); keep hold of your luggage; keep your luggage with you; stay near luggage; watch your things; keep a check on your luggage; take care of your luggage; watch your things; keep cases in sight.  <u>Concept: staying with luggage for security reasons.</u>	1	Omission of mention of luggage / cases or things; take your luggage with you; leave your luggage with the personnel; check <u>in</u> your luggage; check your luggage; survey luggage; pick up your bags.
		5	

Accept	Mark	Reject
<b>Exercise 2</b>		
<b>4</b> E.	1	
<b>5</b> A.	1	
<b>6</b> D.	1	
<b>7</b> F.	1	
<b>8</b> B.	1	
	5	
<b>Exercise 3</b>		
<b>9</b> Yes / can come / will be there, etc.	1	
<b>10</b> Has to leave at ten (o'clock) / early; won't be able to stay late; has to leave / go <u>by</u> 10 o'clock; he / she is leaving at 10; can't stay long; can't stay late.	1	Wrong time; can't come <u>until</u> 10; has to be home at 10.
<b>11</b> No / can't come, etc. / non.	1	
<b>12</b> Mother is ill / has to look after mother / she has to baby-sit her mum; my mum . . . .	1	He's ill; she's ill; omission of mother / mum; wrong relative; addition of incorrect relative; inclusion of 'to rest'; wants to stay at home.
<b>13</b> Doesn't know / not certain / perhaps / ? / hopes to come / may be there, etc.; yes / no; probably; no – but not certain; no / yes – she's not certain; sorry but I don't know. <u>concept of doubt or uncertainty</u>	1	No – doesn't think so; sorry but no; probably not.
<b>14</b> (Lots of) (too much) work (to do) for exams / exam; cramming; revision; revise for exams / an exam; has to study for exams; (has to) revise; has exams – will be revising; lots to do for her exams; has to prepare for her exams. <u>concept of working for exams.</u>	1	Doesn't know if he can come; got an exam; has lots of exams; has an exam the next day; work; lots of work; reject concept of homework / schoolwork.
	6	

## Reject

**18 B.**

1

1

1

1

4

20

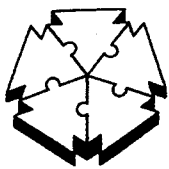
**Paper Total**

**HIGHER PART 2**

<b>Accept</b>	<b>Mark</b>	<b>Reject</b>
<b>Exercise 1</b>		
<b>1</b> Unemployment / lack of jobs / factories closing; abandoned businesses; places of employment closing; employment; rise / increase in unemployment; unemployment and boredom; jobs; no jobs; no work.  <u>Concept of employment.</u>	1	Places closing down; boredom; nothing to do; enterprises closing; recession;
<b>2</b> (almost / about) 4 out of 10 / 40%; 4 in 10; 4 out of 10 leaving school.	1	¼.
<b>3</b> (almost) full each performance / evening; showing / 'house', etc.; usually full; it is always (almost) full; (idea of being regularly full); they are practically full each time.  <u>Concepts: regularity + fullness.</u>	1	Omission of either concept ('complète' and 'séance'); complete each showing; almost full for <u>most</u> films; cinema is <u>quite</u> full . . .
<b>4</b> D - everyone.	1	
<b>5</b> They come from (about) 20 / 30 / 20-30 kilometres away / any distance between 20 and 30; they do 20-30 kms.; they come from far away; they drive from far away / miles away; accept confusion of miles for kilometres; accept addition of price paid between 35 and 45 francs.	1	they <u>make</u> 20-30 . . . ; they <u>walk</u> 20-30 . . . ; reject numbers below 20 or above 30; be sympathetic to attempts to convert kms. to miles; they come from all around / over.
<b>6</b> To sell it / to change it into a supermarket / to close it; to be a supermarket; it was going to be a supermarket; (to) become a supermarket; to make a supermarket; replace it with a supermarket; 'superstore' for 'supermarket'.	1	'A supermarket'; to demolish it; it would die; use of 'hypermarket.' supermarket was to be <u>built</u> ; to <u>build</u> a supermarket.
<b>7</b> She bought it and modernised it / made it luxurious / made a large room. (idea of both <u>buying</u> and <u>transforming</u> it). 'saving' (for 'buying'); bought it again; refurbished / decorated / improved / refurbished / updated; she <u>brought</u> (for 'bought'); accept he for she.	1	<u>Omission of either concept</u> ; she bought it and kept it open; she provided the money for refurbishment; <u>they</u> bought it.
	7	

Accept	Mark	Reject
<b>Exercise 2</b>		
<b>8</b> People going abroad on holiday / (French) people going to another country on holiday; holidaymakers / tourists going abroad; those leaving France for holidays; (must be going <u>out of</u> country).	1	Omission of 'à l'étranger' or 'vacances'; holidaymakers; tourists; foreigners; strangers; people going abroad; the elderly; foreign tourists; people going to France.
<b>9</b> Water; local / tap water (inclusion of examples given); dirty / bad / infected / contaminated / poisoned water; bacteria / virus in water; water based products; water-made food; water or anything with water; poor quality water.	1	Ice; soup; fruit juices; mineral water; bottled water; fluids; liquids; water + liquids; mention of other liquids; drinks; water from farms.
<b>10</b> Stomach ache(s) / stomach pain(s); bad stomach / tummy / guts; stomach cramp; stomach hurts; gastric / intestinal infection.	1	Acid / acidic stomach; mention of sickness or vomiting invalidates; indigestion.
<b>11</b> Open it yourself; open the seal yourself; unscrew / unopen / break the seal yourself; open / unscrew by yourself; be sure it hasn't been opened by someone else; make sure it hasn't been opened before you have it.  (this answer can be credited at 12 if nothing provided here).	1	Make sure it is sealed; comprehension of 'capsulées' only rather than 'dont vous ouvrirez . . .
<b>12</b> (in either order)		
(i) don't have ice in drinks; avoid ice.	1	Don't have ice; don't have ice in water; 'don't eat ice; refuse frozen / iced drinks; don't drink tap water; specific drinks.
(ii) (clean) wash fruit bought at (on) the market(s); wash fruit from markets.	1	Supermarkets; fruit and vegetable; omission of wash or fruit or market.
<b>13</b> D – take suitable medicines.	1	
	7	

Accept	Mark	Reject
<b>Exercise 3</b>		
<b>14</b> (very) shy / timid / reticent / retiring / withdrawn; shy – quiet; <b>or</b> found it difficult to speak with people.	1	Quiet; nervous; difficult to talk to strangers / young people / other children.
<b>15</b> Learned to dance / dancing; had dancing lessons; addition of 'gave her confidence'. took up dancing.	1	Gained confidence; speaking to people; becoming a film star; going (out) dancing; addition of any other answer, e.g. dancing and acting / dancing in front of an audience; specific type of dancing.
<b>16</b> A – helped her to get to know herself better.	1	
<b>17</b> (She keeps) calm / she <u>doesn't</u> get angry; she is calm / controlled; doesn't lose her temper; she can't get angry; 'unangry'.	1	She keeps quiet / docile / relaxed / pleasant / unemotional / patient; can't release feelings easily.
<b>18</b> None / 0; her first will be out soon; this is her first one; it will be her first record; it's her first (record); it was / would be her first; her first single out next month.	1	her first; 1st one; releasing one next <u>year</u> .
<b>19</b> C – more important to her than anything else.	1	
	6	
Paper Total	20	



# MEG

MIDLAND EXAMINING GROUP

## **GCSE EXAMINATIONS SUMMER 1994**

### **MARKING SCHEME**

**for**

**FRENCH PAPER 2 (1525/2)**

**FRENCH STUDIES PAPER 1 (2341/1)**

#### **Notes:**

1. This Marking Scheme is a working document prepared for use by Examiners, all of whom are required to attend a Standardisation meeting to ensure that the Marking Scheme is consistently interpreted and applied in the marking of candidates' scripts.
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**FRENCH READING COMPREHENSION – SUMMER 1994**

The detailed schemes for each sub-component should be read in conjunction with the following general rules:

*Where only one answer is required but more are offered, only the first is marked.*

*Where correct information which is irrelevant to the question set is offered first, it is ignored.*

*Where the space for an answer is set out as*

*(a) .....*

*(b) .....*

*the first answer on each line is marked. Candidates should always make clear to which question their answer refers.*

*Where answers are written one above the other in answer to a single question, the answer on or nearest to the line is the only one that will be marked.*

In the detailed marking schemes in this booklet variants of acceptable answers are separated by an oblique, e.g. closed / shut.

Since it is not always practicable in such cases to include all possible synonyms, paraphrases and variations of wording, the marker has to use his/her professional judgement. The same applies to rejections.

**FRENCH READING COMPREHENSION**

**General Instructions**

1. Mark correct marking points with a tick in red. Do not use crosses for the wrong answers. A red dot will indicate that the answer has been marked.
2. Total marks for each page and write at the bottom of the page. Put final total for the paper in Box 1 on the front of the answer booklet. In H2 the total mark is to be scaled; put both the raw mark and the scaled mark in Box 1 on the front of the answer booklet, and circle the scaled mark.
3. The marking scheme will indicate acceptable answers. In many cases appropriate synonyms and paraphrases will also be acceptable. **The marker must use his/her professional judgement.** The same applies to suggested rejections.
4. Ignore brackets, marking anything in them in the usual way.
5. More than one ticked choice for a multi-choice answer invalidates.
6. Where only one answer is required but more are offered, mark only the first one. If two are required mark the first two, etc. Where the space for the answer is set out as (i) and (ii) mark the first answer on each line. If two answers are given on the (i) line and nothing on the (ii) line mark the two on the (i) line. Where one answer is required but two are written, one above the other, mark the one on, or nearest to, the line.
7. Despite the above rulings on lists, a correct answer can be invalidated by the addition of incorrect distorting information. The harmless addition of correct information can be disregarded since it does not distort.
8. Answers in French are to be marked wrong but be tolerant of poor handwriting and spelling.
9. Marking may at times appear harsh on the worthy candidate who tries to give more information and distorts the answer. It is up to candidates to read questions and instructions carefully and to answer precisely. A marking scheme must enable markers to operate in a consistent, uniform and objective way. That is fair.
10. The coordination meeting will go through the marking scheme in detail. You will be able to seek clarification of doubtful points then.

**Note:** h.a. = 'harmless addition'  
t.c. = 'tout court'

**FRENCH READING COMPREHENSION BASIC 1525/2/1, 2341/1**

ACCEPT	MARK	REJECT
<b>1</b> MUSÉE.	[1]	
<b>2</b> Closed / shut / not open.	[1]	Close.
<b>3</b> Right.	[1]	
<b>4</b> (i) Ham.	[1]	
(ii) Butter.	[1]	
<b>5</b> (i) (post) cards.	[1]	
(ii) (news) papers. postal cards. } Allow singulars.	[1]	
<b>6</b> (burst) tyres / punctures / flats (allow singulars).	[1]	'Tyre and wheel'.
<b>7</b> Key – allow plural.	[1]	
<b>8</b> No entry / entrance / entry forbidden / not allowed.	[1]	Entrée / entre.
<b>9</b> CHAMPIGNONS	[1]	
	[11]	
<b>10</b> B.	[1]	
<b>11</b> E.	[1]	
<b>12</b> F.	[1]	
<b>13</b> A.	[1]	
	[4]	
<b>14</b> A.	[1]	
<b>15</b> G.	[1]	
<b>16</b> C.	[1]	
<b>17</b> F.	[1]	
<b>18</b> E.	[1]	
	[5]	

ACCEPT	MARK	REJECT
<b>19</b> Saturday.	[1]	
<b>20</b> Must go to stadium / sports ground / track / 'is going to' = 'must'; he / she / they; ... is at the stadium / goes to ... ; has / had gone to stadium.  Tolerate all sensible versions of 'stade', e.g. 'football ...' football ground.	[1]	Sports centre; must be somewhere else.
<b>21</b> <u>Go over / through / to other side of ... / cross</u> car park / parking lot. (insist on verb). <u>Addition of wrong shop invalidates.</u>	[1]	Sports centre parking / parking, t.c.
<b>22</b> Shoe (shop).	[1]	
	[4]	
<b>23</b> (i) (finding) someone who will write / a <u>pen-friend</u> / pen pal.	[1]	Exchange (partner); correspondent – reject plural;
(ii) A pupil <u>in his class</u> / classmate / someone in his class. Accept female pupil / person.	[1]	in my / his school – reject plural.
<b>24</b> (i) Has to work hard / study hard; (has been) working hard; (he is) working <u>hard</u> / has worked hard.	[1]	It's hard (= difficult) = 0; harder.
(ii) (His teachers give him) a lot of <u>homework</u> / prep. I = he / she; my = his / her.	[1]	Work / school work; more homework.
<b>25</b> To <u>go / come</u> (in)to <u>his room</u> ; + when he is doing his h.w. = H.A. Tolerate confusion of he / she, his / her.	[1]	Every day (for toujours).
<b>26</b> (Last) Friday.	[1]	
<b>27</b> It was awful / terrible / bad / horrible. Insist on rendering of 'affreux'.	[1]	He didn't like it; frightening.
<b>28</b> (during) the main / big summer vacation / holidays / (during) the long holidays. Accept singular or plural.	[1]	
	[8]	

ACCEPT		MARK	REJECT
<b>29</b>	13.	[1]	
<b>30</b>	(last) Wednesday.	[1]	
<b>31</b>	On holiday / camping / to camp (with family).	[1]	
<b>32</b>	(i) Two sports holdalls / bags.	[1]	Sac / sack.
	(ii) A rucksack / backpack / haversack / rucsac.	[1]	Back sack / sac / back bag.
<b>33</b>	Hair: dark brown / brown (1), short (1) Other information: (wears / has) <u>glasses</u> / <u>spectacles</u> (1).	[3]	Light brown / sunglasses / carrying glasses.
		[8]	
TOTAL MARKS		[40]	

**FRENCH READING COMPREHENSION HIGHER PART 1 1525/2/2**

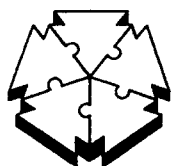
ACCEPT	MARK	REJECT
1 Next week / the week after / the following week.	[1]	
2 At <u>crossroad</u> / s / intersection. Tolerate any reasonable preposition + on his way to school = H.A. Ignore references to town.	[1]	Crossing, junction, at the lights (but not again in 3).
3 <u>Car did not stop</u> ; car went straight across.	[1]	The other car.
4 (hurt / injured) <u>left leg</u> .	[1]	Broken / cut / wounded – or any other <u>specific</u> injury.
5 (he was wearing) his (crash) helmet / skid lid / crash hat.	[1]	Cycle helmet.
6 Hit, banged, struck head / (slight) <u>head</u> (injury) (1) / damaged head. <u>Either Striking windscreen</u> (1) / <u>or</u> because he was not wearing seat belt.	[2]	Bruised, wounded – or any other specific.
7 If David / he did not agree to a <u>replacement</u> / If he does not want a <u>replacement</u> . <u>Insist on idea of 'remplacer'</u> .	[1]	
	[8]	
8 When they have chosen dates / when it suits them / whenever they like / convenient dates + '13 – 17 yrs.' = H.A.	[1]	Conviennent / '13 – 17 years', t.c.
9 (i) <u>Outings</u> / <u>excursions</u> / <u>trips</u> .	[1]	Visits / going out.
(ii) <u>two afternoons per week</u> .	[1]	
10 (i) (it costs) 750 FF per person = deposit = down payment; pay / enclose (must send <u>a deposit</u> <u>or</u> 750 FF <u>per personne</u> / <u>person</u> / deposit needed.	[1]	Pay up front. less than five weeks = 0
(ii) (must arrive) (at least) <u>five weeks before</u> / <u>in advance</u> (start of course). <u>* Take care</u> : Must not arrive less than 5 weeks before. Must / can arrive more than 5 weeks before.	[1]	
	[5]	

ACCEPT	MARK	REJECT
11 A film is the same on TV as in cinema (or other words expressing this idea).	[1]	
12 C.	[1]	
13 They go to the cinema <u>more</u> .	[1]	
14 (i) <u>laugh</u> .	[1]	
(ii) <u>dream</u> .	[1]	
(iii) cry / weep.	[1]	
(iv) frightened / scared / afraid	[1]	
	[7]	
TOTAL MARKS	[20]	

### FRENCH READING COMPREHENSION HIGHER PART 2 1525/2/3

ACCEPT	MARK	REJECT
1 One learns while having fun / enjoying oneself.	[1]	
2 It's about discovery / finding out (about . . . ) / discovering (technology / the future); it's a discovery park. Ignore 'Conseil Générale de la Vienne'.	[1]	. . . science / science park.
3 (i) Moving seats / chairs / armchairs.	[1]	
(ii) Wind (in hair).	[1]	
4 (i) <u>Biggest</u> (flat screen) <u>in Europe</u> .	[1]	
(ii) As big as two tennis courts.	[1]	As high as / as wide as / as long as.
	[6]	
5 <u>Did not get on</u> (at first) (1). Not (very) talkative / did not speak much (at first) (1) / quiet. <u>Allow present or past tense</u> for verb in either part.	[2]	Like; didn't speak much English / French; 'shy' invalidates.
6 <u>Thought it would be easier to speak English all day</u> (1). Finds / found speaking easier than understanding (1) / it's easier than understanding. She thought . . . ; I felt . . . ; He. All day = always = all the time.	[2]	
7 (a bit) short / (too) short / not long enough; the right length / not too long / just about right; a good length.	[1] [1]	Enough time to visit places; (but) in addition to correct answer = H.A.
8 (i) You / having fun, etc. / had / could have fun with your pen - friend / exchange partner / correspondent (here, but not in Basic 23).	[1]	
(ii) You could get to know your pen - friend <u>better / more</u> ; you got to know . . . , etc.; getting to know . . . .	[1]	
9 C.	[1]	
	[9]	

ACCEPT	MARK	REJECT
<b>10</b> (i) False.	[1]	
(ii) False.	[1]	
<b>11</b> Foreign <u>languages</u> contain French words on these topics.	[1]	
<b>12</b> (technical language) increasing by thirty-thousand expressions / terms / words per year.	[1]	
<b>13</b> PESSIMISTIC	[1]	
	[5]	
TOTAL MARKS	[20]	



# MEG

MIDLAND EXAMINING GROUP

## **GCSE EXAMINATIONS SUMMER 1994**

### **MARKING SCHEME**

**for**

**FRENCH PAPER 4 (1525/4)**

#### **Notes:**

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## PART 1

### INTRODUCTION

The principle of the marking scheme for Writing throughout is that of **rewarding what the candidate can do**. Consequently, Examiners are **not** asked to underline errors, but only to **mark positively**.

Features which differ from May 1993 are marked by vertical lines in the margin.

You must mark in **red ink**.

### BASIC

This paper has 3 compulsory questions and a total of 40 marks:

Question 1 – Ten items at 1 mark each = 10 marks

Question 2 – Five items at 2 marks each = 10 marks

Question 3 – Five items at 2 marks each × 2 = 20 marks

#### Question 1:

[10 marks]

Ignore use of articles or possessive adjectives for this question.

**'Accomplishment of task'** – Award each item 1 or 0.

– 1 for Accomplishment – 'getting the message across' sufficiently well to be understood by a **sympathetic** native speaker with no knowledge of English. It does **not** imply accuracy, so ignore errors of spelling and syntax which do not obstruct comprehension. Apply phonetic test if in doubt. Cognates are acceptable.

– 0 otherwise.

NB. If a candidate offers more than ten items, mark the first ten only.

Write 1 or 0 in the margin next to each item. Add up the marks and write the total out of 10 at the bottom of the page. Ring this total.

#### Question 2:

[10 marks]

Candidates do not have to write in complete sentences. They should **not** be penalised for writing in note form.

**'Accomplishment of task'** – Award 2, 1 or 0 for each task and enter the mark in the margin on a level with the phrase for which it is being given.

– 2 for Accomplishment – 'getting the message across' sufficiently well to be understood by a **sympathetic** native speaker with no knowledge of English. It does **not** imply accuracy, so full marks can be obtained with errors of spelling and syntax which do not obstruct comprehension.

– 1 for partial accomplishment, with doubts remaining as to whether the message gets through. If you cannot decide between the award of 2 or 1, please give candidates the benefit of the doubt.

– 0 otherwise.

Add up the marks and write the total out of 10 at the bottom of the page. Ring this total.

### Question 3

[20 marks]

Candidates do not have to write in complete sentences. They should **not** be penalised for writing in note form.

**'Accomplishment of task'** – Award 2, 1 or 0 for each task and enter the mark in the margin on a level with the phrase for which it is being given.

– 2 for Accomplishment – 'getting the message across' sufficiently well to be understood by a **sympathetic** native speaker with no knowledge of English. It does **not** imply accuracy, so full marks can be obtained with errors of spelling and syntax which do not obstruct comprehension.

– 1 for partial accomplishment, with doubts remaining as to whether the message gets through. If you cannot decide between the award of 2 or 1, please give candidates the benefit of the doubt.

– 0 otherwise.

Add up the marks and write the total out of 10 at the bottom of the page. Multiply this total by 2. Ring the new total (out of 20).

### Final Totalling

Finally, total all 3 ringed marks and write the total mark out of 40 in Box 1 on the front of the script. Transfer that mark to the mark sheet MS2.

Ensure you have: used the Basic 1525/4/1 mark sheet  
used an HB pencil on the mark sheet  
entered the numerical mark  
encoded it correctly.

## HIGHER PART 1 (20 marks)

At **Higher Part 1** four features of candidates' work are being measured:

- |                          |            |
|--------------------------|------------|
| - Relevant communication | - 10 marks |
| - Letter etiquette       | - 1 mark   |
| - Accuracy               | - 8 marks  |
| - Quality of language    | - 1 mark   |

TOTAL - 20 marks

There is a choice of two letters, one formal and one informal. If a candidate has written two letters, mark both and enter the higher mark.

### Relevant communication

[10 marks]

Disregard the word-count. Read everything the candidate has written, no matter how long.

Each letter has 5 tasks to be accomplished. Each task is marked 2, 1 or 0, as at **BASIC**. Put the mark in the right hand margin as near as possible to the section of the script for which it has been awarded.

- 2 for Accomplishment - 'getting the message across' sufficiently well to be understood by a **sympathetic** native speaker with no knowledge of English. It does **not** imply accuracy, so full marks can be obtained with errors of spelling and syntax which do not obstruct comprehension.
- 1 for partial accomplishment, with doubts remaining as to whether the message gets through. If you cannot decide between the award of 2 or 1, please give candidates the benefit of the doubt.
- 0 otherwise.

A single sentence may be sufficient to gain 2 marks - or even 4 if the candidate deals with two tasks in it.

### Letter etiquette

[1 mark]

One mark is awarded for candidates who include **recognisable** attempts at **both** of the following:

- Prescription (Dear Sir, Dear + name)
- Signing-off formula (Yours sincerely, Yours faithfully, etc.)

Write 1 or 0 to the left of the signing-off formula.  
NB. Left handers may reverse left and right.

## Accuracy

[8 marks]

The first 100 words are assessed for accuracy (cf. attached 'Accuracy Scheme'). Count the words and mark with a double diagonal line ( // ) after the 100th word. Do not award ticks after the 100th word.

To assist in checking of counting it is helpful if a pencil stroke is put after a set number of words – 10, 20, or 25. This reduces the number of words you have to re-count if you lose count, and speeds the counting. Checkers and Team Leaders, too, will appreciate the ease of checking your work.

NB. This also applies to Higher 2.

Do **not** include any address or date in the word-count. Start counting, therefore, at the French equivalent of 'Dear'. A word is counted as a group of letters between two spaces, e.g. il y a = 3 words

est-ce que? = 2 words

A date or dates in figures counts as one word. (eg. 6.6.92)

Irrelevant material should be included in the word-count.

'Accuracy' is measured by a positive mark scheme designed to reward knowledge of the various features of French. Ticks are awarded to certain features, and are totalled and then converted by a table to a mark out of 8.

Accuracy requires that **spellings should be correct**.

The Accuracy mark scheme is common to Higher Part 1 and Part 2. Please note, however, that **differing tables for conversion apply to each Part**.

Total the number of ticks (even when it exceeds the maximum needed for the award of 8/8) and express it as, for example,

$$\checkmark = 46 = \frac{7}{8}$$

at the bottom right hand side of the letter.

There will be a threshold before scoring begins.

### Conversion of ticks to marks Higher Part 1

Ticks	Marks
50+	8
45+	7
40+	6
35+	5
30+	4
25+	3
20+	2
15+	1

NB. Examiners are urged to familiarise themselves thoroughly with the accuracy mark-scheme, as Examiners who miss features of candidates' language do them injustice.

## Quality of Language

[1 mark]

This mark should be awarded to candidates whose work, in response to the tasks set, shows a good use of idiom, vocabulary, structures and appropriate tenses. It should be seen in terms of candidates for whom this paper was designed; those who will eventually gain grades C or D.

The mark should **not** be awarded where the candidate's work does not rise above the requirements for Basic level, or where ticks have been gained for irrelevant pre-learned material or where there is frequent repetition of vocabulary and structures.

## Final Totalling

At the bottom of the page write out the sum:

Tasks	+	Etiquette	+	Accuracy	+	Quality	=	TOTAL
10		1		8		1		20

Finally, transfer the total out of 20 to Box 1 on the front of the script.

Transfer that mark to the mark sheet MS2.

Ensure you have:

- used the Higher Part 1 1525/4/2 mark sheet
- used an HB pencil on the mark sheet
- entered the numerical mark
- encoded it correctly.

## HIGHER PART 2 (20 marks)

At **HIGHER PART 2** three features of candidates' work are being measured:

- Relevant communication                      - 5 marks
- Accuracy                                        - 12 marks
- Quality of language                        - 3 marks

TOTAL    - 20 marks

There is a choice of two topics. If a candidate has written two answers, mark both and enter the higher mark.

### Relevant communication

**[5 marks]**

Disregard the word-count for this. Read everything the candidate has written, no matter how long.

Award 5 marks according to the following table:

5/4	Communicates lucidly all or nearly all the subject matter required in a clear, logical and connected manner.
3/2	Communicates adequately essential information, but sometimes lacks clarity.
1/0	Communicates the ideas without clarity. Omits many vital aspects of the subject.

Irrelevant material is not rewarded. If the candidate **completely** fails to answer the question, refer to the Team Leader for a decision.

### Accuracy

**[12 marks]**

Apart from the conversion scale and the number of words, this paper is marked for Accuracy in exactly the same way as the Higher Part 1 paper. (cf. 'Accuracy' pp. 8–13 and page 4).

The first 150 words are assessed for accuracy. Count the words and mark with a double diagonal line ( // ) after the 150th word. Do not award ticks after the 150th word. There are, however, numbers of scripts which are very weak. In such cases, it may not be necessary to check the candidate's word count even if it seems very inaccurate. If you wish, you may mark **everything the candidate has written** (regardless of length) for accuracy, and total the ticks. If the total is 44 ticks or less, you need not count the words. However, if the total is 45 ticks or more, you **must** count the words and re-total the ticks in the first 150 words. Please note that this choice of procedure **does not** apply to Higher Part 1.

Total the number of ticks (even when it exceeds the maximum needed for the award of 12/12) and express it as, for example,

$$\checkmark = 92 = \frac{10}{12}$$

## Conversion of ticks to marks Higher Part 2

Ticks	Marks
100+	12
95+	11
90+	10
85+	9
80+	8
75+	7
70+	6
65+	5
60+	4
55+	3
50+	2
45+	1

### 'Quality of Language'

[3 marks]

These marks are intended to reward candidates' use of idiom, vocabulary, structures and appropriate tenses. As a guide, Examiners may find the table below useful. It should be seen in terms of candidates for whom the Higher Level Part 2 paper is designed, those who will eventually gain grades A or B.

Quality of Language mark awarded	Comments
3	Excellent use of idiom, vocabulary, structures and appropriate tenses.
2	Very good use of idiom, vocabulary, structures and appropriate tenses.
1	Good use of idiom, vocabulary, structures and appropriate tenses.
0	Does not rise above the requirements for Higher Level Part 1. Frequent repetition of identical words or structures.

NB. If the candidate has gained accuracy marks through the use of irrelevant pre-learned material, any quality mark should be reduced accordingly.

### Totalling Higher Part 2

At the bottom of the page write out the sum for:

<b>Communication</b>	+	<b>Accuracy</b>	+	<b>Quality</b>	=	<b>TOTAL</b>
<u>5</u>		<u>12</u>		<u>3</u>		<u>20</u>

Finally, enter the total out of 20 in Box 1 on the front of the script.  
Transfer that mark to the mark sheet MS2.

Ensure you have:

- used the Higher Part 2 1525/4/3 mark sheet
- used an HB pencil on the mark sheet
- entered it correctly.
- encoded it correctly.

## French Writing Accuracy Scheme

**These instructions only apply to Higher Level Writing. They do not apply to the Basic paper.**

### General Introduction

The word count starts with the first word, only excluding address and date where applicable. Everything else is counted and marked for accuracy up to the relevant word count (100 or 150). Indicate the word count by putting a diagonal line after the last word. Total the number of ticks at the bottom right hand side of the work and convert to a mark in accordance with the table supplied for the examination concerned.

Ticks may only be awarded to words that are correctly spelt, relevant, appropriate and in the correct position in the sentence (cf accents). Ticks can, however, only be credited to words that are in phrases that make sense.

### Articles

Correctly used articles will be rewarded if the noun is correctly spelt:

le maire  
une voiture  
l'hôtel

Idiomatic omission of the article is also rewarded:

chemin faisant  
il est dentiste

but only the first item in a list is rewarded for omission.

Du, de la, de l', des, au, à la, à l', and aux all receive 2 ticks if correctly used, one for the preposition and one for the correct article:

du pain  
du viande

\*\*\* cf prepositions

### Verbs

The present tense of avoir and être receive no credit **except** when used as auxiliary verbs. Apart from these, a tick is given to all correct finite verbs. The verb must agree in number with its subject. A tick may be given for a verb whose subject is given the wrong gender or which has a minor spelling mistake (a letter out of place).

Past participles also receive ticks when correctly used, even if the auxiliary is incorrect, just as the auxiliary may receive a tick if there is a mistake in the past participle.

**Do not penalise** agreement with the PDO as this is not in the syllabus. Agreement **is** required for reflexive and 'être' verbs. For the past participle only, give credit for consequential errors – elle a parti – as a mark has already been lost for the auxiliary verb. Do not accept the past participle on its own as a verb (je joué = 0).

**Do not penalise** use of the perfect for the pluperfect or the future for the conditional as these tenses are not required for active use in the syllabus. For the same reason, accept the indicative for the subjunctive.

ils parlent  
j'ai mangé  
elle serait restée  
elle serait resté  
la maison que j'ai achetée  
la maison que j'ai acheté  
pourvu qu'il vienne

Ticks are also awarded for the imperative, the infinitive and the present participle if correctly used.

Viens  
Assieds-toi  
Venez-vous (interrogative not imperative)

### Inversion

A tick will be given for appropriate use of inversion, e.g. for asking a question, after aussi, peut-être, etc.:

veux-tu manger?  
veut-tu manger?  
peut-être pourrait-il...  
peut-être il pourrait...

N.B. Est-ce que  
Qu'est-ce que  
N'est-ce pas

### Negative

One tick will be given for correct use of the negative:

Il n'a rien mangé  
Tu n'as pas vu  
Tu n'a pas vu  
Tu n'avons pas vu  
Tu n'as vu pas

### Avoir Expressions

One tick is given for the correct use of an 'avoir' expression:

J'ai soif  
J'avais soif  
Il y a 6 livres  
Il y aura un accident  
Elle a 15 ans  
Elle vient d'avoir 15 ans  
J'ai mal à la tête  
Je suis froid

## Pronouns

With the exception of the subject pronouns (je, tu, il, on, etc.) and 'ce', 'c' and 'ça' used as subject pronouns, all pronouns will receive credit:

Je vais m<sup>✓</sup>e c<sup>✓</sup>oucher  
Elle l<sup>✓</sup>es reg<sup>✓</sup>arde  
Je voudrais quelq<sup>✓</sup>ue chose à m<sup>✓</sup>anger  
Nous nous assey<sup>✓</sup>ons

## Adjectives

All adjectives, including possessive and demonstrative adjectives, will receive credit if they agree with the noun they describe and if the latter is correct in spelling and gender. The verb should be ignored.

Il s<sup>✓</sup>emb<sup>✓</sup>le gent<sup>✓</sup>il  
Il ét<sup>✓</sup>ais gent<sup>✓</sup>il  
Elle ét<sup>✓</sup>ait gent<sup>✓</sup>il  
Une b<sup>✓</sup>elle fille  
Mon chapeau  
Une bel<sup>✓</sup> fille  
Il a blessé sa jambe

N.B. votr<sup>✓</sup>e l'hôtel

## Prepositions

Credit is given for all correctly used prepositions:

à Paris  
en passant  
de la porc  
le sac de le garçon  
près de la mer  
à côté de le hotel  
une salle à manger  
une salle de manger  
une salle de mange

Ignore superfluous prepositions as the candidate will be penalised by the word count.

**De** must be used with expressions of quantity:

tr<sup>✓</sup>op de temps  
bea<sup>✓</sup>ucoup de l'argent  
asse<sup>✓</sup>z des provisions

Do not tick 'au' or 'aux' for 'à' or 'du' or 'des' for 'de' or use of the partitive for the definite article (where one word has been replaced by another word):

au votr<sup>✓</sup>e ville  
il vi<sup>✓</sup>ent du Londres  
il reg<sup>✓</sup>arde au film  
je dé<sup>✓</sup>teste des chiens

**But** il reg<sup>✓</sup>arde a l<sup>✓</sup>à fille

N.B. ju<sup>✓</sup>squ'à

## Adverbs

With the exception of:

oui, non, très, bien

all adverbs, including interrogatives such as pourquoi, combien, etc., will receive credit

Il marchait vite

Comment vas-tu?

Ce livre-ci

Ces enfants-là

Il sort quelquefois

## Conjunctions

With the exception of 'et', all conjunctions receive a tick including the use of 'que' as in:

il a dit que la mer était froide

N.B. Do not credit 'parce que' if it is used incorrectly to start a sentence (e.g. instead of 'comme'). Where used correctly it is worth one tick.

## Dates, times, numbers

One tick is given for the correct time. Other ticks for accuracy as elsewhere:

il est 5 heures

il est 5h

il est 5 heures et demie

il est 5 heures moins le quart

à 5 heure

à 5 heures

à 5 heures et demie

le 9 mai

le samedi 9 mai

le dimanche

dimanche

sur dimanche

hier soir

demain matin

le samedi soir

sur samedi soir

(credit is given for idiomatic omission of the preposition).

Credit Ordinal numbers.

No credit is given for Cardinal numbers as such but a tick is given for a correct plural noun after a Cardinal number, eg.:

quatre-vingt-dix-neuf livres

99 livres

il y a trois mois

## Weather

This follows the general rules:

Il fait beau  
Le soleil brille  
Il fait du brouillard  
Il a gelé

## Hallo and Goodbye

For all greetings, salutations, exclamations such as 'zut', 'sacre bleu', valedictions, etc., including the formal ending for the HI letter, the rule is as follows:

If the expression consists of 1 or 2 words, 1 tick is available. If the expression consists of 3 or more words, 2 ticks are available.

Bonjour

Bonne nuit

Cà va?

A tout à l'heure

Je vous prie d'agréer, monsieur, l'expression de mes sentiments distingués

N.B. S'il te plaît.

## Accents, Hyphens and Apostrophes

With the exception of the past participle of ER verbs, ignore the misuse or omission of the above.

## Elision

No ticks can be awarded if elision should have occurred but has not:

je sais que il est arrivé

je sais qu'il est arrivé

**Conversion of ticks to marks Higher Part 1**

<b>Ticks</b>	<b>Marks</b>
50+	8
45+	7
40+	6
35+	5
30+	4
25+	3
20+	2
15+	1

**Conversion of ticks to marks Higher Part 2**

<b>Ticks</b>	<b>Marks</b>
100+	12
95+	11
90+	10
85+	9
80+	8
75+	7
70+	6
65+	5
60+	4
55+	3
50+	2
45+	1

## PART 2

### Paper specific marking instructions for Summer 1994

#### BASIC

##### General

When a conjugated verb is required (questions 2 and 3 only), do not accept the infinitive or the past participle, e.g. je resté. Apply the Max. 1 rule = even if the rest of the statement is correct, a maximum of 1 mark can be given instead of 2 marks. If another element is incorrect as well, the mark will be 0.

Communication marks are as follows:

Question 1	-	1 or 0
Questions 2 and 3	-	2, 1 or 0

##### Question 1

10 × 1 mark (10)

If clearly identifiable – 1 mark  
if ambiguous – 1 mark  
if unidentifiable or  
inappropriate – 0 marks

Add up the marks and write the total at the bottom of the page. Circle this number.

1 mark	0 mark
any clothes toilettries reading material portable music (system) cassettes (K7) records gameboy sac à dos cadeaux petite télévision lampe de poche cart(e) postale magazin(e) K7 CD liver lecture radio transistor briquet allumettes cigarettes pyjam(a) tickets bil(l)ets papiers médicaments médecine + info. timbre rasoir razoir vest(e) argent monnaie	food (including sweets/chocolate chewing gun) drink furniture télévision 'vêtements' IF part of a list of clothes film stéreo hi-fi shampoo lamp(e) card cart magasin chasseur lire libre bricket allumeur médecine (t.c.) chevaux cheavaux tombres tambres raser razor bros brois brous jacket agent

## Question 2

5 x 2 marks (10)

2 marks	1 mark	0 mark
(il y a) (du) lait au/ dans le frigo/frigidaire/ réfrigérateur	fridge/frigeau no preposition sur en Il y a du lait (t.c.)	milk
les bicyclettes/vélos (sont) dans le / un garage les VTT essential some notion of <u>plural</u>	il y a des vélos (t.c.) les bicycles Brand name e.g. les Raleigh lack of plural le garge no preposition	les vélos sont (t.c.)
le supermarché/Inter- marché, la grande surface English/French name supermarket etc. ouvre à/ouvrira à 9h/9.00 N.B. est ouvert entre 9h et 20h = 4 In note form ouvert/overt	magasin/la boucherie/ boulangerie, etc. le marché le supermarket ouvert/ouvrir/ouvri commence 9 hrs wrong tense	ferme open
il ferme à 20h/8h In note form fermé 8.00 if logical	p.m. finit	ouvre close
Bonnes vacance(s) Amusez-vous (bien) Bon séjour	tu/toi Un bon vacance(s) (t.c.) avez . . . vous avez . . .	Bon temps Bonne vacation avez-vous?

Add up the marks to obtain a total out of 10. Write this number at the bottom of the page and circle it.

### Question 3

5 x 2 marks (10)

2 marks	1 mark	0 mark
Nous voulons un pique-nique casse-croûte repas froid Je voudrais ... Je voudrais ...	Nous voudrais ... un pic-nic un pique-nic j'ai voudrais ... ... dîner ... déjeuner ... snack ... sandwiches un pique-nique s.v.p. (t.c.)	pique
C'est pour 4 personnes Nous sommes quatre/4 ...quatre	quate (personnes) 4/quatre persons	quart(e) 4 persons t.c.
(Nous) sortons/partons demain on sort/part If the note is dated e.g. lundi, accept mardi	No 'demain' or timing device allons quittons 'je' max 1	2 items from previous column
Nous sortons/partons de bonne heure/tôt Tolerate 'je' repeated	allons no 'early' times after 9 a.m. à bonne heure	2 items from previous column
Nous sommes dans la chambre 30/chamber 30 Nous restons Nous logeons	salle/pièce no ref. to chambre wrong tense j'habite	Wrong room number!

Mark as for Question 2 then **MULTIPLY the total by 2** and circle it. Add up the 3 circled marks and write your total out of 40 in Box 1 on the front of the paper.

## HIGHER PART 1

### General

- 1 Read the **whole** letter to award the Communication marks for the 5 tasks. Each task can earn 2, 1 or 0 marks. Write these marks in the left hand margin. (10)
- 2 Mark for letter etiquette (cf page 3). (1)
- 3 Mark the first 100 words for accuracy (cf "Accuracy" pages 4 and 8–13). (8)
- 4 If appropriate, give a Quality Mark (cf page 5). (1)

TOTAL = 20

At the bottom left margin write the sub-totals for Communication (out of 10 for the 5 tasks, out of 1 for the letter etiquette).

Write the number of ticks obtained for accuracy at the bottom right of the question (this is **IMPORTANT** information required for moderation and awarding purposes), convert to a mark out of 8 using the scale supplied for H1 on page 4. Write down this mark + 1 or 0 for Quality to the right of the Communication marks. You should now have a row of 4 marks.

Add the 4 marks together to obtain a total out of 20. Write circled mark in Box 1 on the front of the paper as for Basic.

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# Question 1

2 marks	1 mark	0 mark
Je voudrai(s) venir rester/visiter du 5 au 21 août/pour le mois de mai / juin / juillet / août / septembre Je veux de ... à/le ... à ... à partir de + date any period of time up to one month	No 'merci' Wrong tense juni juli	au ... du, e.g. au 5 du 21 août
Je dois/il faut/porter apporter/prendre quels vêtements? Qu'est-ce que j'apporte comme ...? j'ai besoin de quels ...?	specific query e.g. je prends des vêtements chauds? je vais ... Quels vêtements? (t.c.)	Je prends des vêtements? (t.c.)
Je vais voyager / arriver (fut./ condit./present) + any reasonable means of transport. avec le bateau / le train / la voiture sur le bateau	Wrong tense  sur l'avion	à pied promenade No transport
Tes parents peuvent venir me chercher/prendre rencontrer à la gare/retrouver à l'aéroport, etc. Rendez-vous à la gare avec tes parents à / dans + place, e.g. Calais	No place No 'chercher' OR 'rencontrer' OR rendez-vous peux-tu ... station airport	2 from previous column
Je t'invite à venir/rester/visiter / passer Noël chez moi / nous dates including Christmas peux-tu ... veux-tu ... tu voudrais ... tu vas ... ... à la maison	No 'noël' OR December dates No 'your house' avec moi visiter moi	2 from previous column

**Question 2**

- ✓ le camp – le centre de vacances – le centre aéré  
 ✓ la colonie      no ✓ for le camping but OK for communication

2 marks	1 mark	0 mark
Je voudrais un emploi (dates as (dates as for Q.1) du/de 15 au/à 30 août un poste un emploi un boulot un travail une situation une position	Sep. – April un métier une poste	au . . . du, e.g., au 15 du 30 août
Je fais du babysitting pour les voisins/j'ai 6 petites soeurs, etc.		
Any current/past work experience OR none so long as expressed clearly. OR qualifying information for box 2		j'ai non experience
Any standard even if contradicts evidence of exam paper. bien/mal je sais/connais le français je suis fort(e) en français " faible . . . " doué(e) . . . " mauvais(e) . . .	je dis français je suis mal en . . .	
Il faut/je dois/on doit . . . avoir 18 ans? Je n'ai pas encore 18 ans – ça va? j'ai 16 ans/ça va? / O.K.?	No 'ans' No 'il faut' OR equivalent	j'ai 16 ans (t.c.)

## **HIGHER PART 2**

Communication – 5 marks  
Accuracy – 12 marks  
Quality – 3 marks

### **Questions 1 and 2**

Follow the instructions for Communication on page 6. Candidates may not, however, gain 4/5 marks unless they answer all parts of the question properly.

Mark the first 150 words for accuracy. Write down the number of ticks (IMPORTANT) and convert to a mark out of 10 using the scale supplied for H2 on page 7.

Award a quality mark where appropriate (cf. page 7).

Add the 3 marks together to obtain a total out of 20 and enter this figure in Box 1 on the front of the paper as for Basic and H1.

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