

GCSE

French

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GENERAL CERTIFICATE OF SECONDARY EDUCATION
(former Midland Examining Group syllabus)

GCSE 1525
GCSE 3525

FRENCH

Archives &
Heritage

MARK SCHEME FOR COMPONENTS
TAKEN IN JUNE 2000



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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 should be read in conjunction with the published question papers and the Report on the Examination.

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French 1525

Grade Threshold Marks

Candidates' performances were assessed in each of the components separately. Then, within each component, the minimum performance (the threshold mark) was determined by the grades appropriate to each tier.

Provided that a candidate's mark was at or above a grade threshold mark for that tier, the mark was converted to points. The points for all four components were then aggregated and this points total translated to a grade in accordance with the conversion table.

Grade	Points	Listening		Reading		Speaking Internal		Speaking External		Writing Paper		Writing CW
		F	H	F	H	F	H	F	H	F	H	
A*	8	N/A	45	N/A	43	N/A	143	N/A	143	N/A	46	43
A	7	N/A	38	N/A	35	N/A	138	N/A	138	N/A	39	40
B	6	N/A	29	N/A	27	N/A	133	N/A	133	N/A	29	32
C	5	38	21	37	19	29	128	29	128	38	19	24
D	4	31	16	31	13	23	121	23	121	31	12	20
E	3	24	13	25	10	17	117	17	117	25	8	16
F	2	18	N/A	19	N/A	11	N/A	11	N/A	19	N/A	12
G	1	12	N/A	13	N/A	5	N/A	5	N/A	13	N/A	8

Short Course 3525

Grade	Points	Listening		Reading		Speaking Internal		Speaking External		Writing Paper		Writing CW
		F	H	F	H	F	H	F	H	F	H	
A*	8	N/A	23	N/A	23	N/A	136	N/A	136	N/A	23	43
A	7	N/A	19	N/A	19	N/A	131	N/A	131	N/A	20	40
B	6	N/A	15	N/A	15	N/A	126	N/A	126	N/A	15	32
C	5	20	11	20	11	23	121	23	121	19	10	24
D	4	17	7	17	7	18	116	18	116	16	7	20
E	3	14	5	14	5	13	113	13	113	13	5	16
F	2	11	N/A	11	N/A	9	N/A	9	N/A	10	N/A	12
G	1	8	N/A	8	N/A	5	N/A	5	N/A	7	N/A	8

French
(Syllabus Code:1525)

The percentage of candidates awarded each grade was as follows:

	A*	A	B	C	D	E	F	G	U
Percentage in Grade	8.2	14.5	17.7	26.2	17.6	9.6	4.4	1.5	0.3
Cumulative Percentage in Grade	8.2	22.7	40.4	66.6	84.2	93.8	98.2	99.7	100

These statistics are correct at the time of publication.

The total entry for the examination was 53 295 candidates.

Short Course
(Syllabus Code:3525)

The percentage of candidates awarded each grade was as follows:

	A*	A	B	C	D	E	F	G	U
Percentage in Grade	0.1	0.4	0.9	14.3	24.4	26.5	20.7	10.8	1.9
Cumulative Percentage in Grade	0.1	0.5	1.4	15.7	40.1	66.6	87.3	98.1	100

These statistics are correct at time of publication.

The total entry for the examination was 2 472 candidates.

GCSE Grade	Points
A*	30-32
A	26-29
B	22-25
C	18-21
D	14-17
E	10-13
F	6-9
G	2-5
U	0-1

Grades are by points aggregation, whatever the option route.

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Markscheme 1525/3525/1
June 2000

FRENCH LISTENING

Section 1

AcceptReject

Exercise 1 QQ 1-5

1 B

2 C

[See marking strategy 7]

3 B

4 C

5 A

[Total: 5 marks]

Exercise 2 QQ 6-12

6 C

7 A

8 G

9 I

10 D

11 H

12 F

[Total: 7 marks]

Exercise 3 QQ 13-15

13 A + J

14 D + I

15 C + G

[Total: 6 marks]

Exercise 4 QQ 16-20

16 A

17 D

18 F

19 C

20 G

[Total: 5 marks]

		<u>Accept</u> QQ 21-26	<u>Reject</u>
Exercise 5			
21	45		
22	2/deux filles duex deu	2 file(s) 2 fille 2 fill 2 fi 2 fillie(s) 2 fills 2 fie(s)	deux fees; de filles; des filles; deux fil(s) (omission of either element) deux femmes deux fele(s); deux felles
23	boulangerie; boulangery; bulangerie; boulange; boulanger; boulangaire; boulongie boulangie; bolangerie; boulancher; boulenger		langerie; lingerie; poulangerie boulgarie; bougarie; bulangery bloungerie; bolangine; bulancher
24	(sa/ma/la) femme/Mme Bolet ma fam; ma fame; son femme Madame; la mère de Bernard		une femme; mère; ma famille [ignore attempts to render "qui m'aide"]
25	lundi; fermé le lundi		[See marking strategy 5]
26	pêche; poisson; pech; pesh; la peché (va au) café; la café; un café; je vais le café je fais au café; je café, je faire au café (parle avec) ami(s); aimi; amies parle avec aimes café avec mes amis = 2 (if nothing else given)		peash; peach; une pêche; l'appèche aimes; visiter mes amis jouer avec mes amis, etc. faire au café; je fais du café [ignore references to shopping]

[Total: 7 marks]

Section 2

AcceptReject

Exercise 1 QQ 1-5

- | | | |
|---|--|--|
| 1 | double/for two (with shower)
EITHER ELEMENT
room with double bed; twin room | one room
inclusion of bathroom = H.A
inclusion of wrong detail = x
on first floor; basement |
| 2 | (on) ground floor/ downstairs/ bottom
OR with shower (if not credited above)
disabled facilities; no stairs
Look for two points in Q1 & 2 | (addition of incorrect material)
wife is handicapped = H.A
specific handicap = -1 |
| 3 | 15 June/juin | |
| 4 | breakfast; breakfast for 2
harmless addition e.g. "breakfast in morning"
Yes – breakfast
LIST RULE DOES NOT APPLY | breakfast for one.
(inclusion of other meals)
(unless reference to <u>no</u> dinner) |
| 5 | LANVIN | (any error) |

[Total: 5 marks]

Exercise 2 QQ 6-11

- 6 E
7 G
8 D
9 H
10 F
11 A

[Total: 6 marks]

Exercise 3 QQ 12-19

- 12 B
13 C
14 A
15 B
16 (vers)/5 h(eures)
05h; 5 am/pm; 5
5 o'clock; cinq eur
17 parfum - PARF + nasal
parfume
parfin; parfim; parfan; parfam

5 o'clock
sankeur; cinqueur

magazines/ livres invalidates
parfem; parfa; parfon
type of perfume; perfume

AcceptReject

- 18 (a) frites; frites; frit; frite
un/une frite

[See marking strategy 5]
fritz; fri; frie; friettes;
friet; firtes

- (b) eau (minérale) leau;
eu minérale; au; l'au; lau
lo; l'o; o;

minérale T.C.
low; beau minéral
leu; eu; j'ai bu du minéral
l'eur mineral

(a) and (b) interchangeable

- 19 pas (trop) bon(ne)/agité(e) / pas calme
pas bien; mal
mauvais(e)/ (**concept of bad crossing**)
la mere était agitée
il fait mauvais
elle n'aime pas

inclusion of "malade" invalidates
(unless properly used in negative)
patré bon
ennuyeux invalidates
la mère était agitée

[Total: 9 marks]

Section 3

AcceptReject

Exercise 1 QQ 1-9

- | | | |
|---|---|---|
| 1 | V | |
| 2 | | F |
| 3 | V | |
| 4 | | F |
| 5 | | F |
| 6 | V | |
| 7 | | F |
| 8 | V | |
| 9 | | F |

[Total: 9 marks]

Exercise 2
QQ 10-14

- | | | |
|----|--|---|
| 10 | (à)l'université/ university/ fac(ulté)/ faculty
prolonger/ continuer/ finir les études | uni; universaire |
| 11 | langue(s) (vivantes)
le langue; lange(s) | l'anglais
le langage;
long; lang; longue |
| 12 | (un travail dans) l'industrie/ être traductrice
dans les industries
industry; industrial; industriel | (pas) professeur
Inclusion of 'et professeur'
andustrie
inclusion of gibberish |
| 13 | rendre quelque chose/ acheter une voiture
une/le voiture | gagner une voiture
gagner beaucoup d'argent |
| 14 | heureuse/ heureux/ bonheur
bonneheure
être content(e)
bonneur | bonne heure
une bonne vie
bonner; bonherre |

AcceptReject**QQ 15-19**

- 15 B
16 C
17 A
18 C
19 C

[Total: 10 marks]

**Exercise 3
QQ 20-25**

- 20 G
21 D
22 A
23 H
24 B
25 E

[Total: 6 marks]

Exercise 4 QQ 26-29

- 26 (i) (bank) notes/ money/ cash/ bank bills
(ii) driving licence/ permit; permit to drive
a lot/ too much money; lots of bank notes
- 27 (be) under 26 (years old)
< 26 yrs; -26; 26-
- 28 special prices/ reductions in shops/
special prices for travel/holidays trip/transport
reduced cinema prices [any one]
cinema discounts; money off cinema
cheaper to get into cinema
[look for reductions + one item]
- 29 competition from other sources (concept)/
victim of its own success [either one]
a new card for reductions;
other cards coming in;
companies that had their membership cards/
own benefits

[See marking strategy 5]
specific notes; bills;
change/coins
carte jeune (but does not invalidate)
bank notes and coins

be 26 (years old)
26 or less

reductions;
cinema tickets;
cinema for free;
half price entry

too successful
its success
people overusing them

[Total: 5 marks]

MARKING STRATEGIES

1. If an answer is very untidy try to decipher it, but if it is illegible mark it wrong.
2. If one answer has been written on top of another such that both are equally visible, mark the answer wrong.
3. Correct answers written in the wrong spaces are generally to be marked wrong (but see strategy 5 below)
4. Where **LISTS** of possible answers are offered where only one is required, mark the first only and ignore the others. Ignore correct but irrelevant information (non-distorting material) included with the answer. **The list rule does not operate on Section 3, where the inclusion of any incorrect answer will lead to the withholding of the mark.**
5. Where the space for answers is set out as (a) and (b), **mark the first answer on each line.** If two answers are written at (a) and NOTHING at (b), mark the two at (a) and award the marks accordingly. Note that the answers to (a) and (b) are usually interchangeable.
6. 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, in deciding whether the candidate is clearly indicating that one particular answer is to be marked.
7. Where a candidate makes two choices on a multiple-choice question requiring only one answer, the mark is automatically lost, unless there is a clear indication as to which answer to mark.
8. A correct answer can be **invalidated** by the addition of incorrect material. In this case, the answer will score nought. Indicate this in your marking as 1-1. **Care needs to be exercised in distinguishing between incorrect and irrelevant / non-distorting material. Do not confuse invalidation and the list rule.**
9. Where an answer is ambiguous and could equally well be judged right or wrong, decide in the candidate's favour.
10. You are certain to come across cases in which you will need to use your own professional judgement in deciding how to mark a particular answer. This will be especially so on Section 3, where you are often looking for a correct **concept** in an answer rather than an individual word. In such instances, always follow the general guidelines above, the examples given in the scheme and discussed at the meeting and the tape script itself in reaching your decision (though bearing in mind that the tape script is **HEARD** and **NOT SEEN** by the candidates!). If you really cannot decide how to mark a particular answer, contact your Team Leader.

MARKING ANSWERS IN ENGLISH

We judge answers from the standpoint of the 'sympathetic English reader' with no knowledge of French.

Answers given in French are marked wrong unless they are near cognates (e.g. novembre).

Be tolerant of poor English spelling. Always accept an incorrectly spelt answer provided it is recognisable as the correct word.

MARKING 'OBJECTIVE' QUESTIONS

It is obviously vital to be equally meticulous in marking multiple-choice, letter matching and True/False exercises as in assessing answers written in English or French. It is generally felt to be easier to mark these, however, as it is an 'automatic' type of marking. Herein lies the real danger; marking objective tests accurately probably requires more concentration than marking verbal answers.

Be very careful not to mark the given example and thereby follow an incorrect sequence (e.g. Section 1 Ex 2). Never confuse the sequence for one exercise with that of another! Devising mnemonics for memorising a sequence of answers can be useful but **have them clearly written down and do not mix them up for different exercises!**

MARKING ANSWERS IN FRENCH

Answers given in English cannot be credited (but see below).

The quality of the French produced is not to be assessed.

We take the part of the 'sympathetic French reader' with no knowledge of English.

An answer will be credited if it looks reasonably correct (i.e. to the French reader) and could not be confused with another word – i.e. **tolerate spelling errors which do not impede comprehension.**

An answer which does not immediately appear 'reasonably correct' should be **read aloud as it would by a French speaker.** If this results **phonetically** in a recognisable version of the required word, it is accepted.

English / French cognates or near-cognates (e.g. 'november') are to be accepted because they would be recognised by a French person.

In general, if a mis-spelt word in French leads to a different word, with resultant ambiguity, it is rejected. (e.g. *soir* for *soeur*, *voter* for *voiture*).

On Sections 2 and 3 one is more likely to have to consider a **phrase** rather than a single word. The above rules should again be followed. Within a phrase, however, one can be more tolerant of mis-spelt words, as there is a lesser chance of their leading to ambiguity (e.g. *il amie* for *il aime* or *à huit ours* for *à huit heures*). **Answers which are grammatically non-sensical should not be accepted.**

Marking problems arise when assessing to what extent an incorrectly spelt answer in French would be comprehensible to a French reader. There will also be cases where it is impossible to know whether candidates have shown that they have understood the required concept or have merely transliterated the French. In such cases, the above principles should first be followed. Examiners must then use their professional judgement in coming to a decision. Although the principle of awarding in favour of the candidate can be followed in cases of ambiguity, this should not be literally interpreted in every instance. In other words, the answer should first be judged following the above principles; if it fails on this scrutiny, it cannot be awarded.

It would be useful if examiners refresh their memories regarding the marking of answers in French by referring to the document issued at last year's standardisation meeting where a number of examples were considered. New examiners should ask me for a copy at the end of the meeting.

Principles for marking answers in French

- Ignore all accent errors
- Ignore gender errors
- Accept *il* for *elle* and vice versa
- Accept *je* for *il/elle*
- In general, ignore subject and object pronoun errors.
- Accept use of noun for verbal activity
e.g. *Qu'est-ce qu'elle a fait? Natation.*
- Accept use of infinitive instead of finite verb
e.g. *Qu'est-ce qu'elle a fait? Nager.*
- Accept English spellings if cognates or near-cognates (i.e. understandable to French- e.g. lemonade)
- Reject English spellings of 'faux amis non-cognates' e.g. 'gentle' for *gentil*.
- Reject spelling errors which significantly distort comprehension.
- Do not penalise use of inappropriate tense where a verb is not really required
e.g. '*Où est-il allé?*' '*[il ira] à la patinoire*'
- Ignore tense distortion unless the idea of time is being tested.
- Accept a correct answer that has simply been transcribed from the text.
e.g. '*Qu'est-ce qu'elle aime faire?*' '*J'aime bien jouer au tennis*'.

If in doubt, always go back to the standpoint of 'the sympathetic French reader with no knowledge of English'

Read the answer and award if comprehensible. If meaning is dubious, read it aloud as it would be read by a French person and award if the answer sounds close to the required French.

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Markscheme 1525/3525/2
June 2000

**FRENCH GCSE READING
SUMMER 2000.**

GENERAL MARKING INSTRUCTIONS

1. Mark correct marking points with a tick in red. Ticks should normally be on the right hand side of the page but left-handed markers may place them on the left if this is easier. Do not use crosses for wrong answers. A red dot will indicate that the answer has been read but has failed to score.
2. Total the marks for each double page and write at the bottom of the right hand page. The final total for the paper should be written on the front of the paper.
3. Do your best to decipher poor handwriting and be tolerant of poor spelling in both French and English.
4. If a candidate writes information in brackets, ignore the brackets, marking anything inside them in the usual way.
5. The mark scheme is intended to enable markers to operate in a consistent and reliable way. The standardisation meeting will go through the scheme in detail with illustration from photocopied scripts. Examiners will be able to seek clarification of doubtful points then. The scheme should be followed scrupulously and referred to frequently through the marking period. Conventional features of the scheme are: alternative answers separated by an oblique stroke, e.g. (closed/shut), brackets to indicate that information within them is optional, underlining to indicate that a key word or idea is essential for the answer, t.c. (tout court), h.a. (harmless addition).
6. Further general instructions for marking are included in the booklet "Instructions for Examiners".

There are three broad types of exercise on the Reading Comprehension papers, requiring objective answers, answers in French and answers in English respectively.

1. OBJECTIVE ANSWERS

These can be exercises requiring the ticking of a box or the writing in of a letter or choosing "Oui" or "Non" by circling etc. If more than one box is ticked the mark is lost. If more than one letter is written, mark the one inside the box. In cases of doubt examiners must use their judgement to interpret the candidate's intentions. In some cases candidates are required to write in a single word or name. In these cases, if two words are written, one after another, mark the first one. If two words are given, one above the other, mark the one on, or nearest to, the line. Correct spelling of the word or name is not required, as long as there is no ambiguity.

Examiners should be vigilant when marking objective answers and refer frequently to their mark scheme.

2. ANSWERS WRITTEN IN FRENCH

These answers are likely to be the most problematical for examiners because of the wide variation of candidate response. The understanding of marking principles is essential and this will be supported by numerous examples at the standardisation meeting.

We are expected to mark reading comprehension, not the quality of written French. Each answer should, as far as possible, be read as by a "sympathetic native speaker who knows no English." Answers in English, therefore, gain no credit though cognates and near cognates are acceptable. A candidate's answer does not need to be grammatically accurate, nor correctly spelt, nor in the form of a complete sentence. In some cases a noun alone could be an adequate answer, as would a verb in the infinitive. A correct tense or pronoun may also not be required. The standardisation meeting will clarify such answers and include them in the mark scheme.

Often a key idea is being looked for as an answer and if this is present the mark can be awarded. In some cases sections "lifted" from the text may be acceptable. If a candidate adds incorrect information to an otherwise correct answer that distorts the degree of comprehension that has taken place no mark is awarded. The harmless addition of correct information can be ignored.

The sample scripts issued at the standardisation meeting will form an essential part of the mark scheme for these exercises.

3. ANSWERS WRITTEN IN ENGLISH.

Each section of the paper contains an exercise to be answered in English. Again, answers do not need to be in the form of full sentences, nor do they need to be in correct English. Answers in French gain no credit. The mark scheme will indicate acceptable answers. There may be synonyms and paraphrases, which are other acceptable answers. The examiner must use his/her professional judgement. The photocopied scripts will provide a number of possible answers.

D.C.Forth
Principal Examiner for Reading
June 2000.

FINAL MARK SCHEME SECTION 1

	Accept(1 mark per question)	Reject
1	B	
2	B	
3	B	
4	C	
5	C	
6	Bernadette	
7	Jean-Claude	
8	Céline	
9	Anne	
10	Pierre	
11	J	
12	I	
13	D	
14	F	
15	K	
16	E	
17	A	
18	G	
19	C	
20	B	
21	A	
22	B	
23	C	
24	C	
25	OUI	
26	OUI	
27	NON	
28	OUI	
29	NON	
30	NON	

30 MARKS

SECTION 2

	Accept(1 mark per question except Q17)	Reject
1	B	
2	G	
3	F	
4	A	
5	E	

6	deux/2	(words not from list)
7	voyage	
8	lycée	
9	Sylvie	Christophe
10	animaux	
11	dîner/dinner	
12	fait/travail	
13	travaille	
14	question	
15	lettre/letter	
16	hard-working/conscientious/studious/ careful/diligent/thorough/painstaking/assiduous/ industrious/committed/motivated/ (student/pupil) he applies /applied himself (well) (allow quite..., very....) N.B. Do not apply list principle	an applied student/pupil good t.c. (but h.a.) clever/talented/intelligent remarkable/devoted generally.... swot
17	he had (very)short hair/(a) shorter hair (cut) he did not have (very) long hair they had long hair he wore shoes/did <u>not</u> wear boots/work boots/ fashion(able) boots they wore boots	addition of incorrect information invalidates different hair he wore boots/work shoes/ different shoes/footwear porter=to carry travailler =to travel "D.M. s"
18	are/were/will be useful/of use are useful ones (allow intensifiers: very, quite, still)	the most useful the useful ones have their uses sometimes../often../mostly../ always.. become/can be useful/helpful/ worthwhile
19	stay (on) at/in school/stick at it/buckle down (IDEA) try hard/work hard t.c. not leave/quit school/to "hang in " there (it's worth the pain = h.a.)	"..and do well" invalidates go (to school) make the most of it (But h.a.) not leave school at 16 "to learn at school" to concentrate to work at school

20 MARKS

SECTION 3

	Accept(1 mark per question except question 27)	Reject
1	Gérard	
2	Françoise	
3	Henri	
4	Yves	
5	Henri	
6	Henri	
7	Laure	
8	Françoise	
9	la tante (de Bernard)/sa tante/son tante/ le tante/une tante/ ca tante/ça tante taunt(e) Bernard's tante une tante de Bernard tante t.c.	la tante d'Alan il/elle/ma/ta/votre/notre/leur tante tente tant
10	(il avait été) (au) camping (de sa tante) (il est allé/il a fait) chez sa tante il a visité sa tante j'ai passé.... (il a fait) Biarritz	tente(unless already penalised in 9) any ref. to travailler/aider avec le travail/s'amuser invalidates
11	(ils devront) travailler/(vider les) poubelles/ servir/travailler dans le magasin travail(le)/travaillé aider la (tolerate ma/sa/il/elle etc) tante	aider les campeurs (britanniques) le(s) magasin(s) t.c. aider t.c. une/deux heures par jour
12	il parle anglais/il peut traduire (IDEA) il parle/parlera/a parlé avec eux il peut expliquer les choses	il est anglais il dit anglais
13	il y a (beaucoup de /des)distractions/(aller au) café(s)/(aller au) cinéma(s)/ (aller à la) disco(thèque(s) (any one of above)	village visiter la ville t.c. animé t.c. c'est une ville animée = h.a. ..et aller en Espagne= h.a. visiter Biarritz t.c. il y a beaucoup (à faire) beaucoup

14	(parce que la frontière n'est) pas loin proche près (Espagnol=Espagne)	à la frontière t.c. la frontière est près de l'Espagne/ la France
15	B	
16	B	

17	F	
18	G	
19	C	
20	H	
21	D	
22	K	
23	I	
24	A	
25	J	
26	noise (and conversation) make concentration difficult (IDEA) (background) noise t.c. (it's) noisy noise (all around) "sound make it hard to concentrate" conversations/discussions <u>all around</u>	loud noise rustling noise sound(s) t.c. noise of cars whispering(invalidates) because it is hard to hear t.c. it is hard to conecentrate t.c. discussions/conversations t.c.
27	(i) <u>meeting</u> (lots of) people (ii)he works in varied/various/different fields/areas/domains it's varied he likes the variety (iii) <u>learning</u> (new) things he carries on learning (ANY TWO)	world (invalidates) various places + every day/all the days(invalidates) "there's always something new" "it is different" (But h.a.) "Working with lots of new people"

28	knowledge of the culture(s) (of a country) (at least) a year abroad (EITHER IDEA) to know=to learn=to understand	knowledge of other cultures t.c. see/experience the culture... traditions/customs for "culture" (but h.a.)
29	he forgets his English (IDEA) he can't find his English he can't keep up his mother tongue "he finds translation difficult because his English is rusty"	ref. to translation may be insufficient if the idea of forgetting his English is missing. "he finds it hard to translate certain English expressions" refind find again discover

30 MARKS

FINAL MARK SCHEME
SECTION 1

	Accept(1 mark per question)	Reject
1	B	
2	B	
3	A	
4	A	
5	C	
6	Bernadette	
7	Jean-Claude	
8	Céline	
9	Anne	
10	Pierre	
11	oui	
12	oui	
13	non	
14	oui	
15	non	

15 MARKS

SECTION 2

	Accept(1 mark per question)	Reject
1	B	
2	G	
3	F	
4	A	
5	E	
6	deux/2	(words not from list)
7	voyage	
8	Sylvie	Christophe
9	dîner/dinner	
10	lettre/letter	

10 MARKS

SECTION 3

	Accept(1 mark per question except question 12)	Reject
1	Gérard	
2	Henri	
3	Yves	
4	Henri	
5	Laure	
6	E	
7	F	
8	C	
9	G	
10	D	
11	noise (and conversation) make concentration difficult (IDEA) (background) noise t.c. (it's) noisy noise (all around) "sound make it hard to concentrate" conversations/discussions <u>all around</u>	loud noise rustling noise sound(s) t.c. noise of cars whispering(invalidates) because it is hard to hear t.c. it is hard to coneconcentrate t.c. discussions/conversations t.c.
12	(i) <u>meeting</u> (lots of) people (ii)he works in varied/various/different fields/areas/domains it's varied he likes the variety (iii) <u>learning</u> (new) things he carries on learning (ANY TWO)	world (invalidates) various places + every day/all the days(invalidates) "there's always something new" "it is different" (But h.a.) "Working with lots of new people"
13	knowledge of the culture(s) (of a country) (at least) a year abroad (EITHER IDEA) to know=to learn=to understand	knowledge of other cultures t.c. see/experience the culture... traditions/customs for "culture" (but h.a.)
14	he forgets his English (IDEA) he can't find his English he can't keep up his mother tongue "he finds translation difficult because his English is rusty"	ref. to translation may be insufficient if the idea of forgetting his English is missing. "he finds it hard to translate certain English expressions" refind find again discover

15 MARKS

Archives &
Heritage

Markscheme 1525/3525/5
June 2000

French Writing

Foundation Tier: Section 1

This paper has three compulsory questions and a total of 30 marks:

Question 1 - Ten items (single words) at 1 mark each = 10 marks

Question 2 - Ten items (words/phrases) at 1 mark each = 10 marks

Question 3 - Five tasks (sentences) at 2 marks each = 10 marks

Exercise 1: List

Use/misuse of articles or possessive adjectives to be ignored. Each item to be marked 1 or 0 on the basis of 'accomplishment of task' whereby:

1 mark Message conveyed sufficiently well to be understood by a sympathetic native reader of French with no knowledge of English; accuracy **NOT** assessed, unless comprehension impeded; errors of spelling and syntax therefore to be ignored; cognates acceptable.

Expected answers: **assiette; verre; couteau; fourchette; cuillère; casserole; carte; serviette; lampe de poche; parapluie; sac à dos; sac de couchage; oreiller; matelas; lit (pliant); chaise (pliante); torche; camping gaz; [items of clothing]; [items of food and drink].**

10 items only are to be marked; ignore use of articles or possessive adjectives for this question.

Otherwise 0 marks e.g. **cuillerée**

The principle is that we are looking for the target language or a good attempt. Accept any item which is in French or not clearly in an other language. Accept cognates. Accept any suitable item.

Reject: any English words: words which have no currency in French; and the example – une tente

Award each item 1 or 0:

Total: 10 marks

Exercise 2

One mark is to be awarded for each appropriately filled gap.

0 otherwise.

Accept any noun or verb which could possibly be suggested by the icon. Use/misuse of articles or possessive adjectives to be ignored.

Expected answers:

(le/mon) lit/ (ma) chambre

(le) salon/ (la) salle de séjour/ salle/salle à manger/living/ pièce/maison

(le) jardin/ balcon/ terrasse

(la) cuisine/ (le) dîner/ (le) déjeuner/ cuire/repas/[any meal]/[any dish, e.g. spaghetti]/préparer le(s) repas

Reject: la cuisinière

mère/ grand-mère/ maman/femme/fille/copine/voisine/soeur/
[accept any female relative]

(l') aspirateur

supermarché/ magasin(s)/marché

**Reject: Tesco/(faire des) courses/
au shopping/ faire du shopping**

père/ grand-père/ papa [accept any male relative]/fils/copain

adore/aime **(faire)** le shopping/les courses or

Reject: no verb

adore/aime aller au supermarché [tolerate use of infinitive]

aime/adore [male person, e.g. mon frère]

aime/adore [item on supermarket shelf, e.g. les céréales]

lave la voiture/l'auto [tolerate use of infinitive or wrong tense]

Reject: le vélo

fais le plein/vais à la station-service

Reject: je lavage

Total: 10 marks

Exercise 3

Accomplishment of task - award 2, 1 or 0 for each task complete.

Often there may be two notions expressed: both - 2 marks, either one - 1 mark.

Where the candidate uses illegitimate verb forms or no verb, this is deemed to impede communication.

2 for **accomplishment**: getting the message across as identified above. Use of "je" throughout is acceptable, but penalise first instance of change of pronoun.

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 candidate the benefit of the doubt.

elle/il a 15 ans = 2 elle/il a quinze = 1 sieze/sank = 1
elle/il a quinze ans = 2 elle/il est 15 ans = 1 elle/il est quinze = 0

elle/il a les cheveux marron/ courts = 2 cheveu(x) = 1 missing verb or est = 1
ses cheveux sont longs, etc = 2 cheveu(x) = 1 elle/il chevaux marron = 0
accept either colour or style; ignore lack of agreement

elle/il est aimable/ sportif/ bavard = 2 il a + adj = 1
physical attributes = 1
accept any suitable adjective; ignore lack of agreement

il/elle aime le cyclisme/ le roller/ la musique = 2 il jouer = 1
or il/elle fait = 2 or il/elle joue = 2 il j'adore = 1

elle/il travail(le) dans un magasin/ chez Tesco, etc = 2 il travaille un supermarché = 1
elle/il travail(le) comme secrétaire = 2 il travaille secrétaire = 1
 (preposition missing = max 1)

elle/il est dentiste/ au chômage/ à la retraite etc = 2 il est dentist = 1

elle/il est au collège/ en troisième = 2

il/elle aime l'école/le dessin, etc = 2 il va à l'école = 1

Total: 10 marks

Total for Section 1: 30 marks

Foundation and Higher Tiers**Section 2**

Candidates are required to write an article or a letter.

For this section, three features of candidates' work are being measured:

- | | |
|--------------------------|----------|
| ● Accuracy | 8 marks |
| ● Quality of language | 2 marks |
| ● Relevant communication | 10 marks |

TOTAL: 20 marks

Accuracy: out of 8 marks

Marks will be awarded for accurate use of the following linguistic categories in the first 100 words:

Verbs and verbal constructions	3 marks
Articles, determiners, nouns and adjectives	3 marks
Other linguistic features	2 marks

The following paragraphs provide a check-list of key features to be taken into account for each of these categories:

Verbs and verbal constructions

- subject/verb accord
- accurate use of tenses
- verbal constructions, e.g. dependent infinitives
modal verbs
- negatives

Articles, determiners, nouns and adjectives

- choice of gender
- adjective agreement
- comparison of adjectives
- possessive adjectives
- plural forms

Other linguistic features

- adverbs and adverbial phrases
- prepositional usage
- pronouns
- conjunctions, including relative pronouns
- comparative constructions with adverbs
- ordinal numbers
- dates, times, units, measurements
- abbreviations

The marks available will be awarded on the following scale of performance for the first two categories,

Verbs and Verbal Constructions

and

Articles, Determiners, **Nouns** and Adjectives.

3	Accurate except for occasional fundamental errors, e.g. confusion of regular/irregular verbs, choice of auxiliary verb, subject-verb accord, choice of possessive
2	Generally accurate, but with increased incidence of fundamental errors
1	Substantially inaccurate despite several examples of accurate usage
0	Nothing of merit

The marks available will be awarded on the following scale of performance for the third category, **other** linguistic features

2	Generally accurate, but with occasional fundamental errors, e.g. in the use of prepositions and pronouns
1	Substantially inaccurate despite several examples of accurate usage
0	Nothing of merit

Quality of language: out of 2 marks

This mark refers to **range** and **variety** of language used, in particular where candidates show these qualities in their choice of idiom, vocabulary, structures and appropriate tenses. The marks should **not** be awarded where there is frequent repetition of vocabulary and structure.

2	Good range and variety of idiom, vocabulary, structures
1	Fair range and variety of idiom, vocabulary, structures
0	Poor range and variety of idiom, vocabulary, structures

Relevant communication: out of 10 marks

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

Accomplishing the tasks set:

Each question has 5 tasks which need to be accomplished.

Each task is marked 2, 1 or 0, as in Section 1, Questions 2 and 3.

- 2 for task accomplished
- 1 for task partially accomplished
- 0 for failure to accomplish task

TOTAL = 10 marks (5 × 2)

It may be that a single sentence will be sufficient to gain 2 marks, or even 4, if the candidate deals with two tasks in a single sentence.

To achieve 2 marks requires an attempt at sentence form with a finite verb.

Final totalling:	Accuracy	out of	8
	Quality of language	out of	2
	Relevant communication	out of	10

Total for Section 2: 20 marks

Q1a 2, 1 or 0 for content

For the award of 2 marks, the verb must be in an appropriate tense. Otherwise the award will be a maximum of 1 mark. An infinite or a past participle is also maximum 1 mark.

The use of vous is penalised each time.

2 marks	1 mark	0 marks
je vais voyager/voyagé/je voyagerai	je vais voyagerai = 1	je travaillerai = 0
[any acceptable time reference]	[present/wrong tense] = 1	
[any means of transport, even sur le train]		
[any two out of verb, time and transport]		
je voudrais/vais/j'espère jouer (joué)/faire ...	j'aime = 1	
... visiter/voir	je voudrions = 1	
(at least two suitable activities)	viste = 1	
(parce que/car)	[wrong tense] = 1 j'aime (tc) = 1	
j'aime le football/c'est bon/c'est bien	interessant (tc) = 1 parce que bon = 1	
(accept any suitable reason)		
j'ai (déjà) visité	j'ai visté = 1	
je suis fait/ j'ai allé....	je suis alle = 1	
[tolerate imperfect/pluperfect]		
(must be one suitable activity)		
est-ce qu'il y a	[statement, no ?] = 1	
avez-vous		
est-ce qu'on peut		
..... (dans la région/chez vous)		
Grenoble est joli?		
il y a		

Q1b 2, 1 or 0 for content

For the award of 2 marks, the verb must be in an appropriate tense. Otherwise the award will be a maximum of 1 mark. An infinitive or a past participle is also maximum 1 mark.

The use of vous is penalised each time.

Expected framework of answers:

2 marks	1 mark	0 marks
je mange(rai)/ on mange/nous mangeons	christmas cake = 1	
.... la dinde/les chocolats [any food]	nous mangez/j'ai mangé = 1	
..... un grand dîner/beaucoup de nourriture	un grand dinner = 1	
[tolerate omission of Noël]		
j'adore	je suis allé/j'ai vu = 1	
.... les boums/ les cadeaux	je voudrais (les boums, etc) = 1	
.... aller au théâtre		
.... faire les courses		
(accept things/events/activities)		
je vais passer/je passerai Noël	[present/past tense] = 1	
.... chez moi/à la maison	à ma tante = 1	
.... chez ma grand-mère	je passe = 1	
.... à l'hôtel		
.... en Espagne		
j'ai (suis) acheté/choisi/donné/offert	[one present] = 1 j'ai reçu = 1	
... [two presents]	j'ai acheté 2 cravates = 1	
(accept any two suitable presents)		
qu'est-ce que tu fais?		
où vas-tu? tu manges?	tu manges (no ?) = 1	
est-ce que tu manges		
quels cadeaux as-tu reçus?		

Higher Tier**Section 3**

Extended writing: (narrative, personal, descriptive, imaginative, reporting)

The total for this section is **30**.

For this section, three features of candidates' work are being measured:

- | | |
|--------------------------|----------|
| • Accuracy | 18 marks |
| • Quality of language | 6 marks |
| • Relevant communication | 6 marks |

TOTAL: 30 marks

Accuracy: out of 18 marks

Marks will be awarded for accurate use of the following linguistic categories in the first 150 words:

- | | |
|--|---------|
| Verbs and verbal constructions | 6 marks |
| Articles, determiners, nouns and adjectives | 6 marks |
| Other linguistic features | 6 marks |

Verbs and verbal constructions

- subject/verb accord
- accurate use of tenses
- verbal constructions, e.g. dependent infinitives
modal verbs
separable verbs

(The assessment of verbal constructions takes note of word order implications where these are appropriate)

- negatives

Articles, determiners, nouns and adjectives

- choice of gender
- adjective agreement (where appropriate)
- comparison of adjectives
- possessive adjectives
- plural forms
- use of cases (where appropriate, but not including prepositional use)

Other linguistic features

- adverbs and adverbial phrases
- prepositional usage
- pronouns
- conjunctions, including relative pronouns
- word order (where appropriate, but see also the section on verbal constructions)
- comparative constructions with adverbs
- ordinal numbers
- dates, times, units, measurements
- abbreviations

The marks available will be awarded on the following scale of performance for each of the linguistic categories.

6	Highly accurate, despite an odd fundamental error, e.g. confusion of regular/irregular verbs, choice of auxiliary, subject-verb accord, etc, but with occasional minor slips, e.g. spelling errors which do not affect the morphology
5	Not as consistently accurate as the highest level, with a higher incidence of minor slips and few fundamental errors
4	Accurate except for occasional fundamental errors, e.g. confusion of regular/irregular verbs, choice of auxiliary verb, subject-verb accord, choice of possessive. Must be two thirds accurate
3	Generally accurate, with five different correct usages, but with increased incidence of fundamental errors
2	Substantially inaccurate despite three different correct usages
1	Substantially inaccurate, with only isolated examples of accurate usage
0	Absolutely nothing of merit

Quality of language: out of 6 marks

This mark refers to **range**, **variety** and **fluency** of language used in the choice of idiom, vocabulary, structures and appropriate tenses. The mark should **not** be awarded where there is frequent repetition of vocabulary and structures.

6/5	Very good range and variety in use of idiom, vocabulary, structures, tenses, prepositions; fluent use of subordinate clauses and more complex verb forms
4/3	Good range and variety in use of idiom, vocabulary, structures, tenses, prepositions; sound use of subordinate clauses and some attempt to use more complex verb forms
2/1	Some range and variety in use of idiom, vocabulary, structures, tenses, prepositions; occasional successful use of subordinate clauses.
0	Frequent repetition of identical words and structures

Relevant communication: out of 6 marks

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

Award out of 6 marks according to the following table:

6/5	Communicates all or nearly all the relevant subject matter in a clear and connected manner
4/3	Communicates much of the subject matter but sometimes lacks clarity
2/1	Communicates the ideas without clarity and omits many vital aspects of the subject
0	Fails to communicate adequately for this level

Irrelevant material is not to be rewarded for Communication and is unlikely to attract marks for Quality of Language. Candidates will score 6 if they answer the question relevantly but will lose communication marks and quality of language marks in proportion to the amount of irrelevant material they include. For example, if more than half of what the candidate has written is scene-setting, the maximum relevant communication mark should be 3.

Final totalling: Accuracy

out of 18

Quality of language

out of 6

Relevant communication

out of 6

Total for Section 3:

30 marks

Underlength answers Apply the following grids:

Full course	Section	3																									
Words	Accuracy																										
	max																										
	150		18	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1						
130 +			18	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1						
125 - 129			17	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1							
120 - 124			16	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1								
115 - 119			15	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1									
110 - 114			14	14	13	12	11	10	9	8	7	6	5	4	3	2	1										
105 - 109			13	13	12	11	10	9	8	7	6	5	4	3	2	1											
100 - 104			12	12	11	10	9	8	7	6	5	4	3	2	1												
95-99			11	11	10	9	8	7	6	5	4	3	2	1													
90-94			10	10	9	8	7	6	5	4	3	2	1														
85-89			9	9	8	7	6	5	4	3	2	1															
80-85			8	8	7	6	5	4	3	2	1																
75-79			7	7	6	5	4	3	2	1																	
70-74			6	6	5	4	3	2	1																		
65-69			5	5	4	3	2	1																			
60-64			4	4	3	2	1																				
55-59			3	3	2	1																					
50-54			2	2	1																						
45-49			1	1																							
below 45			0																								
Full course	Section	2																									
Words	Accuracy																										
	max																										
	100		8	8	7	6	5	4	3	2	1																
80 +			8	8	7	6	5	4	3	2	1																
75-79			7	7	6	5	4	3	2	1																	
70-74			6	6	5	4	3	2	1																		
65-69			5	5	4	3	2	1																			
60-64			4	4	3	2	1																				
55-59			3	3	2	1																					
50-54			2	2	1																						
45-49			1	1																							
below 44			0																								