

Combined Mark Schemes and Report on the Units

January 2006

3861/7861/MS/R/06J

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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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**Mark Scheme 2651/01
January 2006**

Marking Scheme: Unit 2651 (French), 2661 (German), 2671 (Spanish)
Components 01, 02 and 03: Speaking**Total: 60 marks****Section A Role-play**

Response to written text	5 marks (AO2)	[Grid 1A]
Response to Examiner	5 marks (AO1)	[Grid 1B]
Quality of Language	5 marks (AO3)	[Grid 1C]

Section B

Topic presentation	20 marks (AO4)	[Grid 1D]
Topic discussion		
Spontaneity and fluency	15 marks (AO1)	[Grid 1E]
Pronunciation and intonation	5 marks (AO1)	[Grid 1F]
Quality of Language	5 marks (AO3)	[Grid 1C]

Section A Role-play: Grids 1A and 1B**10 marks****Grid 1A: Response to written text****0-1 Very Poor**

Little use made of stimulus material. Supplies one or two of the key points, but with many gaps and no detail.

2 Poor

Some attempt made to use the stimulus material, but covers less than half the key points. Many omissions or points not conveyed clearly.

3 Adequate

Performance is inconsistent. Makes a reasonable attempt to use the stimulus material. Covers about half of the key points, but there are some gaps.

4 Good

Makes good use of stimulus material. Covers over half the key points with some detail, but does not extend quite far enough to qualify for very good.

5 Very Good

Makes full use of the stimulus material. Covers virtually all the key points clearly supported by detail.

Grid 1B: Response to Examiner**0-1 Very Poor**

Barely able to respond to many of the Examiner's questions. Shows very little initiative or imagination. Unable to react to Examiner's comments.

2 Poor

Some attempt to carry out the task but with limited success. Responses to the Examiner frequently inadequate. Shows little initiative or imagination.

3 Adequate

Inconsistent. Responds satisfactorily to the Examiner, but does not extend a great deal. Some quite good replies but some omissions.

4 Good

Completes the task successfully, showing initiative and imagination most of the time. Is able to keep the momentum going. Extends quite well, but could have gone a little further.

5 Very Good

Completes the task successfully, responding fully to the Examiner's questions and showing initiative and imagination throughout. Takes charge of the conversation. A convincing performance.

Grid 1C: Quality of Language**5 marks****0-1 Very Poor**

Little evidence of grammatical awareness. Persistent serious and elementary errors. Only simplest sentence patterns.

2 Poor

Evidence of gaps in basic grammar. Frequent errors of an elementary kind, e.g irregular verbs frequently not known. Some attempt at use of subordinate clauses and more complex sentence patterns, but errors still even in common structures.

3 Adequate

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language but not always successfully. Expression rather forced and problems with correct word order.

4 Good

Accuracy generally good. Shows sound grasp of AS structures list. Tenses and agreements sound although there may be errors in more complex areas. Ambitious in use of complex sentence patterns but not always able to maintain correct usage.

5 Very Good

High and consistent level of accuracy. Only minor errors and slips. Confident and correct use of a range of structures.

Section B**45 marks****Topic presentation: Grid 1D****20 marks**

Note: The Examiner awards a mark for this grid on the basis of candidates' presentations. Candidates are initially placed in the middle of the mark band, which is considered to be appropriate to their performance in the presentation. Following the subsequent discussion the mark may be adjusted within the band or even into a higher or lower band.

Note that it is not possible to be specific in the following grid because of the diversity of topics presented. The Examiner should adapt the general statements below to the specific topic being addressed. Grid 1D focuses on (i) knowledge and factual information; (ii) evidence of planning and preparation; (iii) quality of exposition and presentation. Other issues, such as ideas, opinions and the ability to enter into debate about the topic are dealt with when assessing the discussion (see Grid 1E).

0-4 Very Poor

Conveys very little information about the subject. Material very thin and vague. Much waffle or superficiality. Gives the appearance of not having studied the subject seriously, and not to have planned with care. Poor and hesitant presentation.

5-8 Poor

Little information beyond the obvious or commonplace. Material thin, rambling, repetitious. Some evidence of planning and preparation, but presentation is pedestrian.

9-12 Adequate

Solid base of information with evidence of preparation and planning. Material is factually adequate, but with no evidence of wider reading. Material may not always be relevant. Exposition of topic is worthy but somewhat stilted.

13-16 Good

Good exposition and sound organisation of the topic. Makes relevant factual points. Well-informed with a range of relevant factual information. Well planned and organised material. Good exposition of topic.

17-20 Very Good

Shows well-informed and consistently well-illustrated factual knowledge of the subject. Knowledge is allied to a clear grasp of the subject and understanding of the context and wider issues. Detailed planning evident and topic presented with style and flair.

Note: If candidates fail to relate the Presentation/Discussion to aspects of the society or culture of the country or community where the language is spoken then the maximum mark that can be achieved is 8/20 on Grid 1D.

If, in response to the Examiner's questions, there is some superficial reference subsequently made then this could rise to a maximum of 9/20. If more than a superficial reference is made then the full range of marks in the Adequate band can be accessed.

Topic discussion: Grids 1E, 1F and 1C

25 marks

Grid 1E: Spontaneity and fluency

15 marks

0-3 Very Poor

Has very little to offer by way of ideas and opinions. Much irrelevance or superficiality. Cannot really cope with Examiner's non-factual questions. Slow, with frequent pauses. Fluency confined to pre-learnt material.

4-6 Poor

Beginning to develop ideas and opinions, but very patchy. Can respond intelligently to a few of Examiner's non-factual questions. Beginnings of fluency but with some inconsistency or hesitancy.

7-10 Adequate

Shows some ability to develop ideas and opinions and can respond intelligently to a number of the Examiner's non-factual questions. Reasonably fluent and spontaneous.

11-13 Good

Increasing ability to develop ideas and opinions. Can respond intelligently to almost all the Examiner's non-factual questions. Fluent and spontaneous much of the time.

14-15 Very Good

Able to develop ideas and opinions well. A very fluent and spontaneous performance throughout.

Grid 1F: Pronunciation and intonation**5 marks****0-1 Poor**

Only comprehensible with difficulty. Heavily influenced by mother tongue. Many sounds mispronounced.

2-3 Adequate

A number of errors, with particular problems with more difficult sounds. Otherwise intonation and pronunciation mostly acceptable.

4 Good

Pronunciation and intonation mostly correct, although there may be occasional mispronunciation with more difficult sounds.

5 Very Good

Only occasional errors of pronunciation and intonation. Sounds authentic most of the time.

Grid 1C: Quality of Language**5 marks****0-1 Very Poor**

Little evidence of grammatical awareness. Persistent serious and elementary errors. Only simplest sentence patterns.

2 Poor

Evidence of gaps in basic grammar. Frequent errors of an elementary kind, e.g. irregular verbs frequently not known. Some attempt at use of subordinate clauses and more complex sentence patterns, but errors still even in common structures.

3 Adequate

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language but not always successfully. Expression rather forced and problems with correct word order.

4 Good

Accuracy generally good. Shows sound grasp of AS structures list. Tenses and agreements sound although there may be errors in more complex areas. Ambitious in use of complex sentence patterns but not always able to maintain correct usage.

5 Very Good

High and consistent level of accuracy. Only minor errors and slips. Confident and correct use of a range of structures.

**Mark Scheme 2652
January 2006**

2652 January 2006

UNIT 2, Listening, Reading and Writing, and UNIT 3, Reading and Writing

The following general principles apply to the marking of Units 2 and 3 in French, German and Spanish.

- 1 Obliques indicate alternatives, any one of which scores the marks indicated.
- 2 Bracketed points indicate information or words not essential to score the full marks.
- 3 Alternatives: The award of marks is not necessarily dependent on the specific wording in the mark scheme; other wordings will score the marks, provided they are semantically equivalent. Acceptable alternatives will be discussed at the examiners' meeting and the mark scheme amplified accordingly.
- 4 Copying of material: Candidates are instructed that they may use expressions of up to 5 words from the text **unchanged**. In practice, there is likely to be little opportunity for extensive "lifting" to occur (only in extended writing exercises); where it does happen, the general rule is that the lifted material should be bracketed and discounted for the purpose of assessing the quality of the language.
- 5 Grammar and spelling: In **UNIT 2, Section 2C** and in **UNIT 3, Section B** the quality of the FL in which the Writing task is expressed is assessed under the appropriate assessment grids. In the English exercise in **UNIT 2, Section 2B**, spelling, punctuation and grammar should be assessed under grid 2B.
- 6 Rubric infringements: The most likely rubric infringement in these papers would be answering in the wrong language. Where this occurs, no marks should be awarded.

Any other rubric infringements should be drawn to the attention of the Principal Examiner.

- 7 Particular points relating to Unit 2
 - 7.1 If some of the verbal questions have been omitted, Quality of Language (grid 2A) should be assessed as normal and then the resulting mark will be reduced pro rata (see additional grid in mark scheme).
 - 7.2 Incorrect answers in the target language: assess the language element provided that the candidate has attempted a response to the question.
 - 7.3 Totally irrelevant, or pre-learnt all-purpose answers should score no marks.
 - 7.4 Answers in English, other than in Unit 2, Section 2B, should score no marks.
 - 7.5 The use of the familiar pronoun in the Writing task should be regarded as a "serious error" in the language criteria
 - 7.6 Transfer of meaning exercise: if a candidate has only attempted part of the translation, assess as follows:
 - if they have attempted 50%+ of the translation, assess the 2B mark as normal and do not adjust
 - if they have attempted 25-50%, maximum 2B mark = 3
 - if they have attempted less than 25%, maximum 2B mark = 2

- 7.7 The 'sympathetic English reader' should be **very** sympathetic in assessing comprehension. ½ marks to be allowed in comprehension questions (to be rounded up at the end of the **paper**).
- 7.8 Fluency of style and appropriateness of vocabulary should be ignored under grid 2B but will be discussed under the details of the comprehension points.
- 7.9 Transfer of meaning into the target language (grid 2C). For each point not attempted, deduct ½, **after** arriving at the overall language mark.
- 7.10 Vocabulary should be considered under 'structure'.
- 7.11 Do not penalise candidates who write more than 100 words.
- 7.12 Inappropriate register should be reflected in the language mark.
- 8 Particular points relating to Unit 3
- 8.1 To avoid penalising candidates twice for the same fault, the language must be marked fully, even where the mark under 3B / 3C is very low or zero. In the case of a totally irrelevant piece of writing, the script should be referred to the Team Leader.
- 8.2 Annotation of scripts: mark with a circled number any content point (show the mark in the right-hand margin). Mark with a tick in the left-hand margin any personal additions or imaginative points made by the candidate
- 8.3 Rubric infringements are unlikely to occur. Refer any problems of this kind to the Team Leader or Principal Examiner.
- 8.4 Allow 'lifting' of up to 5 words (from the original stimulus or from the cloze test) in Task 4. Put brackets round lifted sections. Discount lifted sections when assessing grid 3A.
- 8.5 Quality of vocabulary should be rewarded under structure.
- 8.6 Responses that are irrelevant to the task and / or text should be assessed only for language.
- 8.7 Comprehension (grid 3B).
For 'Adequate', the candidate should refer to c.40% of the content points.
For 'Good', the candidate should refer to 50%+ of the content points.
- 8.8 Content points can be precise, factual points **or** allusions. This will depend on the text. Points do not need to come from the entire passage - they can come from only a section of the text.
- 8.9 Response (grid 3C). 'Insight' and 'originality' refer to anything that was not in the original text.

Modern Languages at Advanced Subsidiary**UNIT 2, Listening, Reading and Writing, and UNIT 3, Reading and Writing**

Please use the following symbols on all scripts to indicate marks awarded and any deductions.

- 1 Tick each point for which a whole mark is awarded. Write ½ for a half-mark if necessary.
- 2 Cross any incorrect answer for which no content marks are awarded. (Write a zero to indicate no marks.)
- 3 Underline all language errors in Section 2.**
- 4 Use **X INV** to indicate an item that invalidates an answer
- 5 Indicate omitted information by a caret sign ^.
- 6 Indicate superfluous information or clumsiness in language by a wavy line ~.
- 7 In translation exercises, the end of each sub-section may be indicated by the symbol //.
- 8 Where candidates give alternative answers, only the first one written, or the one on the line should be marked.
- 9 In the exercise where a response in English is required, inaccuracy should be shown by **a single underline** for individual items and **a wavy line** should be used for inaccurate / clumsy sections
- 10 For each question or section, write the mark awarded in the righthand* margin. At the end of the exercise write the total marks, **and ring this figure**. Allow any half-marks to stand.

* Left-handed markers may use the lefthand margin.

- 11 In Unit 3, section B, Writing, show the mark for Grid 3A (Quality of Language) first and then the mark for 3B (Comprehension), then the mark for 3C (Response) eg

$$A4 + B3 + C3 = 10$$

Individual content points made should be numbered consecutively and ringed, either in the body of the text or in the right-hand margin. Any personal or imaginative additions by the candidate should be ticked in the left-hand margin.

- 12 At the end of each exercise total the marks awarded, **and ring this figure**. Allow any half marks to stand.

Arriving at the final mark

Add the ringed totals for each exercise, and write this figure at the end of the script. Round UP a half-mark remaining. Ring the final total, and transfer it to the box on the front cover. On the OMR mark sheet enter **the final total only**.

Tâche 1 – 1 mark for each correct answer

- | | |
|---|---|
| 1 | C |
| 2 | A |
| 3 | B |
| 4 | C |
| 5 | B |
| 6 | A |

Tâche 2 – 1 mark for each correct answer

- | | |
|---|---|
| 1 | B |
| 2 | A |
| 3 | A |
| 4 | B |
| 5 | B |
| 6 | A |
| 7 | B |

Tâche 3 – 1 mark for each correct answer

- | |
|----|
| 1 |
| 4 |
| 7 |
| 9 |
| 11 |
| 13 |

Because of the omission of the negative in statement 14, there are only 6 correct statements. One extra mark is to be awarded to all candidates.
Write mark + 1 and ring total thus obtained.

Tâche 4 - 1 mark for each correct answer

- | | |
|---|------------------------|
| 1 | Skyfly + Tyrolienne |
| 2 | Skyfly |
| 3 | Via corda + Tyrolienne |
| 4 | Tyrolienne |
| 5 | Skyfly |
| 6 | Tyrolienne |
| 7 | Via corda |
| 8 | Tyrolienne |

Tâche 5 - Section 2A

		Comments	
1	1	16 janvier / 16/01	Reject « January » NB – Numbers may be written in full
	1	92	
2	1	(a) <u>Chez</u> l'habitant / dans / avec des familles	Accept: <i>en France</i> Preposition needed
	1	(b) Ils n'arriveront pas en même temps / au même moment / ensemble	NB – answers to a) and b) are not transferable b) some evidence of plural required
3	1	C (10 heures)	
4	1	a envoyé / a préparé parle / veut savoir / demande si on a reçu	Penalise incorrect pronoun (je – most common) <u>only once</u> Accept: <i>a donné</i> for <i>a envoyé</i> Reject: <i>a offert</i>
	1	a préparés / a envoyés	NB – either verb (<i>envoyer</i> / <i>préparer</i>) can be credited only once
5	1	dans les couloirs	
6	1	(Ils doivent / ils devront / ils pourront / pour) aider les jeunes à ne pas se perdre / montrer le chemin aux jeunes / pour que les jeunes ne se perdent pas	Idea of <i>not getting lost</i> needed
7	1	Le micro ne marchait pas	Accept present tense for comprehension
	1	Ça a <u>perturbé</u> / C'était <u>perturbant</u> (pour / le conférencier)	Reject: <i>il faut que le micro marche</i> Accept : <i>la conférence</i>
8	1	qu'il y ait un projecteur, un écran (etc) / l'équipement / le matériel habituel	NB – verb needed Reject incorrect rendering of <i>indispensables</i>
	1	(Elle sera réglée) par retour de courrier / immédiatement	Use of <i>courir</i> invalidates
10	1	(il veut) qu'on déduise / on doit déduire (du total) la somme (d'argent) / l'argent	Reject <i>sum tc</i>
	1	(<u>déjà</u>) payé(e) (<u>le mois dernier</u>)	Notion of prior payment required <i>moins</i> invalidates

Grid 2A: Quality of French

5 marks

0-1	<i>Very Poor</i>	Little evidence of grammatical awareness. Persistent serious and elementary errors in spelling, agreements and transcriptions from the spoken word.
2	<i>Poor</i>	Evidence of gaps in basic grammar. Frequent errors of an elementary kind, in spelling, agreements and transcriptions from the spoken word.
3	<i>Adequate</i>	Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Still recurrent errors in spelling, agreements and transcriptions from the spoken word.
4	<i>Good</i>	Accuracy generally quite consistent, but there may be errors in more complex areas and / or number of minor errors in spelling and transcriptions from the spoken word.
5	<i>Very Good</i>	High and consistent level of accuracy. Only minor slips. Confident and correct use of a range of structures. Virtually no problems in transcriptions from the spoken word.

Task 5 has 3 non-verbal marks out of 15

n→ i↓	1	2	3	4	5	6	7	8	9	10	11
5	5	4	4	3	3	2½	2	1	1	0	0
4	4	3	3	3	2	2	2	1	1	0	0
3	3	2½	2	2	2	1½	1	1	1	½	0
2	2	2	1½	1	1	1	1	1	½	0	0
1	1	1	1	1	1	½	0	0	0	0	0

I - initial mark awarded for quality of language under Grid 2A

n - *total number of marks for language-productive questions not attempted*

Tâche 6 - Section 2B

		Comments
1	1 AD is <u>the</u> secretary <u>of F&C</u>	Reject indefinite article; insist on inclusion of the organisation
	1 <u>A</u> member of the association	Reject definite article
	1 (has) sent / given me / brought to my attention / I have seen one your leaflets / brochures /	<i>Person has come / spoken to me</i> invalidates
	1 (He thinks that) our school / college may / could be	Implication of <i>possibility</i> required
	1 the ideal place	
	1 for their next meeting.	Accept <i>reunion</i>
	1 Every other year / every two years	
	1 they come <u>from</u> all over the world	
	1 and gather in a historical setting / place	Not <i>re-assemble</i> Not <i>building</i>
	1 to discuss issues / themes / topics	
	1 concerning them all / which we are concerned about	Reject <i>most</i>
	1 and to discover the culture	
	1 of a non-French speaking country.	
	1 She wants <u>more</u> information	Insist on <i>more</i>
	1 about the services we offer / our services	
	1 and the prices that (would) apply.	
(any up to max 14)		
2	1 On average / typically / in general / normally	
	1 their group has / there are <u>about</u> 100 participants.	Insist on approximation of number
	1 They need board and lodging	<i>Accommodation</i> alone scores no mark
	1 for the <u>length</u> of / the <u>whole</u> the stay	Idea of length must be implied
	1 five days in this instance / case.	

		Comments
1	Could we send them details / information	<i>she would like to know</i>
1	about / on the size of the rooms,	<i>Layout distorts</i>
1	their facilities / equipment / how they are equipped	
1	and the / what meals (are) included (in the deal / tariff / package / price.)	
1	They (will) need 3 (meeting) rooms / Three rooms for the reunion	Reject <i>reunion room</i>
1	For / on the day of the forum / event	<i>consecrated</i> invalidates
1	to which experts and	
1	members of the public will be invited / have been invited	<u><i>will be OR have been invited</i></u> is needed but may refer to either experts or members of the public; addition of <i>to speak</i> invalidates
1	they (will) need the auditorium.	
1	(She wants to know) how much it / these rooms will cost (to hire).	
1	They also want suggestions for <u>visits</u>	Insist on plural <u>visits</u>
1	which could foster / help them gain / develop / give	Use of <i>proper</i> invalidates <i>foster</i> which could improve their appreciation of our culture – 2 marks
1	a <u>better</u> understanding / appreciation of our heritage / culture.	

(any up to max 16)

Grid 2B: Quality of Written English

5 marks

0 -1	<i>Very Poor</i>	Major and persistent errors in grammar, punctuation and spelling.
2	<i>Poor</i>	Frequent serious errors in grammar, punctuation and spelling.
3	<i>Adequate</i>	Still a number of errors in grammar, punctuation and spelling, some of them serious.
4	<i>Good</i>	Very accurate with only a few minor errors in grammar, punctuation and spelling.
5	<i>Very Good</i>	Excellent, almost faultless grammar, punctuation and spelling.

- 1 mark for each component, up the maximum for each paragraph. The total for each paragraph to be divided by 2. No rounding up at the end of this task.
- The important principle is that of transferred meaning without undue ambiguity.
- NB: use of pronouns must be consistent within a paragraph. Transfer of meaning – rather than translation is also acceptable Insert Grid 2B

Tâche 7 - Section 2C

½ mark to be deducted for each sub-component that has not been attempted.

1	<ul style="list-style-type: none"> • We have already organised similar events; • we are able to help 	
2	<ul style="list-style-type: none"> • Our college is very popular; • they must book early 	
3	<ul style="list-style-type: none"> • There are special rates for large groups; • we are enclosing our price list 	
4	<ul style="list-style-type: none"> • Our French-speaking staff will help • and advise during your stay. 	
5	<ul style="list-style-type: none"> • Will you need specific equipment • for your forum day? 	

Work to be assessed for quality of language – Grid 2C

Grid 2C: Writing

10 marks

0-2	<i>Very Poor</i>	Little evidence of grammatical awareness. Persistent serious and elementary errors in endings, tenses, genders. Only simplest sentence patterns, and those mainly incorrect.
3-4	<i>Poor</i>	Evidence of gaps in basic grammar. Frequent errors of an elementary kind, e.g. irregular verbs frequently not known; adjectival agreements and common genders faulty. Some attempt at use of subordinate clauses and more complex sentence patterns, but errors still even in common structures.
5-6	<i>Adequate</i>	Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language and shows some ability to produce syntax and structures appropriate to the task but work is characterised by being inconsistent and with variable accuracy. Expression rather forced and problems with correct word order.
7-8	<i>Good</i>	Accuracy generally consistent. Shows sound grasp of AS and / or A2 structures list. Tenses and agreements sound although there may be some inconsistency and errors in more complex areas. Ambitious in use of a variety of complex sentence patterns but not always able to maintain correct usage.
9-10	<i>Very Good</i>	High and consistent level of accuracy. Mainly minor errors. The overall impression is one of competence. Confident and correct use of a varied range of structures.

Transcript**Tâche 1 : Pub (35 secondes)**

- (M1) Depuis quelques jours, la carte Carrefour vous donne le droit de choisir vous-même 25 produits sur lesquels vous aurez des réductions pendant toute l'année.
- (M2) Par exemple, en achetant 4 bouteilles de votre boisson orange ou exotique par semaine vous pourrez économiser 30 euros par an qui seront crédités à votre compte fidélité Carrefour. Et il vous reste encore 24 produits à choisir !
- (M1) Avec la carte Carrefour, vous avez maintenant le pouvoir de baisser les prix.
- (F) Carte gratuite utilisable dans tous les magasins Carrefour.

Tâche 2 : Fête de la lecture partagée (40 seconds)

- (F) Nous voudrions que les Français, parents ou enfants, nous donnent des livres d'occasion. Ensuite, nous leur demanderons d'y écrire quelques mots. Ainsi, le lecteur inconnu qui recevra un livre saura pourquoi ce livre-là a été donné.

Le 25 septembre nous ferons une grande fête pour remettre ces livres aux maires des villes et aux associations ou aux municipalités. Ce jour-là, nous souhaitons que ce soit une fête du plaisir de la lecture.

Rappelons qu'une personne qui ne sait pas lire n'a aucune chance dans la vie. Le combat contre l'illettrisme, c'est un combat pour le droit à une vie normale.

Tâche 3 : Un restaurant très différent (40 secondes)

- (M) Vous avez entendu parler de « Dans le noir » ? C'est un restaurant très différent qui vient d'ouvrir à Paris. Guidés par un serveur aveugle, tous les clients pénètrent, la main sur l'épaule du client précédent, dans une salle totalement noire. Là, on n'a aucune notion d'espace, de taille ou de volume. Puis arrive Nadia, l'une des serveuses non-voyantes....
- (F) « On vous a expliqué ? Avant de verser le vin, il faut mettre le bout du doigt dans le verre pour éviter les débordements. »
- (M) Mais le plus dur c'est d'identifier les plats. Cependant bientôt dans la salle, tout le monde discute avec tout le monde et les clients interrogent les serveurs sur leur manière de vivre leur handicap.

Tâche 5 - Message (65 seconds)

- (M) Ici Monsieur Piat. Je voudrais confirmer les détails pour la réunion du 16 janvier. Nous attendons 92 jeunes Français. Il faudrait que l'accueil soit ouvert à partir de 9 heures et quart pour 10 heures parce que les participants sont logés chez l'habitant, donc ils n'arriveront pas tous au même moment. Pouvez-vous leur offrir des boissons chaudes ?

Vous devriez avoir reçu les panneaux que j'ai préparés. Pouvez-vous les mettre dans les couloirs pour que les jeunes ne se perdent pas ? Dans la salle de conférence, il faut que le micro marche. Ce n'était pas le cas l'année dernière, et ça a beaucoup perturbé le conférencier. Dans les autres salles, l'équipement habituel (écran, projecteur, etc.) sera indispensable.

Finalement, notre association règlera votre facture par retour de courrier. N'oubliez pas de déduire du total la somme d'argent payée le mois dernier. Merci.

**Mark Scheme 2653
January 2006**

Post-standardisation final Mark Scheme: January/Winter 2006

French GCE Unit 2653 Reading and Writing

Tâche 1

(7 points)

- a) La Fontasse
- b) La Fontasse, Carcassonne
- c) Cadouin
- d) La Fontasse
- e) Cadouin
- f) La Fontasse

Tâche 2

(8 points)

- a) B
- b) C
- c) A
- d) A
- e) C
- f) A
- g) B
- h) C

Accept	Comment
Q. 3a	
Talent spotted (when only 14) / PE teacher told her she could be good	One point only for either
Gave her a taste for sport	
Was enrolled in sports academy	
Became French Junior champion	Insist on FRENCH or NATIONAL
Trainer patient (when she gave up)	
Encouraged her (to start running again)	
She immediately reached a good standard	Insist on IMMEDIATELY
Won many races / cups	
Plans to encourage others / Plans to become trainer herself	One point only for either
Success despite obstacles	
Overcame lack of confidence	
Success in overcoming depression	NB: do not give credit in both 3a & 3b
Q. 3b	
Problems with the language	
Because she moved to France (when she was 13) Because she had lived elsewhere	One point only for either
Not mentally strong Not much confidence	One point only for either
Stayed at home to look after baby	One point only for either
Watched (soaps on) TV all day long ONLY watched TV Found it hard to be a housewife	One point only for any of these answers. Insist on idea of <i>all day long</i> / <i>only watched TV</i>
Worked long hours	
Not able to train	
Frequently As a result / therefore	
Not happy / depressed	Do not credit "depressed / depression" if already credited in 3a Reject: not enough room in her / the house for trophies
Q. 3c	
NB: maximum 6 marks for Question 3c if no attempt to answer second question	

**Mark Scheme 2655
January 2006**

Final transcripts and markscheme – Paper 2655 – January 2006**Une nouvelle loi sur le racisme en France**

SEBASTIEN : En France, on a assisté à une scène assez étonnante, aujourd'hui, à l'Assemblée Nationale, là où siègent les députés, les élus du peuple.

JF : Pour une fois, la droite et la gauche étaient d'accord pour voter une loi.

SEBASTIEN : Tous les députés qui étaient là ont voté pour cette loi. Elle a donc été adoptée à l'unanimité.

JF : Il y a eu un consensus sur un sujet important : le racisme.

SEBASTIEN : En France, il y avait déjà une loi contre les remarques racistes, une loi qui punit les gens qui disent des choses contre les étrangers par exemple. Mais il n'y avait pas de loi sur les agressions racistes.

JF : Oui, par exemple quand un noir se fait attaquer dans la rue seulement parce qu'il est noir, ou quand une école juive est détruite seulement parce qu'elle accueille des enfants juifs.

SEBASTIEN : C'est cette lacune, ce défaut que la loi d'aujourd'hui veut réparer. C'est un député de droite, Pierre Lellouche qui a constaté ce défaut et qui a eu l'idée de ce texte. Avec cette nouvelle loi, les peines de prison vont aller jusqu'à 30 ans.

JF : À l'Assemblée nationale, il y a des députés qui ont même voulu aller un peu plus loin. Ils ont proposé des amendements au texte, ils ont proposé des modifications, des changements.

SEBASTIEN : Par exemple certains députés ont voulu introduire un amendement pour que dans toutes les lois, on enlève le mot « race ». Parce qu'une race, pour les scientifiques, ça n'existe pas. Il n'y a pas de race blanche ou de race noire.

JF : Mais pour les députés, supprimer le mot « race », ça posait quand même un problème. Si on ne parle plus de « race » dans les lois, comment on va arriver à prouver qu'il y a eu une agression raciste ?

SEBASTIEN : C'était une bonne idée, mais elle était difficile à mettre en pratique. Donc, les députés ont adopté la loi sur le racisme mais sans cet amendement. Cet amendement a été rejeté.

Les élections européennes en France

C'est aujourd'hui, dimanche, la plus grande consultation électorale de toute l'histoire de l'Europe et pourtant, pourtant les Français, apparemment si on en croit les sondages, s'en fichent. Bien qu'il y ait quelques millions d'électeurs qui vont se déplacer pour remplir leur devoir civique et élire leurs députés européens, beaucoup de Français ne se sentent pas du tout concernés par ces élections. C'est tellement vrai qu'on ne s'est même pas aperçu que nous étions depuis quelques semaines en campagne électorale.

Alors pourquoi cette indifférence alors que le monde est en pleine transformation, qu'il y a donc toutes les raisons pour être ensemble et se serrer les coudes ? Les causes du taux d'abstention sont multiples et toutes plus vraies les unes que les

autres. Il y a tout d'abord le fonctionnement même de l'Europe qui par sa lourde bureaucratie est très éloignée des citoyens. Mais il y a aussi une certaine unanimité d'opinion vis à vis de l'Europe et c'est pour cela qu'il ne reste plus rien à discuter, d'où la chute d'audience des anti-européens qui s'adressent à des salles désertes. Quant à ceux qui sont pour, ils n'ont plus besoin de rappeler que l'Europe des 25 constitue désormais la première puissance économique du monde devant les États-Unis et encore loin devant la super puissance montante : la Chine.

Bref, quand tout le monde est presque d'accord, les débats sont moins passionnés et l'enthousiasme pour aller voter retombe comme un soufflé. Mais, la vraie bonne raison de cette désaffection de l'opinion pour ces élections européennes c'est que la campagne électorale est nulle. Or, quand une campagne est nulle les responsables ne sont pas les électeurs qui eux sont prêts à entendre parler de l'Europe. Les vrais responsables ce sont les partis politiques. Ils sont aujourd'hui en France en si mauvaise forme à droite comme à gauche qu'ils ont perdu le goût, l'imagination, l'envie, tous ces ingrédients qui font une bonne campagne. Résultat, aujourd'hui les électeurs qui se déplacent voteront moins pour l'Europe que contre le gouvernement. On appelle ça le vote sanction.

Section A: listening comprehension

Tâche 1 Une nouvelle loi sur le racisme en France [10 marks]

1. étonné / surpris (1)
Also accept : choqué. *Reject* : heureux / content
2. accord / unanimité (1)
3. adoption (1)
Also accept : introduction. *Reject* : adaptation
4. les remarques racistes (1)
Reject : racisme / remarques t.c.
5. les agressions racistes / les attaques racistes / les actes racistes (1)
Both elements required for one mark. Accept : violence raciste
6. cette lacune / ce défaut / ce manque (1)
7. 30 ans de / en prison *Both elements required for one mark* (1)
8. supprime / enlève (1)
Accept: interdise / n'utilise pas / retire
9. une / la preuve (1)
Accept: des preuves
10. l'amendement / le changement (1)
Accept : la modification.

Tâche 2 Les élections [10 marks]

- a. (le) dimanche ; *Reject* : aujourd'hui dimanche (1)
- b. ils sont indifférents / ils s'en fichent (1)
Accept : beaucoup de Français ne sont pas concernés par les élections.
Reject : s'enfichent / sans fiches / sont fiches
- c. qu'il y avait une campagne électorale / qu'ils étaient en campagne électorale / qu'ils devaient remplir leur devoir civique (1)
Reject : beaucoup de Français ne se sentent pas concernés par les élections / les élections / campagne / compagnie.
- d. être solidaire (*allow* : voter) (1)
Accept : doivent être ensemble / doivent se serrer les coudes.

- e. à cause de sa bureaucratie / de son fonctionnement (1)
Accept : parce que l'Europe est très bureaucratique.
- f. personne ne vient les écouter / ils s'adressent à des salles désertes (1)
Accept : à cause de la chute d'audience des anti-Européens.
Reject : adresse (instead of s'adresse) / salles désertes t.c. / sales déserts
- g. c'est la nouvelle super puissance / c'est la super puissance montante (for one mark the idea of a super power + adjective or idea of developing are needed) (1)
Accept : pour la comparer à l'Europe
- h. une campagne électorale nulle (1)
No other answer can be accepted as the key word in the question was vrai.
- i. les partis politiques (1)
- j. parce que les électeurs vont voter contre le gouvernement (1)

In addition 5 marks to be awarded for AO3 Grid 5A

Grid 5A: Listening Comprehension (5 marks)

0-1 Very Poor

Little evidence of grammatical awareness. Persistent serious and elementary errors in spelling, agreements and transcriptions from the spoken word.

2 Poor

Evidence of gaps in basic grammar. Frequent errors of an elementary kind, in spelling, agreements and transcriptions from the spoken word.

3 Adequate

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Still recurrent errors in spelling, agreements and transcriptions from the spoken word.

4 Good

Accuracy generally quite consistent, but quite a number of minor errors in spelling and agreements and one or two more serious lapses in transcriptions from the spoken word.

5 Very Good

High and consistent levels of accuracy. Only minor errors and slips in spelling and agreements and virtually no problems in transcriptions from the spoken word.

Section B: reading comprehension: Tous surveillés au doigt et à l'oeil**Tâche 3****[6 marks]**

- a. à l'étranger (1)
Accept : aux États-Unis
- b. la douane / la frontière / un douanier (1)
Reject : les autorités / l'immigration
- c. une puce (1)
Accept : informations biométriques. Reject : identité / identification.
- d. essayé / utilisé / introduit / mis en place (1)
- e. sûre (1)
Accept : facile / fiable / efficace
- f. la sécurité (frontalière) (1)

Tâche 4**[6 marks]**

- a. des personnes qui entrent dans un pays (1)
de façon illégale / illégalement. Accept : sans passeport (1)
- b. personnes (1)
originaires / venant d'un pays qui n'est pas en Europe (1)
Accept : ceux qui n'ont pas de nationalité européenne
- c. récemment (1)
obtenues (1)

Tâche 5**[8 points]**

- a. prétendre / faire semblant d' / sembler / dire / (1)
être une autre personne (1)
Accept : entrer / voyager dans un pays (1) sous une fausse identité (1)
- b. correspondant (1)
Also accept : soient les mêmes / soient comparables
aux détails du fond de l'œil / aux détails fraîchement recueillis / aux
détails sur une base de données informatiques (1)
- c. à un terroriste / une personne indésirable (1)
d'entrer dans le pays (1)
or qu'un terroriste / une personne indésirable (1) entre dans le pays (1)
As there is an error in the allocation of mark (2 marks should be allocated for this question , not 3,) candidates were not penalised if they added information from another paragraph.
- d. la capacité (1)
Reject : la puissance / le pouvoir / le moyen / la capacité
de faire des comparaisons / de reconnaître des formes / des motifs (1)

Tâche 6**[20 marks]**

- a. distance between the eyes (1)
distance between upper lip and tip of the nose (1)
- b. 250 parameters are recorded (1)
Accept: points / measurements / parts / details / traits / characteristics
it is accurate (1)
makes it impossible to mix people up (1)
- c. conjunctivitis / eye infection (1)
or an eyelash in the eye (1)
- d. the machine will not recognize you / will take you for someone else (1)
if the angle of view is different (1)
if the lighting is different (1)
if you have grown a beard (1)
if you have put on weight (1)
- e. used a false finger / latex finger (1)
to prove that the ID system could be deceived / tricked (1)
- f. collect finger prints on underground doors (1)
collect patterns of people's irises from photos (1)
to clone them (1)
Accept: copy / replicate them / make a fake
they could hack into the data base where the information is stored (1)
Reject: then they try to hack...
- g. they feel confident / sure (1)
Reject: they feel t.c / they think t.c.
that the new documents are tamperproof / that the system is foolproof / hacking
into the system is pure fantasy / is impossible (1)

In addition 5 marks to be awarded for AO3 Grid 5B**Grid 5B: Reading Comprehension****0-1 Very Poor**

Little evidence of grammatical awareness. Persistent serious and elementary errors in endings, tenses, genders. Only simplest sentence patterns, and those mainly incorrect.

2 Poor

Evidence of gaps in basic grammar. Frequent errors of an elementary kind, e.g. irregular verbs frequently not known; adjectival agreements and common genders faulty. Some attempt at use of subordinate clauses and more complex sentences patterns, but errors still even in common structures.

3 Adequate

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts at more complex language and shows some ability to produce syntax and structures appropriate to the task but work is characterised by being inconsistent and with variable accuracy. Expression rather forced and problems with correct word order.

4 Good

Accuracy generally quite consistent. Shows a sound grasp of A2 structures list. Tenses and agreements sound although there may be some inconsistency and errors in more complex areas. Ambitious in use of a variety of complex patterns but not always able to maintain correct usage.

5 Very Good

High and consistent levels of accuracy. Mainly minor errors. The overall impression is one of competence. Confident and correct use of a varied range of structures.

Section C: Writing in French – French wine-makers fight GM vines trial**Tâche 7****[10 marks]****(marked according to grid 5C)**

In order to have access to the full range of marks in the Range criteria the candidate must have covered a minimum of 10 points (each point is numbered or ticked in the body of the text) plus one personal response, which is 10 points plus at least one opinion. If less than 10 points have been covered the maximum mark for Range will be 3/5. Below 5 points the maximum mark for Range would be 2/5. Deduct one mark from the total if there is no personal response.

Ticks to be awarded for content include:

- a.
 - contre (nouvelles tentatives du) gouvernement
 - de développer des vignes génétiquement modifiées
 - effets négatifs sur l'industrie
 - campagne pour arrêter les essais
 - risque de perdre des siècles de traditions

- b.
 - reprendre les essais (plein champs)
 - sur des plantes
 - conçues pour résister aux (pires) maladies
 - essais sur les racines de vignes

- c.
 - ces plantes résistent au virus
 - qui affecte la production
 - modifications pour accélérer le vieillissement du vin

- d.
- plus de risques que de bénéfices
 - ils n'étaient pas contre à l'origine / au début
 - trop de questions sans réponses
 - processus irréversible
 - ils ne sont pas contre la continuation des recherches
 - mais exigent de voir les conclusions des tests des laboratoires
- e.
- il comprend les inquiétudes du public (*Reject* : vues / problèmes)
 - aucun risque de contamination
 - essais (seulement) sur les racines
 - il n'y aura ni fleurs, ni feuilles, ni raisins (2/3 required)
 - on ne produira pas de vin

Grid 5C: Quality of language**[10 marks]**

There is a mark out of 5 for grammatical accuracy and another mark out 5 for range, variety and appropriateness.

0-1 Very Poor

Little evidence of grammatical awareness. Persistent serious and elementary errors in endings, tenses, genders.

2 Poor

Evidence of gaps in basic grammar. Frequent errors of an elementary kind, e.g. irregular verbs frequently not known; adjectival agreements and common genders faulty.

3 Adequate

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts at more complex language, but work is characterised by being inconsistent and with variable accuracy. Expression rather forced and problems with correct word order.

4 Good

Accuracy generally quite consistent. Shows a sound grasp of A2 structures list. Tenses and agreements sound although there may be some inconsistency and errors in more complex areas.

5 Very Good

High and consistent levels of accuracy. Mainly minor errors. Confident and correct use of the full range of structures contained within the specification. Only minor errors of spelling which do not affect the morphology.

Range, variety and appropriateness**0-1 Very Poor**

Very limited vocabulary. Frequent anglicisms. Very limited range of structures. Only simplest sentence patterns.

2 Poor

Narrow range of vocabulary. Frequent repetition of common words. Some attempt at more complex sentences patterns, but errors still even in common structures.

3 Adequate

Some attempt to extend range of vocabulary but still rather repetitive. Shows some ability to produce syntax and structure appropriate to the task.

4 Good

Good range of vocabulary with little repetition. A positive attempt to introduce variety. Ambitious in use of a variety of complex patterns but not always able to maintain correct usage.

5 Very Good

Apt use of a wide range of vocabulary. Able to use idiom appropriately. Confident use of a wide range of complex sentence patterns and structures.

Report on the Units January 2006

2651: Oral

Introduction

The standard of performance in this examination was quite high, and it was encouraging to hear many spontaneous and fluent responses to the role-plays and also a good number of well-researched and interesting topics. Many candidates had chosen topics, which really interested them, and were able to display a considerable amount of research and an ability to develop ideas impressively.

1. Role-play

Response to Written Text

Task A

This was the most frequently used role-play, as it came first in the random sequence. Most candidates handled the task well and were able to convey the key points clearly. Some candidates did not explain at the beginning that they were suggesting a visit to the Bullring in Birmingham. Candidates are reminded that, after the two preliminary questions they should clearly state what they are proposing to do, so that the situation is clear.

Some candidates did not make clear the special nature of the Bullring as Europe's new shopping capital. They needed some prompting also to explain that there are many shops also outside the Bullring centre. Numbers caused difficulty for some candidates. In this task 84 was sometimes rendered by quarante-vingt-quatre and nul was in some cases used for zéro. There are still some candidates, who give telephone numbers in single figures rather than in the French way in pairs. The telephone numbers were printed in this way on the candidate's sheet to encourage them to use the French way of expressing these numbers. The other key points were generally well handled, and it was encouraging to hear candidates explaining clearly that the Mailbox was a former sorting office transformed into a shopping centre.

Task B

This task was used less frequently than the others, as it came last in the random sequence. It was generally well handled by the candidates who attempted it. Most of the key points were covered without much difficulty, and candidates were able to explain clearly what the Smartnav system is, the information it gives and its cost. The telephone number caused problems for some candidates, as in Task A. Some candidates did not convey clearly the points about the personal assistant entering the details in a computer and the fact that it can call for assistance in case of accident. However, most candidates coped well with this task and were able to convey the essential points comprehensibly and fluently.

Task C

This task was generally well done by many candidates, who covered most of the key points without undue difficulty. In this task credit was given to candidates, who explained where the Wedgwood Visitor centre is, if another key point was omitted. Some candidates did not fully explain who Josiah Wedgwood was and the point about films, exhibits and interactive displays was not always completely covered. The telephone number again caused difficulty for some candidates.

Response to Examiner

The two preliminary questions were mostly well handled in all three tasks. The most successful were those where the candidate rephrased the forms on the candidate's sheet or introduced them with a form such as je voudrais savoir or pourriez-vous me dire?

There were some errors, for example, vous habite, où habite à quelle région? qu'est-ce que la région? In Task A, qu'est-ce que les voyages? vous doit, comment voulez-vous se déplacer? in Task B and qu'est-ce que le genre de visite? quel type de visite est-ce que tout le monde s'intéresse? quel genre de visite intéressant vous? combien de personnes dans votre groupe? (no verb) in Task C.

Most candidates responded well to the examiner's questions and were able to explain the main points of the English text fully. Some candidates took the lead and offered information without the need for all the questions.

There were also some very good performances on the extension questions, where candidates showed initiative and imagination in expressing their opinions. Candidates were particularly successful in giving the reasons why shopping centres are popular, suggesting measures, which the government could take to make travelling by car easier, and what visitor centres like Wedgwood can do to attract more customers.

Some candidates could have gained higher marks in this category if they had extended their replies further.

In general it was very encouraging to hear candidates responding confidently and in many cases taking charge of the conversation. There were very few poor performances on the role-plays.

Language

The accuracy of candidates' language was on the whole better than in previous examinations. Nevertheless there was inconsistency on the part of some candidates and a number of errors, including:

exhibitions
à 10h30 à 4h30
c'est for il y a
le nouvel centre
cinquante un
centres commerciaux
nombre for numéro
personnes qui doit
de le, de les
à le, à les
location for endroit
peut offert
canals
magasin s'appelle for qui s'appelle
peut utilise
l'hôtels
ils réduit
si il
cherche pour
à travail
cettes visites
en samedi
en Birmingham
vous peut
plusieurs de cadeaux
il y a ouvert
5 heures d'après-midi
provideraït

Examining

In most cases the role-plays were correctly timed and conducted. The tasks were clearly introduced and the suggestions for development well used.

After the two preliminary questions, it is helpful to ask the candidate to begin to convey the main points of the text with a question such as Qu'est-ce que vous proposez? as set out in the examiner's booklet. This avoids the possibility of a hiatus between the questions and the exploration of the key points. Care should be taken not to give information, which the candidate is expected to supply. Closed questions should be avoided. It is also important not to ask for information, which has already been given by the candidate. This occurred especially in Task A, when candidates, having mentioned that there were cafés, bars and restaurants, were asked Comment peut-on se détendre?

In a few cases, candidates sounded to be reading their answers to the questions. Extra sheets of paper for notes should not be allowed in the role-play. Candidates may make notes only on the candidate's sheet. It is recommended that they highlight the main points of the text or write brief prompts to help to locate particular points. The most successful responses

are those, which are spontaneous. Too much reliance on notes destroys the natural flow of the conversation.

2. Topic Discussion

Presentation

It was encouraging to hear a wide variety of topics, which candidates had researched with enthusiasm. Subjects included films, books, education, social problems, immigration and racism, obesity, the Normandy beaches, the euro, football, politics, the Resistance, the Tour de France, nuclear energy, transport, food, smoking and drinking, the recent riots, Médecins sans Frontières, la laïcité, l'Abbé Pierre and Restos du Coeur. It was also pleasing to note that centres, which had a number of candidates, had encouraged them to present different topics according to their interests.

The most successful presentations were those, which were well structured with detailed information, including statistics where appropriate. It is recommended that candidates bring the presentation to a clear conclusion, so that it is clear where the presentation ends and the discussion begins. It is also important that candidates convey some factual information during the discussion in response to the examiner's questions.

In some cases the material was rather thin and obvious. Some candidates did not give a great deal of evidence of research, while the content of a few of them did not refer sufficiently to a French speaking country. In order to be placed in the good band in this area, candidates are expected to show that they have researched the topic and that they are able to sustain the fact throughout the discussion. Candidates scoring in the very good band have detailed knowledge at their fingertips and are able to present the topic and sustain it in an interesting way.

Candidates should be discouraged from reading or reciting their presentation. They should not rely on notes, which are too long and detailed. The best method is to use small cards, which contain prompts, rather than a sheet of A4 with lengthy notes. Although it is recognised that candidates need to learn the factual information, it is nevertheless possible to deliver the material spontaneously.

Spontaneity and Fluency

The majority of candidates spoke spontaneously and fluently. They reacted well to the examiner's questions and were able not only to convey further facts during the discussion, but also to develop ideas and opinions. The most successful candidates took charge of the conversation and were able to speak at length. It was impressive to hear complex ideas being expressed in fluent French. Such candidates were by no means rare.

Candidates, who were less successful in this area, were not able to develop their ideas and opinions very far. They tended to state the obvious and could not go beyond a few simple sentences. In some cases fluency deteriorated when candidates were asked to go beyond the material, which they had prepared, and they were unable to express ideas clearly.

Pronunciation and Intonation

The intonation of many candidates in this examination was good and they sounded French most of the time. In these cases there were not many errors of pronunciation.

Candidates, who were less successful in this area, had rather anglicised intonation and there were a number of significant errors of pronunciation. A minority of candidates had heavily anglicised intonation, while in a few cases poor pronunciation impeded comprehension. Errors of pronunciation included:

im and in in words such as important, inoffensif, intrigue

A tendency to sound silent endings in words such as ils, dans, élèves, gens, hommes, Londres, blanc, cas

The sounding of the s in est

Qu pronounced as in English, for example in quand, qualifié

The sounding of the –ent in the 3rd person plural of verbs, for example, courent, disent, habitent

Confusion over the pronunciation of fils and fille, gens and jeunes, l'amour and la mort

Incorrect nasal sounds in words such as pendant, distinguer, roman, subvention

Th pronounced as in English, for example in méthode

Anglicised pronunciation of words such as parents, gouvernement, olympique, aspect (c sounded), persuader, femme, conséquence, déclarent

Language

In this part of the examination, many candidates used complex structures successfully, including passives, subjunctives, en + present participle, après avoir / être, relative clauses and a variety of tense. Many candidates were also able to use their language effectively to express complex ideas at some length. In order to be placed in the good or very good bands in this area, candidates are expected to display an ability to handle complex language. They cannot have access to the higher bands if their language consists only of main clauses.

The vocabulary of most candidates was at least adequate to the task and in many cases good. There were some instances of anglicised vocabulary, for example: essential, plots, criminal, personal, significance, environment, corrupt, Christian, response, changes, dramatiste, natural, communauté.

As in the role-play, accuracy varied between candidates. The standard of accuracy of many candidates was high, but there were nevertheless some errors, including:

vitement

à le, à les

de le, de les

regarder à

plus mieux, plus pire

après j'ai vu

n'a reçu pas

pour exemple

beaucoup des

qui prendre

les footballeurs obtient

on apprécier
les gens comprend
c'est un dommage
dans Europe
sur la radio, la télévision
per cent
sais for connais
qui début
à 24 novembre
il peintre
les couleurs est
nous avez
pour ils
ont moins chers
le gouvernement ont
ont devenu
peut vu
je save
au échange

Incorrect genders of words such as: ville, région, chance, fin, fois, âge, rue, photo, école, cathédrale, société, santé, vitesse, words ending in –ion such as fabrication, plupart, différence, histoire, boisson, bouteille, voiture, guerre, violence, lettre, force, problème.

Examining

The candidates were sensitively examined by many teacher-examiners and a good range of questions was asked to draw out factual information and to allow the candidates to develop ideas and opinions. Some examiners, however, referred principally to the headings on the Oral Topic forms and did not ask questions to elicit further information.

There were a number of cases where insufficient questions were asked to encourage the candidates to develop their ideas. As a result, some of the discussions were rather superficial.

There were also some instances where candidates sounded to be reading from notes, not only in the presentation, but also during the discussion. Candidates should be discouraged from using notes, which are too detailed. Headings on small cards are much to be preferred, as notes, which are too extensive, tend to lead to reading and a lack of spontaneity. Questions should be designed to encourage spontaneity and to prevent the candidates from reading or reciting prepared material.

2652: Listening, Reading and Writing (1)

General Comments

The January paper for this unit produced the full range of marks, but it would seem that a large number of those who sat it were candidates not in their first year of study towards A level because of the higher than expected proportion of marks above 60 that were scored. At the other end of the spectrum, some candidates who had only studied at this level for one term were clearly not ready for the demands of the paper. This particularly showed in their poor performance on Tasks 5 and 7 and in their lack of familiarity with the various test types. Listening and Writing remain the most challenging skills for the majority of candidates. In particular, they need to increase their vocabulary, to develop an ability to identify synonyms, to listen to full sentences rather than isolated words and to learn grammatical rules and apply them consistently.

Comments on Individual Questions

- Task 1** This exercise proved to be quite a good discriminator.
- Q1 This was designed to provide a gentle start to this task. However, a number of candidates, through lack of concentration, latched on to the word *quelques* in the text and erroneously chose A, although at this level, one would expect all candidates to be able to distinguish between *quelques jours* and *quelques mois*.
- Q2 A well-answered question generally. All candidates saw C as the obvious distractor that it was. Those who understood *vous-même* reinforcing *choisir* in the passage correctly chose answer A.
- Q3 Several were induced to tick A because of the presence of the word *exotique* which also appeared in the recording.
- Q4 Many candidates discarded the information that had already been given about the first product that could be chosen, so when they heard 24, they chose B, in spite of *il vous en reste encore* in the text, which should have pointed them towards C.
- Q5 This was the most difficult question in this exercise; the better candidates successfully identified B as the correct answers. The others just had a guess.
- Q6 The outcome of this question was disappointing. At this level *gratuit* should be known, yet not many candidates selected A.
- Task 2** This task also discriminated well, although some good candidates lost one or two marks because of carelessness.
- Q1 The use of the definite article (*les Français*) together with the explanation *parents ou enfants* should have pointed candidates to B. However, possibly because they did not know the expression *d'un certain âge*, many incorrectly chose A.

- Q2 This was generally well answered, although a number of weaker candidates did not realise that *offrir* was a synonym for *donner*, used in the text.
- Q3 This question was generally poorly answered. The key phrase in the passage was *d'occasion*. Unfortunately, a number of candidates – not just the weaker ones – equated it with *bon marché* rather than with *usagés*.
- Q4 Candidates could not always relate *y écrire quelques mots* in the text and *inscription* in option B. All three choices were evenly represented, so one suspects that many resorted to guesswork when selecting their answer.
- Q5 This question was very accessible and most candidates successfully linked *pourquoi* in the passage and *la raison pour laquelle* in option B.
- Q6 This question was designed to test the most able candidates who correctly chose A as the answer. Others were led to select B because of the homonyms *maires / mères* although, had they listened to the phrase rather than to an isolated word, they would not have equated *maires des villes* and *mères de familles*. This shows the importance of listening to words in context rather than in isolation.
- Q7 Option C proved popular with those who latch on to words (*illettrisme*) rather than try to understand passage and question. Those who knew that *sait* was a form of *savoir* correctly identified B as the correct answer.

Task 3

Scores for this task span the whole range, but most candidates managed to score at least half marks. Because of a printing error, there were only six correct statements, so all candidates were given one extra mark. As expected, statement (1) was correctly selected by the vast majority of candidates. The other statements that candidates often were successful in identifying were (7) and (9). Erroneous statements that found a lot of support were (2), possibly because the word *guider* figured in the recording, (8), probably because the speaker, Nadia, used the verb *expliquer* in her utterance and (12) because of a confusion between *discuter* and *disputer*. A number of candidates seemed to think that the customers rather than the waiters were handicapped and ticked (14).

Task 4

Evidence showed that some candidates made good use of the illustrations as they linked each photo to a paragraph of the text. The outcome of this task was similar to that of Task 3: there was a full range of marks, with most candidates scoring at least 5 marks. A significant number of candidates only ticked 8 boxes (one per statement), in spite of the example which clearly showed that a statement could apply to more than one sport. There were also candidates who ticked more than 10 boxes and their score had to be reduced accordingly. Candidates should always ensure that the number of ticks they write matches the marks allocation for the exercise.

The first four statements produced the best responses. Statement (6) proved testing for most because they did not associate *un kilomètre à 100km/h* with speed and ignored the additional information (*Ça ne dure que quelques secondes*); consequently, unable to link the statement to a sport, a number of candidates did not tick any box. Statement (8) was poorly answered, with most candidates failing to select *Tyrolienne*.

Task 5

After the improvement recorded last summer, the performance on this task was disappointing: it was the least well done exercise overall. A significant number of candidates left several blanks and some attempted only a couple of the verbal questions. The demands of this task clearly took newcomers to AS by surprise. Another common problem was due to candidates trying to transcribe sections of the text rather than answer the question.

The quality of language was disappointing too: even good candidates made a number of basic careless errors in their application of grammar rules. In fact, few candidates managed to score 4 or more on Grid 2A. Candidates should be reminded that if they do not answer questions, their language mark is scaled down accordingly.

- Q1 This was an accessible question yet, when giving the date, a number of candidates mistook 16 for 6 or 7 and wrote *janvier* with a capital letter; some gave an ordinal number (16^{ième}); this was taken into account when grid 2A was applied. The number of participants was mostly given correctly but the commonest wrong answer was 82.
- Q2 (a) This was also an accessible question but candidates who failed to score did so because they had omitted the preposition or produced an unrecognisable rendering of *habitant*.
- Q2 (b) The second part of Q2 proved a stumbling block for the weaker candidates: *tous au même moment* was variously transcribed in ways that did not make much sense.
- Q3 This question was generally well answered, with ticking box A the most frequent error. This was a result of not listening to the full sentence and ticking the first time that was mentioned on the tape.
- Q4 In this sentence-completion question, candidates were expected to manipulate language used in the passage. In practice, only the best managed to manipulate *vous devriez avoir reçu* to produce an acceptable answer (*a envoyé* or *veut savoir si on a reçu*). Many transcribed the text and wrote that M. Piat had received rather than sent the *panneaux*. The second mark was more frequently awarded because the use of an unambiguous past tense was not essential; only the future tense was rejected.
- Q5 Quite a lot of candidates gave *la salle de conférence* as an answer. It may be that the word *couloir* is not generally well known because only a surprisingly small number could spell it with any degree of accuracy. A significant number made some reference to a cold place in their answer, probably because they associated the sound of *couloir* with the English word 'cooler'.
- Q6 This question proved to be quite a stumbling block and candidates showed much imagination in finding some purpose for the *panneaux* with answers such as *pour réduire le bruit, pour fournir des boissons chaudes, pour les jeunes qui n'ont pas mangé, contre les peurs des jeunes* or even *pour prévenir les jeunes de se perdre* or *pour les jeunes qui ne se perdent pas*. Only the better candidates managed to score this mark. The weakest tended to produce a garbled version of *il faut que le micro marche*.

- Q7 (a) This question was not well answered either. Even those who targeted the right part of the text, which many did not, often simply attempted to transcribe, not always with success, the phrase *il faut que le micro marche*. However, it was pleasing to see that good candidates were able to manipulate the text to produce *le micro n'avait pas marché* or *ne marchait pas*.
- Q7 (b) This part of the question was more successful because many managed to produce a recognisable version of *perturbé* and the mark scheme allowed either *le conférencier* or *la conférence*. A number seemed to think that the young participants were guilty of misdemeanour. Occasionally, *conférence* was mixed up with *confiance*.
- Q8 This question was aimed at the best candidates. It was pleasing to note that a number of candidates realised that a subjunctive was required, even if they did not manage to produce a correct version. Unfortunately, the majority of candidates omitted the verb altogether. The other problem was related to the rendering of *indispensable(s)* which was so mangled as to be unrecognisable. The more able candidates managed to change the sentence round and to use the better known *disponible(s)*.
- Q9 Many candidates did not read this question sufficiently carefully: the future tense (*on payera*) was frequently ignored and *le mois dernier* was a very common answer. Another common error was the use of *courir* (which made no sense) instead of *courrier*, a fairly straightforward word in a 'World of Work' context.
- Q10 Many identified the relevant section of the text and tried to transcribe what they heard, with varying degree of accuracy. A number of candidates could not distinguish *mois* from *moins* and the weaker one failed to target the right area of the text altogether, often mentioning *boissons chaudes*, which was very surprising. As questions follow the order of the passage, a phrase from the beginning of the text is unlikely to be the answer to the last question.

Task 6

Although some answers erred on the poor side, this was the best done exercise in this paper. More candidates than in the past produced a gist version in the 3rd person. These worked generally quite well and candidates managed to avoid mixing up pronouns. Candidate should be discouraged from providing alternatives whenever they are unsure of the meaning of a word because only the first of the alternatives is considered; additionally, the mark awarded for Grid 2B may be reduced because the English that ensues is no longer accurate syntactically. Generally, the quality of English was variable because candidates could not render the sections of the text which they did not understand fully into grammatically sound English. As for spelling, the following words were often incorrectly spelt: secretary, historical, group, accommodation, equipped, visits, appropriate.

Paragraph 1

This was possibly the more demanding of the two sections of the letter to be transferred into English. Many failed to identify Alice Droulers as the secretary of the Association rather than as the member's secretary. Ambiguity was occasionally due to poor command of English. In the latter part of the opening, some candidates had problems with vocabulary that

was not known: *parvenir* was equated to *venir* and *dépliants* was thought to mean applicants. The idea of possibility contained in *il se peut que* was frequently not picked up. *Tous les deux ans* was often rendered as 'for two years'. In the same sentence, *coins*, *nous nous rassemblons* and *cadre* were not always known and candidates resorted to guesswork, which occasionally resulted in absolute nonsense ("we re-assemble ourselves in a historical card"; "For the past two years, with all the money we have, we have been assembling in a historic executive manner"). The latter part of the paragraph was tackled more satisfactorily although the weaker candidates had difficulties with *francophones*.

Paragraph 2

Either because they did not know what it meant, or through carelessness, many omitted to translate *En moyenne*. Carelessness also led many to read *centaine* as *certaine* thus leaving the size of the group undefined. In a significant number of scripts *précisions* was taken to refer solely to the size of the bedrooms; this resulted in renderings such as "the exact size of the rooms". *Compris dans le forfait* was not understood by a number of candidates who offered versions such as "the meals available" or "the menu". *La journée consacrée au forum* was widely misunderstood and resulted in fanciful or meaningless translations ("the consecrated day devoted to travel" the consecrated journey at the forum"; "our religious day"). In many cases, the syntax of the English sentence simply did not work. *A combien s'élèverait*, *location* and *propices au développement* also proved difficult for many.

Task 7

In this exercise, the whole range of performance was in evidence. At the top end, the best candidates displayed quite an array of business style phrases which they used judiciously to give their letter a feeling of authenticity and competence. However, many experienced difficulties in manipulating grammatical items such as verbs (*notre collègue sont*, *nous avons organiser*, *nous peut*, *est-ce qu'il besoin ...*) or adjectives (*les groups grandes*, *l'équipement habituelle*, *des réunions similar*). Possessive adjectives were also problematic for most (*notre prix*; *notres personnels*, *notre professeurs*, *notre tarifs*). Other areas of weakness included the use of partitive and definite articles, construction of verbs and use of prepositions (especially *avoir besoin*, *aider* and *conseiller*) and position of pronouns in infinitive constructions.

It was pleasing to note that quite a few candidates made good use of some of the language provided in Task 6. All the same, paucity of vocabulary limited many candidates' ability to complete this task successfully. The following words were frequently inappropriately rendered: events (often left in English), early (confusion between *tôt*, *plus tôt*, *plutôt*), enclosing (position and / or agreement), our staff (confusion between *emplois* and *employés*), advise (frequently left out), stay (also often omitted) and need (with *besoin* now used as a verb and given endings: *besoinez-vous?*).

A number of candidates, probably not yet sufficiently trained in the requirements of this task, attempted to translate the stimulus rather than transposing it. This affected their rendering of points 2, 3 and 5 where pronouns and possessive adjectives in the 3rd person plural had to be changed to 2nd person plural for the letter to be meaningful. Only a few

candidates were penalised for failing to attempt items contained in the brief. This mainly affected the second part of points 4 and 5.

It was pleasing to note that there were far fewer candidates whose work would be classed as “very poor”; most of those with limited French were able to complete the task and to communicate most of the message.

2653: French Reading and Writing

General

The paper elicited a wide range of marks. Tâches 1 and 2 (non-verbal) were quite well done; errors appeared to stem from misunderstanding of individual words rather than from incomprehension of the passages as a whole. Tâche 3 as usual proved to be an excellent discriminator in all three of its elements. Candidates continue to do well in the grammar question (Tâche 4), though there were fewer who obtained full marks in this session.

Candidates' attention should be drawn to the rubric on the front of the paper; some still persist in completing all or part of their script in pencil instead of the blue or black ink specified. An additional instruction this year to write only within the framework of the box bordering each page was not enforced by examiners, but candidates should note that it may have to be adhered to in future and that in any case it is a good procedure to adopt in the interests of legibility.

Tâche 1

The '*mentionnés dans le texte*' question was generally well done, though many candidates ticked Carcassonne and / or Cadouin for *très simple* (f); although *citerne* may not have been familiar to candidates they should have been able to infer the meaning from the rest of the sentence. (a) also proved to be a stumbling-block; perhaps *déjeuner* and *repas* were thought to be sufficient to point to the answer. Some appeared to confuse *à l'auberge* with *en plein air* in (c), and a few did not understand *plage* (or perhaps thought that '20 minutes on foot' could not be described as 'not far from the sea'). Several candidates ticked too many boxes; a number ticked only six.

Tâche 2

This question proved accessible to most candidates, though only a small minority obtained full marks. (a) was often incorrect, as were (e) and (g); in the latter case it seemed that the term *radio commerciale* was not understood. Incorrect answers in (h) may have stemmed from a misunderstanding of *actuellement*.

It is necessary to remind candidates once again that they must make their answers clear. One letter overwritten by another to the extent that the two cannot be distinguished is invariably marked wrong.

Tâche 3

3A Language

This element is becoming more difficult to assess, as candidates who are able to use complex language such as object pronouns and the subjunctive, and thus earn themselves at least the Adequate category, then spoil their performance with frequent elementary errors which should restrict them to the Poor category. This could be avoided if they would train themselves to check their work for basic mistakes; particular weaknesses include verb endings (s for t), all tenses of irregular verbs, formation of the *passé composé* (*elle a gagnée* and *a arrivé* were rife), and lack of adjective agreement. There seems to be general

misapprehension that the conditional tense of any verb means 'should' (*'les écoles donneraient plus de cours par semaine'*), and few candidates appear to know that *rendre* should be used instead of *faire* with an adjective.

There was, as always, much confusion of vocabulary: *cours / courses, loin / long, coupes / coups, niveau / nouveau, jeux / joues, rencontrer / raconter, ennuyé / ennuyeux croyance / croissance, donc / afin que*, most of which have occurred in previous sessions. *Mer* for *mère* (*'mer au foyer'*), *cartons* to mean 'cartoons', *en saint*, presumably for *enceinte* (*'elle est devenu en saint avec un bébé'*) - though one might be tempted to take it at face value - all prevented the meaning being conveyed to a sympathetic native speaker who knows no English. Anglicisms abounded, with pride of place going to 'abilités' and *place* (for *lieu / endroit*). Spelling, including misplaced or omitted accents, remains a problem. However, these are all negative points, and the examining team would like to congratulate centres and candidates for the high standard of writing they have managed to achieve in many cases.

3B Comprehension of text

Candidates who did not read the question carefully lost marks for this element because they put information into the wrong section. (a) clearly asked for *aspects positifs* and (b) for the problems that Maria Martins faced. In both cases the rubric asked for information that was mentioned in the text; many candidates added their own interpretation of events, which was not required and which was sometimes wrong (*sans doute la naissance de son fils l'a rendu contente, son enfance était malheureuse parce que ses parents étaient séparés*). However, the standard of 3B is slowly beginning to improve as candidates realise that there are many more than the maximum 10 points to be found in the text, and that they can choose the ones they best understand. The mark for this section can make a great difference to the overall score; those who are weak elsewhere can improve their mark considerably, and good candidates may fall below the top grade as a result of their performance here.

There was some misunderstanding of the text: Philippe Battist was not the same person as Maria's trainer, *fils* was often confused with *frère* (*quand son petit frère est né elle est devenue comme une mère*), and some did not realise that becoming a trainer was her dream for the future, not her current job. Many thought that her depression led directly to her pregnancy (*elle n'aime pas le sport et donc son fils est né*). Marks were lost through linguistic errors: *Maria a arrêté l'entraîneur, à l'âge de 13 ans son père travaillait en France, elle a couru à la télé, pendant deux ans son fils est né, deux ans après avoir quitté l'école son fils est né*.

3C Response

This section continues to be very well done in most cases. In the January session some candidates who are retaking the paper include vocabulary and ideas from A2 topics; this is acceptable provided that it is relevant. It is, of course, perfectly possible to obtain full marks for this element from a study of AS topics only.

All these points were frequently put forward, and rewarded: sport is good for the health; it combats the problem of obesity (though reference to five portions of fruit a day was not relevant); it helps one to make friends; it is enjoyable; it teaches people how to work in teams and to strive for goals. Ways of encouraging young people to participate included: offering after-school clubs; free entry to sports centres; a greater range of sports; and many more, though it was disappointing to receive only a few answers referring to the Olympic Games. Examples were given of sportsmen and women who might be invited to talk to students in

schools; whereas it was acceptable to refer to Kelly Holmes, Andrew Flintoff, David Beckham *et al*, it would have been more impressive to use French or Francophone role models.

There were some felicitous comments, intentional or not (*l'obésité est un problème énorme*); others were illogical (*le sport peut vous aider parce qu'on peut se reposer*), and some written in French so bad that it was impossible to understand it. Some candidates did not attempt to answer the second question, and their mark was capped at the Adequate band; yet another reason why they should spend more time reading the questions carefully. Nevertheless, of the three elements of Tâche 3 this one continues to be the most successful for the majority of candidates.

Tâche 4

The overall standard, in terms of the number of correct answers, continues to improve. It seems, however, that it is the basic grammar which candidates are getting wrong: many failed to realise in (c) that the clue of *natal* should lead them to *son* rather than *ses* or *leurs*, and many thought (d) should be *a devenue*. The distinction between *rapide* and *vite* in (j) was not understood. The incorrect answers most frequently chosen were A in (a) and C in (b); candidates seem to think that a following vowel causes any word to be abbreviated (a rule which few apply in their writing when it is required). Idioms such as *après avoir* and *venir de*, and the need for the subjunctive after *il faut*, were well known. Many candidates chose the subjunctive after *penser que* in (n) and *de la* after the negative in (o).

A few candidates left questions blank – in a multiple choice question it is sensible to make a guess if they are unsure of the answer – and one failed to turn over to the last page and was thus deprived of nine marks.

MSOA

1. A record number of centres had not bothered to write their centre number / number of scripts enclosed on the front of the script envelopes. Presumably they thought that having it printed on the yellow DHL label was sufficient. It is so much easier if the number is there; would it be possible to remind Examinations Officers to do this?
2. In the January session all examiners need a much larger number of 'Marked' labels, as we receive many more envelopes containing scripts from a small number of candidates.
3. In January and June sessions PE and TLs need to have at least double the quantity of DHL forms / envelopes as we have to send Batch 1 / Final Batch from our teams. Birmingham office is brilliant at sending extras quickly, but we ought not to have to request them.

Confidential report to Awarding committee

Recommended grade thresholds: A/B 49-48
E/U 33-31

- (e) A/B I would say that we have increasing numbers of good candidates – perhaps those who already have a Grade A – looking to improve their UMS score by a few marks. We must not let this affect the grades awarded to the genuine AS candidates.
- (f) **A/B** Qns 1/2 A good candidate should achieve a combination of at least 12 or 13 on these two.
- Qn 3 The three elements of this question together prove the best discriminator. Usually a grade A candidate should achieve the Good or Very Good categories for each of 3A, 3B, 3C.
- Qn 4 Discriminates well at the very top.
- E/U** Qns 1/2 A candidate achieving 4 or less in either of these questions does not show comprehension of fairly easy French.
- Qn 3 A weak candidate is shown by a poor mark in 3A (Language) and 3C (Response)
- Qn 4 Anything under 7 is typical of a candidate who knows barely enough grammar to achieve a pass.
- (g) We need to remember that this is a Reading and Writing paper, so that performance in qn 3 must not be the sole criterion for judging success or lack of it; also a candidate's ability to remember grammar in theory (qn 4) if not in practice must be taken into account.
- Qns 1 & 2: not many candidates scored the full 15 marks. (f) in qn 1 proved difficult, as did (a), (e) and (g) in qn 2. They were not difficult questions; I think candidates perhaps spent too little time on them.
- Qn 4: there were fewer candidates with full marks than in the summer. A high proportion achieved 11+; there were few under 5. Some surprising mistakes; a/c/d were particularly poor, and j/n/o were often wrong. Centres have learnt how to teach for this question, and even weak candidates can score 9 or thereabouts.
- Qn 3: this is the real discriminator, particularly in 3A (Language) and 3C (Response). BUT the 3b (Comprehension) mark can make a huge difference at both ends of the spectrum. In this session there were low marks from poor candidates who misunderstood AND from good candidates who tried to draw conclusions instead of giving facts, or who put their answers in the wrong section. On the other hand there were some who were weak in other areas who managed to identify a number of correct points and thus push their mark up considerably.

Howlers etc.

J'adore le sport donc j'espère que je vivrai plus loin.
Après Maria a fini l'école elle n'aime pas sport et donc son petit fils est né.
S'ils faisaient un peu tous les jours il deviendra un chose coddien.
Il faut que nous launchions des campagnes publicitaires.
Elle frère est mort en 1996.
Elle est devenu en saint avec un bébé.
Quand elle était vieillesse, elle a donné un bébé.
Une state très malherese.
Pendant 2 ans son fils est né.
Deux mois par semaine.
Le jeuness devenirons trop décontracté en conséquence ils mouriraient trop early.
2 ans après avoir quitté l'école, le premier fils de Maria est né.
Un grand problème dans sa vie est qu'elle avait à peine 14 ans.
Elle ne croyait pas en elle. Cela à causer qu'elle quitte l'école et tombe enceinte avec un garçon.
Elle a couru à la télé.
Tous les jours elle regardait les cartons.
Maria arrête l'entraîneur.
L'obésité est très populaire.
A l'âge de 13 ans son père travaillait en France.
Elle a reçu un bébé.
Le sport peut vous aider parce qu'on peut se reposer.
L'obésité est un problème énorme.
Après courir pour un certain époque son fils Christophe est né.
Après quittent lécole son fils Christophe est né est devient une mère. C'est fantastique.
En 1993 Maria gagnait le 1500km de France.
Le sport est tres travail difficile.
La fitnessse.
Sans les pressures de gagner.

2653: Reading and Writing

Final tweak to mark scheme

(We have been marking from this very slightly amended version)

Q. 3a Last two items should be alternatives, i.e.

Overcame lack of confidence / depression

2655/01: Listening, Reading and Writing (Written Examination)

General Comments

The paper elicited a wide range of marks, from outstanding to very poor. There were a few scores over 70/80. At the lower end where candidates experienced problems understanding and making themselves understood, it was evident that the candidates were not ready for the exam and had been entered too early. The language marks were a good discriminator in this session. In some cases the handwriting was very difficult to read. All questions were generally well understood but some candidates had difficulties with task 1 the gap filling exercise as they either failed to identify the type of words required in the gaps or through lack of understanding of the passage they transcribed random parts of the text they had heard. In task 5, where candidates were required to complete sentences according to the meaning of the text, many candidates lifted sections of the text, failing to manipulate the text in order to complete a correct sentence. All the candidates finished the paper and many wrote interesting things on genetically modified vines.

Comments on Individual Questions

Section A

- Task 1** In general candidates found task 1 more difficult than task 2. A few candidates left some gaps blank.
- (a) Only candidates who did not understand the passage found this question difficult and wrote things like *à l'Assemblée Nationale / informé d'une loi nouvelle* failing to notice that what they had written did not fit with the rest of the sentence. An occurrence which happened frequently in this task as candidates too often failed to identify first the type of words needed to fill in the gaps.
 - (b) Some candidates gave here the answer for question (c).
 - (c) Some candidates gave here the answer for question (b), others made up words like *adaptation*
 - (d) Usually correct but not always accurate (e.g. *remarques* spelt *remarks*; *racistes* spelt *racist*)
 - (e) Usually correct but not always accurate (e.g.: *agressions* spelt *aggressions*)
 - (f) Candidates found this question difficult and only those who understood the text gave the correct answer.
 - (g) Quite a few candidates lost a mark here for not being precise enough. If they did not indicate that it was 30 years in prison they did not gain any mark.
 - (h) Most candidates understood that question and used various ways to convey the idea (e.g.: *interdise*; *n'utilise pas* etc...). However those who wrote *lève* did not gain a mark.

- (i) Very few gave the correct answer. The most common wrong answer was *l'évidence / l'épreuve*)
- (j) Usually answered well, but very few could spell *amendement* correctly. Some transcription errors included : *cent sept amendements* or *105 amendements*.

Task 2

Candidates felt more at ease with this task and overall did better. For the weaker candidates this is where the language mistakes were more apparent.

- (a) This was meant to be an easy question and the majority of candidates gain a mark. However those who merely transcribed *c'est aujourd'hui dimanche* did not gain any mark. Some candidates also answered *sur dimanche*.
- (b) Many candidates made an error of transcription here and wrote things like: *sans fiche, sont fiches, cent fiches, ils senfish, son fishe* etc... Those who understood and wisely answered using their own words gain a mark but often failed to express their point in an accurate manner : e.g. *se sont concernés par* instead of *sont concernés par*.
- (c) Very few candidates gave the correct answer. Many candidates gave here the answer which was required for (b).
- (d) Was well answered by most candidates. For those who decided to add *se serrer les coudes* there were sometimes a transcription error like *cirez, sirez, saurez* for *serrer*.
- (e) Candidates understood the question and gave the correct answer but very few could spell *bureaucratie* correctly.
- (f) Quite a few errors of transcription as *s'adresse* often became *adresse* and *salles désertes* sometimes was transcribed as *sales déserts* or *sales dessert*.
- (g) Two elements were required to gain a mark: the idea super power and the idea of developing. Those who only gave one element gained no mark. Answers like e.g. : *pour la comparer à l'Europe* or *pour indiquer quel pays est la plus grande puissance* were accepted.
- (h) Usually answered correctly but inaccurately as candidates failed to agree the adjective which followed and often misspelt *campagne*. Those who wrote *compagne* or *compagnie* instead of *campagne* did not gain any mark as they gave their answer a different meaning.
- (i) Most candidates gave the correct answer but many spelt *partis* with an e
- (j) Was answered correctly by the majority of candidates.

Section B

- Task 3** On the whole candidates did better than in task 1 but many, as in task, 1 failed to identify the type of word which was required.
- (a) Usually correctly answered. A frequent wrong answer was *voyager*
 - (b) Usually correctly answered. Some wrong answers included: *l'aéroport, l'immigration, les autorités* etc...
 - (c) Usually correctly answered. Some wrong answers included *information, identification, identité, empreinte digitale* etc...
 - (d) This was a difficult question for some candidates, but many understood what was required and used various ways to convey the correct idea .e.g. *installé adopté* etc...
 - (e) Usually well answered by most candidates. Answers like *secure, sécuriser* did not gain any mark.
 - (f) Candidates had no problems with this question.
- Task 4** Candidates have done better than in the past as they clearly attempted to explain both elements without reusing the words in the question. Candidates were also able to show their language skills. Very few left any of these questions blank.
- (a) Most candidates gave a satisfactory explanation but not always accurately and a lot of elementary mistakes were found e.g. *ont entré* instead of *sont entrés*, *paye* instead of *pays* etc...
 - (b) *Ressortissants* was not understood by some candidates who thought it was either a place where they put immigrants in or the authority which dealt with immigrants. A lot of candidates fail to write Europe with a capital letter.
 - (c) Well explained by the majority of candidates, but very few can spell *récemment* correctly.
- Task 5** This question was a good discriminator. A lot of candidates failed to realise that this was not a question answer task but a sentence completion task and many of those who indiscriminately lifted sections of the text without attempting to manipulate the language often failed to communicate the right response.
- There was a misprint in the allocation of marks to questions (c) and (d) which should have both been allocated 2 marks each. As a consequence candidates who included extra information from other paragraphs in question (c) were not penalised.

- (a) A lot of good candidates found good ways of communicating the correct answer: e.g. *faire semblant d'être une autre personne / voyager dans un pays sous une fausse identité*. Those who stuck to the text often wrote *prétender* instead of *prétendre*.
- (b) Very few failed to notice that the verb should have been in the subjunctive. Candidates usually communicated the right answer but very few did it in an accurate manner.
- (c) Once again most candidates conveyed the right information but in a very inaccurate manner e.g.: *l'entre des gens dangeureuse*.
- (d) *Incapable* caused a lot of problems to many candidates. And words like *puissance / pouvoir / capabilité* were not accepted. *Comparer des choses / des visages* was also rejected.

Task 6

Candidates did well in this question with good candidates gaining high marks and weak candidates gaining marks above 10.

- (a) All candidates got one feature out of 2. The feature they failed to identify or partially communicated was [the distance between the upper lip and the tip of the nose]. Some said [the bottom of the nose], others failed to indicate that it was from [the upper lip], [lip] on its own was not sufficient and some thought it was [the distance between the forehead and the nose].
- (b) Candidates usually conveyed 2 elements out of 3. The one which was usually missing was [it is accurate]
- (c) Not many candidates knew *cil* and very few could spell [conjunctivitis] correctly.
- (d) Usually well understood but the information about [the lighting] was either missing or not understood. A few did not know that *barbe* meant [beard]
- (e) Well answered by most candidates except a few who thought that *doigt* meant [mask].
- (f) [collect fingerprints] was not enough to gain a mark, candidates had to say from where they were collected. Many had problems with *le dessin de votre iris*.
- (g) Well answered by the majority. Only a handful thought that [the modern technology was not reliable]. Some candidates had problems with *inviolable* which they fail to express correctly in English.

Section C

Task 7

All candidates made a good attempt at answering this question and the majority managed to convey between 5 and 10 points. In order to qualify for the full range of marks in the Range, variety and appropriateness criteria candidates had to convey at least 10 points and one opinion. The rubric in question (f) should have read *un minimum de 80 mots*. As a consequence candidates who wrote either more or less than 80 words were not penalised as in this question candidates are judged on their ability express an opinion on what they have read and their writing skills, hence quality is more important than quantity.

Despite having been given *vendanges, vignobles and viticulteurs* many failed to spell these words correctly each time they used them. And some thought that *vendanges* also meant wine. Many did not know *vignes* and some wrote *vine / vain* for *vin*. Fewer candidates than in previous sessions showed their knowledge of the subjunctive and of complex structures. The grammatical performance was usually patchy and there were frequent errors of an elementary kind e.g. lack of agreement, verbs either unconjugated or wrongly conjugated, wrong genders, anglicisms (e.g.: *je suis en agrément avec, ils démontreront contre le gouvernement*) etc... Many candidates were unable to use the negative form correctly and many put intransitive verbs in the passive form (e.g.: *l'INRA a été donné la permission*). Some of these errors could be avoided if candidates spent enough time at the end proof reading what they have written. A handful of candidates seemed to have never heard of GM food.

- (a) Most candidates conveyed 3 out of 5 possible points.
- (b) Some candidates had difficulties expressing in French [designed to be resistant to one of the most serious diseases]. Not many candidates picked up that the tests were only carried out on the roots of the plants.
- (c) Some candidates had great difficulties expressing in French the last sentence of paragraph 4.
- (d) Some candidates had problems expressing in French words like [beneficial, potential benefits, originally, unanswered questions and irreversibility].
- (e) *Jean* was thought by many to be a woman. Candidates had problems expressing in French words like [concerns, vines, roots, grapes]. Many do not know that after a verb in the negative form they should use *de* and not the full partitive article.
- (f) Candidates tended to do better in this section as they were able to express themselves freely. Opinions were divided varying from candidates strongly opposed to any type of genetically modified food to those who were for genetically modified food because it could prevent hunger in third world countries but would oppose genetically modified vines as they agreed it would kill diversity and centuries of wine-making traditions.

**Advanced Subsidiary GCE FRENCH 3861
JANUARY 2006 Assessment Session**

Unit Threshold Marks

Unit		Maximum Mark	a	b	c	d	e	u
2651 01/02/03	Raw	60	47	41	36	31	26	0
	UMS	90	72	63	54	45	36	0
2652	Raw	80	63	56	49	42	36	0
	UMS	120	96	84	72	60	48	0
2653	Raw	60	46	42	38	34	31	0
	UMS	90	72	63	54	46	36	0

Specification Aggregation Results

Overall threshold marks in UMS (i.e. after conversion of raw marks to uniform marks)

	Maximum Mark	A	B	C	D	E	U
3861	300	240	210	180	150	120	0

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

	A	B	C	D	E	U	Total Number of Candidates
3861	25.44	39.91	62.72	82.90	96.05	100.00	239

**Advanced GCE FRENCH 7861
JANUARY 2006 Assessment Session**

2655	Raw	80	59	52	45	39	33	0
	UMS	90	72	63	54	46	36	0

Overall threshold marks in UMS (i.e. after conversion of raw marks to uniform marks)

	Maximum Mark	A	B	C	D	E	U
7861	600	480	420	360	300	240	0

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

	A	B	C	D	E	U	Total Number of Candidates
7861	20.0	60.0	60.0	80.0	93.33	100.00	21

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