

## **Mark Schemes for the Units**

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**June 2008**

**3861/7861/MS/R/08**

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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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## CONTENTS

Advanced GCE French (7861)

Advanced Subsidiary GCE French (3861)

### MARK SCHEMES FOR THE UNITS

<b>Unit/Content</b>	<b>Page</b>
Unit 2651/01/02/03 French: Speaking	1
Unit 2652 French: Listening, Reading and Writing 1	8
Unit 2653 French: Reading and Writing 1	28
Unit 2654 French: Speaking and Reading	33
Unit 2655 French: Listening, Reading and Writing 2	41
Unit 2656 French: Culture and Society	55
Grade Thresholds	61

# Unit 2651/01/02/03 French: Speaking

**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.

# Unit 2652 French: Listening, Reading and Writing 1

## Abbreviations, annotations and conventions used in the detailed Mark Scheme.

- / alternative and acceptable answers for the same marking point
- 1 identifies marking points
- NOT** answers which are not worthy of credit
- Allow** answers that can be accepted
- INV** element of an answer which invalidates an otherwise valid answer
- Principle** general guidance to the key idea
- ( ) words which are not essential to gain credit
- underlined words must be present in answer to score a mark

## Tâche 1

Question	Answer		Additional comments
a)	B	(avec des amis)	1 mark for each correct answer
b)	C	(apparence)	
c)	A	(influençables)	
d)	B	(sûrs)	
e)	A	(impulsifs)	
f)	A	(économés)	

## Tâche 2

Question	Answer		Additional comments
a)	H	(prospère)	1 mark for each correct answer
b)	D	(hypermarchés)	
c)	B	(chers)	
d)	K	(sympathique)	
e)	G	(pessimistes)	
f)	I	(rares)	

## Tâche 3

Question	Answer	Answer			Additional comments
		Léa	Théo	Ni l'un ni l'autre	
a)	Théo		✓		1 mark for each correct answer  If candidates put more than 8 ticks on the grid, deduct 1 mark for each extra tick
b)	Théo		✓		
c)	Léa	✓			
d)	Théo		✓		
e)	Ni l'un ni l'autre			✓	
f)	Léa	✓			
g)	Théo		✓		
h)	Léa	✓			

## Tâche 4

Answer	Additional comments
c)	
d)	1 mark for each correct answer
f)	If candidates put more than 3 ticks on the grid, deduct 1 mark for each extra tick

Question	Answer	Name	Additional comments
g)	G	Xavier	
h)	C	Candice	1 mark for each correct answer
i)	B	Maurice	
j)	I	Manu	Use the green tick ✓ annotation tool to annotate the scanned image - correct answers only. Place a tick below each correct answer. No need to use crosses for incorrect answers.
k)	A	Valérie	
l)	F	Alice	Enter the total number of green ticks in the box.
m)	D	Thomas	

## Tâche 5 - Section 2A

## General Marking Principles

- 1 Comprehension - marks to be awarded as shown below - point by point
- 2 Quality of language – Grid 2A
  - a If some of the questions requiring an answer in French have not been answered, the mark should reflect this.
  - b If an incorrect answer in the target language is given, the language element should be assessed provided the candidate has attempted a response to the question – as opposed to something that is totally irrelevant. A totally irrelevant, or pre-learnt all-purpose answer should be treated as if no language had been produced.

- c Application of “Quality of Language” Grid – 2A
- (i) Key words have been highlighted in the grid below.
  - (ii) A response may not match every element of the descriptor. The final mark should represent the “best fit”.
  - (iii) **The mark for Grid 2A cannot be greater than the total mark for comprehension for the task as a whole.**

### Grid 2A: Listening

#### 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 there **may be errors in more complex area** and/or a number of **minor errors** in spelling in transcriptions from the spoken word.

#### 5 Very Good

**High and consistent level of accuracy.** Only minor errors and **slips**. Confident and **correct use of a range of structures**. Virtually no problems in transcriptions from the spoken word.

## Task 5: Exercice d'écoute – Markscheme

		Answers	Additional comments	Reject
a)	1	B (un mail)		
b)	1	(i) (Il veut) qu'on le félicite / Tom Mills (de sa part / pour lui) / qu'on lui donne ses félicitations	falicité / faliciter / félicité <b>Principle</b> consonants must be in right order - (ie f-l-c-t) <b>Accept</b> de + infinitive <b>Accept</b> congratuler / congratulation <b>Accept</b> féliciter tc – object not needed unless misrendering / incorrect object invalidates (eg qu'on la félicite instead of le)	<b>NOT</b> facilité Serious misspelling of Tom Mills invalidates
	1	(ii) (parce qu') il / Tom / c'est lui qui a / avait été sélectionné / choisi  <b>OR</b> il/on a sélectionné / choisi Tom Mills ils ont sélectionné Tom Mills	<b>Principle</b> must be clear that Tom has been selected  Celui qu'on a sélectionné (OK – short for C'est celui qu'on a sélectionné )  <b>Accept</b> celui + suitable past participle	<b>NOT</b> Ils sont sélectionnés – verb in the plural  <b>NOT</b> Celui la sélection (for c'est lui) - verb needed  <b>NB</b> Serious misspelling of Tom Mills INV unless already penalized in b(i)  <b>NOT</b> Ils ont sélectionné tc
c)	1	C (16 mai)		

d)	1	(i) il rencontrera / va rencontrer ses (futurs) collègues	verb needed – even in infinitive – wrong tense = language error  <b>Principle</b> the following letters must be included in this order: <u>re(n)co(n)tr</u> – only 1 <b>n</b> can be omitted.  <b>Allow</b> recontrera / va recontrer / rencotrera  <b>Accept</b> colleagues, language error.	<b>NOT</b> collèg(e)s / collag(e)s
	1	il apprendra / s'habituera à leurs / aux méthodes / façons / manières (de travail/ de travailler)  <b>OR</b> il s'habituera à travailler <u>avec eux / nous/ vous / lui</u> il s'habituera à <u>leur / notre / votre / ce</u> travail	Must convey that he is going to get used to (their) methods of working / <u>their</u> work (cf transcript “nos méthodes de travail”)  verb needed – even in infinitive wrong tense = language error	<b>Principle</b> reject attempt to transcribe which shows lack of understanding (eg nom mettre de travail / sabituer au travaille)  <b>NOT</b> : il s'habituera à travailler tc il s'habituera au / à travail Il s'habituera à son métier Il apprendra tout de la compagnie il s'habituera <u>le</u> travail tc
e)	1	recevra / va recevoir / aura  <b>OR</b> enverra / va envoyer	<b>Accept</b> any tense except past tense for comprehension - count as a language error.	
	1	(ne) commence  se produise /se fasse / se déroule / ait lieu	<b>Accept</b> any tense for comprehension - count as a language error.	



f)	1	(i) (parce que) Tom Mills devra s'en occuper lui-même / l'organiser / payer	<p>Must have an implication that Tom is in charge (paying / organising), not merely travelling.</p> <p><b>Allow</b> benefit of doubt, eg Il faut qu'il paie.</p>	<p><b>Principle</b> reject attempt to transcribe which shows lack of understanding (e.g il faudra qu'il son occupe lui-même / qu'il se coupe)</p> <p><b>NOT</b> Fabien is organising</p> <p><b>INV</b> Son / sont for s'en invalidates</p>
	1	<p>(ii) la compagnie / Fabien Broux / il remboursera (tous ses frais / tous les frais de Tom)</p> <p>ils rembourseront ses frais</p> <p>(tous) les / ses frais de voyage seront remboursés</p>	<p>Idea that Tom will not be out of pocket</p> <p>Verb required eg rembourser / avoir / recevoir</p> <p><b>PITFALL</b> Spelling of <u>rembourser</u>: Allow deviation of 1 letter but must have these consonants in the right order: <u>r</u> – <u>n/mb</u> – <u>rs</u> - eg rembourser / remburser / renburser / remborser</p> <p><b>BUT allow</b> rebourser / rembourcer</p> <p><b>NB</b> As long as spelling of the verb rembourser, and of frais meet the rules of the MS, accept omitted subject. <b>BUT</b> 'en' invalidates (eg en remboursera ses frais)</p> <p><b>Allow</b> benefit of doubt for the subject again (eg use of il)</p>	<p><b>INV</b> Any misspelling of frais invalidates eg fraits / fraise / fret / fraies</p> <p><b>NOT</b> rembroisser, reburser / reimbuser</p>
g)	1	(i) B (vêtement)		
	1	(ii) C (dernières semaines)		

h)	1	(de lui) envoyer / donner / faire parvenir les dossiers / détails / coordonnées/ informations de (6) candidats (possibles / qui conviendront / qui conviendraient / qui conviennent)	<p>Verb needed</p> <p>Idea of sending documents about candidates (plural needed)</p> <p>Number not needed but misrendering of 6 (as in si) or wrong number = <b>INV</b></p> <p>Misrendering of possibles / qui conviendraient can be ignored; highlight the word to show this. eg 6 candidats suitable(s)</p>	<p><b>NOT</b> Une liste de candidats</p> <p><b>NOT</b> Idea that he needs personnel eg trouver 6 candidats / du personnel</p> <p><b>NOT</b> Idea that there is only 1 candidate</p> <p><b>NOT</b> Idea that the candidates themselves are going over</p> <p><b>NOT</b> Parvenir without faire - attempt to transcribe which shows lack of understanding (eg parvenir les dossiers)</p>
i)	1	<p>Ils travailleront / aideront / feront partie de / devront aider à l'accueil / ils recevront / informeront / accueilleront les visiteurs</p> <p>doivent aider / recevoir / travailler etc</p>	<p><b>Principle</b> interaction with visitors must be implied. eg parleront avec des visiteurs</p> <p><b>Accept</b> any tense, including infinitive; language error</p> <p><b>Allow</b> bienvenue/ accueil des visiteurs</p> <p><b>Allow</b> accepter for accueillir</p> <p><b>PITFALL</b> Spelling of accueillir : Must be one word Must start with ac Then give benefit of doubt to any worthwhile attempt – use your judgement</p> <p>Misspelling of visiteurs = language error</p>	<p><b>NOT</b> bienvenue / accueil tc</p>

j)	1	(Très) <u>bien</u> parler / savoir le / comprendre/ connaître le  parler un excellent / être fort / bon en / <b>parler couramment le</b>  maîtriser le / avoir maîtrisé le	Must have a verb after devront.  parler / savoir / connaître must be qualified  Spelling of maîtriser: Must be one word, otherwise reject. Then give benefit of doubt to any worthwhile attempt – use your judgement	<b>NOT</b> entendre, écrire  <b>NOT</b> excellent t.c. (no verb)  <b>NOT</b> attempts at maîtriser in 2 words
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### Task 6: Reading – Markscheme

#### General principles

- 1 This is a gist translation. A word for word rendering of the French is not needed but the main ideas and some significant details must be clearly conveyed. Essential elements are underlined in the mark scheme; non-essential elements are bracketed. Incorrect rendering should be ignored, unless it interferes with communication/comprehension.
- 2 A number of points are available for each paragraph. Each point is worth 1 mark but there are more possible marks than the mark allocation for each paragraph. So marks can only be awarded up to the maximum for each paragraph.
- 3 The marker is a **sympathetic English speaker**. Language infelicities are not penalised unless they interfere with meaning/communication.
- 4 If alternatives are offered, only consider the first one.
- 5 **Quality of Written English – Grid 2B:**  
Grid 2B reflects accuracy of grammar, spelling and punctuation – **NOT** style and flair in the use of English. Gaps where words are not known are considered as grammar errors (minor at times but major if the sentence does not make sense). The same applies to alternatives (with slash) which are occasionally offered by some candidates.

**NB: The mark for Grid 2B cannot be greater than the total mark for comprehension / translation of the text.**

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.

**0-1 Very Poor**

Major and persistent errors in grammar, punctuation and spelling.

**2 Poor**

Frequent serious errors in grammar, punctuation and spelling.

**3 Adequate**

Still a number of errors in grammar, punctuation and spelling, some of them serious.

**4 Good**

Very accurate with only a few minor errors in grammar, punctuation and spelling.

**5 Very Good**

Excellent, almost faultless grammar, punctuation and spelling.

Marks	French Stimulus	Accept	Additional notes	Reject
1	1. Créée il y a une dizaine d'années	Founded / created / started <u>about</u> 10 years ago / <u>about</u> a decade ago	Rendering of approximation is required	<b>NOT</b> there is / there are for <i>il y a</i>
1	2. pour mettre en place un dispositif d'accompagnement pour les enfants qui voyagent seuls,	(to set up / put in place / introduce a system) to / in order to accompany children who <u>travel on their own / alone</u>	<b>Principle</b> two ideas needed: 1. Children are travelling on their own 2. Children are being looked after / accompanied / provided with companions(hip) / cared for / chaperoned etc  <b>Allow</b> a service of accompaniment	<b>NOT</b> friendship
1	3. notre société (ACT) s'efforce de rassurer parents et enfants,	company / business / agency / firm / ACT  <u>endeavours / tries / does its best / aims</u> to reassure parents and children	Idea of trying to make parents and children feel at ease / secure / safe  <b>Allow</b> assure  <b>Allow</b> <i>we for our company</i>	<b>NOT</b> society <b>NOT</b> enforce <b>NOT</b> insure <b>NOT</b> ensure <b>NOT</b> insists on
1	4. en proposant une gamme de services adaptés à leurs besoins.	(by / through) offering (a range / variety of) services <u>suited to / suitable for / to fit / match their needs.</u>	<b>Allow</b> proposing  <b>Allow</b> adapted	<b>NOT</b> recommending

1	5. Service sur mesure sérieux, disponible à longueur d'année,	<u>Reliable / tailor-made</u> service available <u>throughout</u> the year / <u>all the year round</u> / <u>year-round</u>	Two ideas needed: 1. trustworthy / reliable service <b>OR</b> tailor-made service 2. constant availability  Either reliable or tailor-made must be rendered to get the first idea across, but the misrendering of one does not invalidate the other  <b>Allow</b> all year t.c	<b>NOT</b> serious – seriously (as in taking itself seriously)  <b>NOT</b> measured  <b>Reject</b> any idea that service is <i>nearly always available</i>
1	6. son coût varie selon la durée du voyage et les frais de transport.	Its / the price / cost varies according to the <u>length</u> of the journey / trip and the <u>cost / expenses / fees</u> of travel / travelling / trip / transportation / transport		<b>NOT</b> Type / mode of transport
1	7. Aujourd'hui, la demande se diversifie	Nowadays / now / today, requirements / needs are / demand is changing / has diversified Is (becoming) more diverse / is (becoming) more varied	<b>Allow</b> Lately / recently but tense should match – language error  Must convey that the nature of the demand has changed / is changing NOT the quantity of the demand  <b>Allow</b> widened / broadened / expanded	<b>NOT</b> diverse / varied / diversified (adj) without intensifier (eg more)  <b>NOT</b> demand is/ has varied

1	8. (touristes étrangers voulant être accueillis et pris en charge	(for example) foreign tourists wanting to be met / welcomed / greeted / collected <u>and</u> taken (care of)	2 different verbs are required. <b>Allow</b> looked after <b>Allow</b> accompanied	<b>NOT</b> waited upon / for <b>NOT</b> supervised <b>INV</b> Use of charge invalidates eg <b>NOT</b> charge / charged / to put in charge
1	9. de l'aéroport à leur hébergement,	<u>from</u> the airport <u>to</u> their accommodation,	Idea of journey (from-to) needed <b>Allow</b> a type of accommodation (eg hotel etc) which clearly is not home	<b>NOT</b> the place where they live
1  Any up to max 8	10. retraités britanniques désirant recevoir leurs petits-enfants pendant les grandes vacances etc.)	(Retired) Britons / British people wanting to welcome / to have their grandchildren with them during the <u>summer</u> holidays etc.)	Idea of <u>people</u> needed Idea that the grandchildren are coming to stay with them <b>Allow</b> main school holidays <b>Allow</b> summer tc  <b>Allow</b> Britains <b>Allow</b> English / Scottish / Welsh / Northern Irish  <b>Allow</b> to see / to receive grandchildren  Ignore retired but misrendering invalidates	<b>NOT</b> big holiday <b>NOT</b> holidays t.c.  <b>NOT</b> little children / small children / children <b>NOT</b> pick up

2	1	1. Nous désirons donc embaucher des accompagnateurs anglophones	We (therefore) wish / would like (to employ) / we are looking for <u>English speaking</u> couriers / guides / monitors / escorts	Rendering of <i>embaucher</i> not essential but incorrect rendering invalidates  <b>Allow</b> guardians / chaperons / companions / accompaniers  <b>Allow</b> English couriers / guides etc	<b>NOT</b> accompanist / accompaniment  <b>NOT</b> people t.c.
	1	2. et recherchons des jeunes entre 18 et 25 ans, qui parlent français	(and we) are looking / searching for young people aged 18 to 25 who (can) <u>speak French / French speaking</u> youngsters / youth(s) aged 18 to 25	Do not penalize if it looks as if they are looking for two different groups of people (ie English speaking escorts + young people who can speak French), with words such as also.	<b>NOT</b> research / researching
	1	3. (une autre langue serait un avantage)	(ability to speak) another language (is / would / will be) an advantage	Idea of advantage or bonus needed	
	1	4. libres pendant les vacances scolaires.	(who are) available / free during the <u>school</u> holidays.	'free' can be implied	<b>NOT</b> holidays t.c.  <b>NOT</b> any specific school holiday (eg half-term / Easter / summer etc)
	1	5. Voilà pourquoi nous nous adressons à vous.	This is (the reason) why we are contacting / approaching / turning / writing to you.	Must be the right way round and must not imply contact other than written.  <b>Allow</b> past tense but not future / conditional.	<b>NOT</b> addressing you  <b>NOT</b> speaking to / calling you



1	6. En France, la sélection se fait après entretien	In France, we select / appoint / selection / appointment is made after (an) interview	<p><b>Allow</b> choose</p> <p><b>Allow</b> meeting</p> <p>Must imply a face-to-face meeting with the candidate</p>	<p><b>NOT</b> conversation</p> <p><b>NOT</b> past tense</p>
1	7. et nous attachons beaucoup d'importance à la personnalité du candidat.	(and) we place / put / attach great / much importance on / to the personality / character of the applicant / candidate.	<p>Must not imply that personality is the only criterion for selection. eg We go by the candidate's personality would not be accepted.</p> <p><b>Allow</b> answers with the emphasis the other way round, eg the personality of the candidate is very important</p>	
1	8. Pourriez-vous recruter du personnel répondant à nos critères ?	Would you be able to / could you recruit personnel / people / staff matching / fulfilling / fitting / answering our requirements / criteria?	<p><b>Allow</b> future (will you...)</p> <p><b>Allow</b> incorrect spelling of personnel (including personal) as long as it clearly means people – language error</p> <p>Plural needed ie not one person only</p>	

<p>1</p> <p>Any up to max 7</p>	<p>9. Si vous êtes en mesure de le faire, nous vous enverrons de plus amples détails sur le travail et la rémunération.</p>	<p>(If you can / are in a position to do this), we shall send you (more) information / details about the <u>work / job</u> and <u>pay / wages / remuneration</u>.</p>	<p>Must be the right way round – ie the prospective employer (French) sending details to the British agency.</p> <p><b>Allow</b> renumeration</p>	<p><b>NOT</b> measure</p> <p><b>NOT</b> conditions (of employment)</p>
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**Tâche 7: Section 2C****General principles**

- 1 The task is divided into 10 elements (see below) which the candidate must attempt. If only one element has not been attempted, no deduction is to be made. If two elements have not been attempted, a deduction of 1 is to be made from the language mark. 1 mark is deducted for every two omissions.
- 2 Application of “Quality of Language” Grid – 2C
  - (i) Key words have been highlighted in the grid below.
  - (ii) A response may not match every element of the descriptor. The final mark should represent the “best fit”.

**0-2 Very Poor**

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

**3-4 Poor**

Evidence of **gaps in basic grammar. Frequent errors of an elementary kind**, eg irregular verb 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 Adequate**

Shows evidence of **fair understanding of grammatical usage** but performance is likely to be **patchy and inconsistent. Attempts more 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.inconsistent and with variable accuracy**. Expression rather forced and problems with correct word order.

**7-8 Good**

**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 Very Good

**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**.

## Task 7 – Mark Scheme

	Element to be conveyed	Additional comments
1	a) Tom Mills was delighted with the news b) he looks forward to going to Paris	
2	a) we are sending his details b) it would be better to deal with him directly	
3	a) we have a number of suitable candidates b) for the October assignment	
4	a) to make a first selection of potential candidates b) we need more specific information	
5	a) what arrangements will be made for accommodation b) for those who are successful	

**Transcript of listening texts****Tâche 1 - Les ados et leurs achats – 35 secondes**

Comment se comporte l'ado typique quand il veut faire des achats ? Tout d'abord, il se déplace en bande, le portable à la main. Et qu'est-ce qui l'attire en premier lieu ? Les accessoires et les vêtements. Et grâce à la pub, il sait précisément ce qu'il veut, mais il n'achète pas du premier coup – il compare.

Avec en moyenne 25 Euros en poche par mois, les ados français sont plutôt de bons gestionnaires et ils savent même épargner.

**Tâche 2 – Les librairies de quartier – 45 secondes**

Quand Gérard Moreau a acheté sa librairie, les livres se vendaient bien. Aujourd'hui, malgré sa clientèle fidèle, il n'est pas optimiste pour l'avenir. Les librairies de quartier ont du mal à résister à la concurrence des grandes surfaces.

Si, pour certains, la lecture représente un loisir coûteux, beaucoup d'amateurs apprécient la convivialité des librairies à l'ancienne et l'inquiétude de Gérard Moreau ne se retrouve pas chez tous les professionnels du livre. Certains ont même créé une association pour que les petites librairies de quartier ne finissent pas comme les disquaires indépendants aujourd'hui presque tous disparus.

**Tâche 3 – Les radars automatiques – 45 secondes**

Léa  
Les radars fixes ne servent à rien parce qu'on est prévenu à l'avance; si on voit un radar le long de la route, on ralentit et après, on accélère. Les radars mobiles sont plus efficaces. Et puis, ils coûtent beaucoup d'argent et c'est ridicule de les installer sur les autoroutes, c'est en ville qu'ils seraient plus utiles.

Théo  
Moi, je suis pour les radars. Grâce à eux, les conducteurs roulent moins vite et il y a moins de blessés sur les routes. Les radars fixes sont toujours efficaces. En plus, avec les amendes, ce sont de vraies machines à fric pour l'État. Avec cet argent, on devrait en installer d'autres sur les grandes routes.

**Tâche 5 – Message – Agence de placement – 55 secondes**

Ici Fabien Broux. Merci pour votre courriel d'hier. Pouvez-vous féliciter Tom Mills de ma part parce que c'est lui qu'on a sélectionné.

Son stage de formation se déroulera du 6 au 16 mai et il aura l'occasion d'y rencontrer ses futurs collègues et de s'habituer à nos méthodes de travail. On lui enverra le programme trois semaines avant le stage. Pour ce qui est du transport, il faudra qu'il s'en occupe lui-même, et on remboursera tous ses frais.

Pour le salon du prêt-à-porter (deuxième moitié d'octobre à Paris), j'aurai besoin de personnel. Pouvez-vous me faire parvenir les dossiers de six candidats qui conviendraient? Comme c'est pour l'accueil des visiteurs, il leur faudra une excellente maîtrise de la langue. Merci

# Unit 2653 French: Reading and Writing 1

## Mark scheme

### General principles

- 1 Obliques in the mark scheme 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 wording will score the marks, provided that it is semantically equivalent. Check the 'Reject' column in the mark scheme for answers that are NOT acceptable.
- 4 Annotation of scripts: Mark in the right-hand margin (or left hand margin for left-handed examiners). Refer to separate notes on annotation for individual series.
- 5 Rubric infringements: Check the main mark scheme. If a particular rubric infringement on a script you are marking is not covered there, contact your Team leader.
- 6 If a candidate leaves alternatives, mark the **first** answer or the one **on the line**.
- 7 In addition to the award of 0 marks, there is an NR (No Response) option on SCORIS.  
Award 0 marks
  - If there is an attempt at the question which earns no credit.Award NR
  - If there is nothing written in the answer space.
  - If the sole response is a comment which does not relate to the question ('can't do', 'don't know' etc.)
  - If the sole response is any sort of mark which is not an attempt at the question (dash, question mark etc.)

### Assessing the script

#### Comprehension

- 1 This is a 'point-for-point' assessment. Grid 3B should NOT be used unless the entire answer is lifted from the text; in this case, refer to the note in the main mark scheme.

#### Response (Grid 3C)

- 2 'Insight and imagination' refers to anything that is not in the original text, provided that it answers the question(s) relevantly.
- 3 Responses that are irrelevant to the task and/or text should be referred to your Team leader.

#### Quality of Language (Grid 3A)

- 4 To avoid penalising candidates twice for the same fault, the language must be marked fully, even when 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.
- 5 Copying: If a candidate has 'lifted' 5 words or more **from the original text or from Task 4**, indicate the passages concerned (using the Highlighter tool: refer to annotation notes) and discount them when assessing Quality of Language (grid 3A).
- 6 Good use of vocabulary should be rewarded under this grid.

Mark scheme		
	<b>Tâche 1</b>	
	Ticks for : a, b, d, e, g, i, l	
	<b>Tâche 2</b>	
a	C	
b	B	
c	B	
d	C	
e	A	
f	B	
g	A	
h	C	

**Tâche 3**

10 marks for Quality of Language    Grid 3A  
 10 marks for Comprehension        Grid 3B  
 10 marks for Personal Response    Grid 3C

**Grid 3B: Comprehension****10 marks**

This grid is intended to assess the candidate's comprehension of the content of the text. This grid should be read in conjunction with the possible points for (a) and (b).

**0**

Work undeserving of any marks (eg blank, irrelevant).

**1-2 Very Poor**

Includes only one or two points from the original passage.

**3-4 Poor**

Merely transcribes sections from the original passage.

**5-6 Adequate**

Includes a reasonable number of points from the original passage.

**7-8 Good**

Includes a good number of points from the original passage.

**9-10 Very Good**

Provides a comprehensive summary of the original passage.



<b>Tâche 3</b>		
<b>Comprehension of text (a &amp; b)</b>		
	<b>Accept</b>	<b>Reject</b>
a(i)	By arguing/discussing (accept se disputer/arguments)	Girls arguing among themselves
	For 2 months/taking their time (implicit)	<i>Moins</i> for month
	(Trying to) negotiate	
	(Saying) they were not children any more...	
	And had not become maniacs	<i>Devoir</i> for devenir
	Not lying (deceiving them)	
	Going without permission	
NB	<i>'Conditions' may be allowed in (i) if it is made clear that the girls are accepting the conditions and provided these points not made in a(ii)</i>	
a(ii)	They must go only in a group/with friends (accept 'not alone')	
	Must come home by taxi (accept <i>retourner</i> but penalise as lang error)	
b	His schoolwork was poor (eg not doing homework properly)	<i>Comportement</i> <i>Comportement à l'école</i>
	He was untidy/disorganised	
	Immature	<i>Naïf</i>
	Wouldn't resist temptation	Behaves like an idiot
	Night clubs are dangerous places	
	Because of criminals/drug dealers (accept 'drugs')	
	Want to protect him	
	They have no confidence in him (accept irresponsible/unreasonable)	
NB	<i>If all material lifted see Grid 3B, 'poor' band</i>	
	<b>Personal response (c)</b> See Grid C	
NB	<i>An attempt to answer both questions must be made otherwise max mark is 8. Use omission mark below answer.</i>	
	<b>Quality of language (QOL)</b> See Grid A	

**Grids 3A and 3C**

These two grids should be applied jointly to the assessment of the candidate's work. For example, a candidate might omit any significant reference to the passage and yet provide an imaginative response. The best candidates score highly on each grid.

**Grid 3A: Quality of Language****10 marks****0-2 Very Poor**

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

**3-4 Poor**

Evidence of gaps in basic grammar. Frequent errors of an elementary kind, eg 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 Adequate**

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 Good**

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 Very Good**

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.

**Grid 3C Personal Response****10 marks****0**

No attempt to provide a personal response.

**1-2 Very Poor**

Only briefly indicates a personal opinion.

**3-4 Poor**

Two or three personal opinions indicate the beginnings of a response.

**5-6 Adequate**

A number of personal views expressed, but little flair or imagination.

**7-8 Good**

A range of personal views, with a certain originality and imagination.

**9-10 Very Good**

Responds with a wide range of views which show insight and imagination.

NB: If only one part of question "c" is answered, the maximum possible: 8 marks.

	<b>Tâche 4</b>	<b>15 marks</b>
a	C bien	
b	A à	
c	B voulu	
d	C par	
e	A essayaient	
f	A rentrer	
g	C nouveaux	
h	B serait	
i	C aille	
j	B laquelle	
k	A dangereuse	
l	C montrant	
m	A le	
n	C A cause	
o	B ira	

# Unit 2654 French: Speaking and Reading

## 1 Section A Discussion of Article

Response to and understanding of article 10 marks (A02) (Grid 4A)

Comprehension of and response to examiner 10 marks (A01) (Grid 4B)

## 2 Section B General conversation

Spontaneity, comprehension, responsiveness, fluency 15 marks (A01) (Grid 4C)

Pronunciation and intonation 5 marks (A01) (Grid 1F)

Quality of language 10 marks (A03) (Grid 4D)

Factual knowledge, ideas and opinions 10 marks (A04) (Grid 4E)

**Section A: Discussion of article: Grids 4A and 4B****20 marks****Grid 4A: Response to and understanding of article****10 marks****0-2 Very Poor**

Minimal understanding shown of article. Ideas largely superficial.

**3-4 Poor**

Limited knowledge shown of article.  
Considerable gaps in understanding.

**5-6 Adequate**

A reasonable level of understanding.  
Needs encouragement to develop ideas.

**7-8 Good**

Article generally well understood, but ideas rather limited.

**9-10 Very Good**

Excellent understanding of all aspects of the article.

**Grid 4B: Comprehension of and response to Examiner****10 marks****0-2 Very Poor**

Severe problems of comprehension. Very marked hesitation.  
Limited responsiveness.

**3-4 Poor**

Has general difficulty in understanding.  
Limited response to the majority of topics raised.

**5-6 Adequate**

Understands questions on basic concepts but has difficulty with more complicated ideas. Some delay in response.

**7-8 Good**

Few problems of comprehension.  
Responds readily and without undue hesitation. Quite forthcoming.

**9-10 Very Good**

No problems of comprehension. Prompt response to questions.  
Takes initiative in developing themes.

**Section B: General conversation: Grids 4C, 1F, 4D and 4E**

**40 marks**

**Grid 4C: Spontaneity, comprehension, responsiveness, fluency**

**15 marks**

**0-3 Very Poor**

Severe problems of comprehension, Very marked hesitation.  
Limited responsiveness. No fluency or feel for the language.

**4-6 Poor**

Has general difficulty in understanding. Limited response to questions on majority of topics raised. Little fluency or feel for the language.  
Translates literally from the mother tongue

**7-10 Adequate**

Understands questions on basic situations and concepts but has difficulty with more complicated ideas. Some delay in response. Needs encouragement to develop topics. Reasonable fluency and feel for the language with occasional use of relevant idiom. Limited expression of ideas.

**11-13 Good**

Few problems of comprehension. Responds readily and without undue hesitation. Reasonably forthcoming but tends to follow examiner's lead. Good fluency and feel for the language. Shows competent use of relevant idiom.

**14-15 Very Good**

No problems of comprehension. Prompt response to examiner's questions. Very forthcoming in developing topics. Able to guide the discussion and lead the examiner, offering and seeking opinions as appropriate. Very good feel for the language and is able to express concepts fluently and in the appropriate idiom.

**Grid IF: 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 4D: Quality of language****10 marks**

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

**Grammatical accuracy****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, eg 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 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 consistent. Shows 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 level of accuracy. Mainly minor errors. Confident and correct use of the full range of structures contained within the specification.

**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 sentence 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 structures 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 sentence 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.

**Grid 4E: Factual knowledge, ideas and opinions****10 marks**

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 topics being addressed by the candidate. Grid 4E focuses on (i) knowledge and factual information; (ii) evidence of reading and preparation; (iii) ideas and opinions. Note that response to the examiner is assessed as AO1 in Grid 4C. The concern here is with knowledge and opinions.

**0-2 Very Poor**

Conveys very little information about the topics. Material very thin and vague. Much waffle or superficiality. Gives the appearance of not having studied the subject seriously. Insubstantial and hesitant delivery. No, or very few, ideas or opinions expressed.

**3-4 Poor**

Little information beyond the obvious or commonplace. Material thin, rambling, repetitious. Some evidence of preparation, but delivery is pedestrian, as are the one or two ideas expressed.

**5-6 Adequate**

Solid base of information with evidence of preparation. Material is factually sound, but with no evidence of wider reading. Material may not always be relevant. Exposition of topics is serious but somewhat stilted. Has begun to think about the issues and express ideas.

**7-8 Good**

Detailed exposition of the topics. Well-informed with a range of relevant factual information. Well prepared material. Interesting ideas and observations.

**9-10 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, and is expressed in a range of opinions and observations. Detailed preparation evident and topic presented with style and flair.

**Note: In cases where candidates fail to offer some factual knowledge, ideas and opinions related to the country where the language is spoken, a maximum of 4 marks (Poor) will be available on Grid 4E.**

## Unit 2655 French: Listening, Reading and Writing 2

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

- 1 Tick each relevant point for which a whole mark is awarded and put a cross next to the wrong answers.
  - 2 Draw a single line under any language errors [in parts of the examination where language is to be marked] and circle consequential and/or repeated errors. Put a circle over a letter where the accent is missing or wrong. Put an L above good language points.
  - 3 Indicate omitted information by a caret sign ^.
  - 4 Indicate superfluous information by brackets.
  - 5 Where candidates give alternative answers, only the first one written, or the one on the line should be marked.
  - 6 For each question or section, write the mark awarded in the right hand\* margin. At the end of the exercise write the total marks, **and ring this figure**.
- \*Left-handed markers may use the left hand margin.
- 7 At the end of Sections A and B, write the mark awarded for Quality of language as 5A or 5B and ring this mark.
  - 8 In the extended writing exercise in Section C, show the mark for Grammatical Accuracy (G) and then the mark for Range, variety and appropriateness (R).

For the Range mark in cases where answers are irrelevant or there are gaps:

- 10 or more of the relevant points covered + a personal response – assess on full range of 5 marks
- 5 to 9 of the relevant points covered + a personal response – assess on maximum of 3 marks
- less than 5 of the relevant points covered + a personal response – assess on maximum of 2 marks
- If no attempt at a personal response then deduct 1 mark from total awarded for this grid
- If the answer is totally irrelevant then award 0 marks

Transfer the totals for each task to the front cover, insert the Quality of language mark after the appropriate question. On the OMR mark sheet enter **the final total only**.

**Transcript task 1****Les piles usagées**

**- Michèle Froment vous êtes directrice générale de l'agence de sécurité sanitaire. Alors que se passe-t-il, quand on jette une pile ? Et quand on la jette dans une poubelle ce n'est pas mieux que dans la nature ?**

- Si on la jette dans la poubelle, c'est-à-dire dans les ordures ménagères qui sont ramassées dans nos poubelles quotidiennes, elles vont d'abord arriver soit en décharge soit à l'incinérateur ; puis à l'incinérateur elles vont passer dans l'ensemble des déchets et elles vont polluer l'ensemble des produits issus de l'incinération et elles vont arriver dans l'air.

**- C'est-à-dire qu'elles vont contaminer et l'air et les autres déchets.**

- Absolument, l'air que nous respirons et aussi les autres déchets qui sont souvent recyclables et qu'on va étendre dans les champs par exemple.

**- Donc ça, c'est si on les jette dans la poubelle. Et si on les jette dans la nature ?**

- Si on les jette dans la nature, elles vont progressivement se décomposer surtout si on les a cassées ou écrasées et elles commenceront par contaminer l'eau, les sols.

**- Oh ! C'est dangereux ça !**

- Oui, bien sûr parce que l'eau et les sols ça va contaminer l'herbe, les poissons et éventuellement l'agriculture. Et en bout de chaîne, c'est nous éventuellement qui serons contaminés, par l'utilisation du sable, par exemple pour la construction, ou de la terre dans les salades ou la viande que nous mangeons qui est la viande issue des animaux qui se seront alimentés avec cette terre et ces déchets. C'est donc nous qui en bout de chaîne allons nous retrouver avec les métaux toxiques qui sont à l'intérieur de ces piles.

**- Alors plus précisément, quelles sont les conséquences justement sur notre santé ?**

- Par exemple sur notre santé, tous ces métaux qui sont à l'intérieur d'une pile sont des métaux qui vont avoir comme conséquence soit de participer à la fabrication d'un cancer soit éventuellement d'entraîner des troubles neurologiques comme des tremblements et des difficultés à se concentrer. Alors bien sûr, ce n'est pas avec une pile mais avec beaucoup de présence de ces métaux dans l'environnement que nous pouvons aggraver l'état de notre santé, mais il n'en est pas moins vrai qu'il est absolument nécessaire de rapporter toutes les piles usagées afin qu'elles soient recyclées. Et l'objet de notre campagne lancée ce jeudi est d'informer le public de la dangerosité que tous ces produits présentent pour l'environnement et pour notre santé.

**- Merci beaucoup Michèle Froment pour vos explications.**

**Transcript task 2****Face à la violence des mineurs, que faire?**

- **Christine Claire, bonjour.**

- Bonjour.

- **Un garçon de 16 ans qui au volant d'une voiture volée avait foncé sur quatre de ses camarades qu'il a blessés, a été incarcéré hier à Marseille. Une fois de plus, la semaine aura donc été marquée par la violence des mineurs.**

- Hélas oui, en dix ans, le nombre de violences commises par des moins de 18 ans a doublé. Or, le phénomène ne touche plus seulement les villes et les banlieues, mais les zones rurales. L'an dernier, 34 000 mineurs ont été mis en cause pour violences et menaces. Plus grave encore, l'âge des délinquants. Beaucoup ont 13 ans ou moins. Mais ce qui choque le plus les Français c'est la sauvagerie des actes. Les nouvelles pratiques, telles que filmer une agression sur son téléphone portable pour en faire profiter les copains, sont de plus en plus courantes.

Horriés par cette barbarie, les Français réclament à chaque nouveau drame, une nouvelle réponse du gouvernement. C'est ainsi qu'en septembre 2002, fut votée une loi pour la création de centres d'éducation pour délinquants. Mais l'un des tout premiers, près du Mans, ferme aujourd'hui ses portes. Ses 25 salariés ne supportent plus de devoir se battre avec 14 récidivistes. En mars 2004, Le ministre de l'Intérieur faisait voter un texte dotant de pouvoirs accrus le juge des enfants. Au début de cette année, à la suite des émeutes, le ministre de l'Intérieur demandait au jeune avocat, Arno Klarsfeld, de lui faire un rapport sur le sujet. Rapport qui préconisait, oh scandale, de supprimer les allocations familiales aux parents de délinquants. Là-dessus, un autre rapport de l'Institut National de la Santé et de la Recherche, cette fois, recommandait le dépistage précoce des troubles du comportement chez les tout petits. Tout ceci a provoqué une grande indignation. Une pétition signée par 170 000 personnes, était lancée, contre la menace dictatoriale, je cite, agitée par le ministre de l'Intérieur. Pour finir, mercredi, un comité interministériel examinait un nouveau projet de loi, celui-ci devrait passer en conseil des ministres en juin, il prévoit la comparution immédiate des jeunes délinquants devant le juge.

- **Et c'est cela qui a causé un nouveau désaccord entre le Premier ministre et le ministre de l'Intérieur ?**

Non, c'est la question de l'abaissement de l'âge de la majorité. Pour le ministre de l'Intérieur un gars de 1m 90 qui agresse son professeur, ne doit plus être protégé, même s'il a 15 ans, par son statut de mineur, tel que le définit la fameuse loi de 1945. Le ministre de la Justice a craint les réactions des magistrats. Le Premier ministre a donc pris son parti contre le ministre de l'Intérieur.

## Section A

## Tâche 1 : Piles usagées

[10 marks]

ACCEPT	REJECT
(a) la décharge [1] l'incinération [1] / dans les incinérateurs	dans les poubelles écharge incinérer insignérateur inceindérateur
(b) cela /elle contamine / pollue l'air / l'atmosphère [1] allow : arrive dans l'air  et les autres déchets / les produits issus de l'incinération / les déchets recyclables [1]  (need the idea of contaminating the waste they were incinerated with and the air)	Elles polluent l'ensemble des produits t.c. Mis-transcription of air
(c) les piles se décomposent [1]  et puis elles contaminent / polluent l'environnement [1] / l'eau / la terre / le sol	
(d) <u>les métaux</u> (à l'intérieur)/(qu'elles contiennent) [1]	Produit chimique / produit toxique Wrong spelling of métaux
(e) - elles peuvent causer un cancer / elles peuvent participer à la fabrication d'un cancer [1]  - et des troubles neurologiques / des tremblements / des difficultés à se concentrer [1] (accept neurologic and des problèmes de neurology)	Mis-transcription of neurologiques Les métaux cancéreux
(f) <u>recycler</u> les piles [1] (accept recicler) must have the idea of recycling	Rapporter les piles t.c. <b>Il</b> doit recycler (use if <b>il</b> makes it ambiguous)

## Tâche 2 : Face à la violence des mineurs, que faire?

[10 marks]

ACCEPT	REJECT
<p><b>(a)</b> vol de voiture /conduite de voiture volée [1]</p> <p>(rendering of having stolen the car)</p> <p>et avoir blessé / renversé ses camarades / des personnes (avec cette voiture) [1]</p> <p>(rendering of having injured someone)</p>	
<p><b>(b)</b> le nombre de violences commises <u>par les moins de 18 ans</u> / par <u>les mineurs</u> a doublé [1]</p> <p>ce phénomène touche aussi les zones rurales / n'est plus limité aux villes et aux banlieues [1]</p> <p><i>Also accept as alternatives :</i>            beaucoup de délinquants ont 13 ans ou moins / l'âge des délinquants est plus jeune / les actes de violence sont plus sauvages</p>	<p>Le nombre de violence a doublé t.c.            Les jeunes t.c.</p>
<p><b>(c)</b> les délinquants les utilisent pour filmer leurs actes de violence / agressions / délits [1]</p> <p>pour les montrer aux copains / amuser leurs copains / pour <u>en faire</u> profiter les copains [1]</p>	<p>Pour profiter les copains</p>
<p><b>(d)</b> <u>le personnel</u> / <u>on</u> ne supporte <u>plus</u> de / ne veulent <u>plus</u> (se battre avec) les délinquants [1]</p> <p>(idea that the delinquents are <u>no longer</u> manageable)</p>	<p>Immediate future tense            Il / le centre ne supporte plus (singular)</p>
<p><b>(e)</b> la suppression des allocations familiales (aux parents des délinquants) [1]</p> <p>et le dépistage <u>précoce</u> des troubles du comportement / le dépistage des troubles du comportement chez <u>les petits</u> (enfants) [1]</p>	<p>Mis-transcription of allocation / suppression invalidates</p> <p>Mis-transcription of dépistage / précoce (if chez les petits not used) invalidates</p>
<p><b>(f)</b> par leur statut <u>de(s) mineur(s)</u> / par la loi [1] / par leur âge</p> <p>accept [statute / status]            Allow incorrect spelling of statut (eg statu)</p> <p>(Ignore date of the law)</p>	<p>La stature / statue de mineurs            statut t.c.</p>



**In addition 5 marks to be awarded for AO3 Grid 5A (see following)**

**Remember to write your 5A language mark after task 2 and record it on the front page in the box next to the mark to task 2.**

The marks on the mark scheme are awarded for communication, for showing that the candidate has understood what he/she has heard. Hence if the answer is comprehensible to a French speaker and conveys the required message marks can be awarded. Beware of the use of English words, which would be comprehensible to an examiner but would not be comprehensible to a French person with no knowledge of English. The candidate will be penalized for inappropriate use of language in the 5A mark. However if the language impairs the communication to the extent that it makes the message incomprehensible or changes the meaning then no marks can be awarded.

If a question is wrong or not answered, put 0 in the margin. Don't leave it unmarked.

**Grid 5A: Listening**

**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

[40 marks]

## Tâche 3 :

ACCEPT	REJECT
(a) suivis [1]	peu suivis
(b) orientés [1]	
(c) (la) fatalité [1]	
(d) détourne [1]	
(e) pauvres [1]	issue de milieux pauvres défavorisées

## Tâche 4 :

ACCEPT	REJECT
<p>(a) d'enfants talentueux / doués / intelligents / bons en classe [1]</p> <p>qui <u>y</u> naissent / qui naissent là / y sont nés / sont nés dans <u>ces</u> quartiers [1]</p> <p>Accept past tenses</p> <p>Accept attempts to rephrase naître (eg que <u>ces</u> quartiers produisent / qui existent dans les deux quartiers)</p>	Les enfants qui ont des capacités sociales
<p>(b) accessibles aux / disponibles pour les jeunes issus de / nés dans les milieux défavorisés / pauvres / de familles pauvres [1]</p> <p>Also accept : à tout le monde</p> <p>(social background not area where one lives)</p>	...d'endroits / quartiers défavorisés (also reject lieu(x) / environnement)
<p>(c) rapide et efficace [1] (both needed)</p> <p>accept [vite / immédiate].</p> <p>Bracket anything that comes after and ignore if it does not distort the meaning</p>	positif/positive

<p><b>(d)</b> les élèves (très) intelligents / talentueux originaires de classes sociales défavorisées [1] (both ideas needed)</p> <p>fassent les classes préparatoires/ entrent / aillent à l'ENS / dans les Grandes Écoles/ à l'école supérieure / dans une filière d'élite [1]</p>	quartiers pauvres
<p><b>(e)</b> (ils / une cinquantaine de volontaires) iront / aideront / seront employés / utilisés / envoyés dans les lycées [1]</p> <p>Allow present tense</p>	visiteront  past tense
<p><b>(f)</b> va être / sera conclu / signé / établi / fait [1]</p> <p>(idea that an agreement will be made)</p> <p>Allow present tense</p>	past tense

**Task 5 :**

B, E, G, H

**Tâche 6 :**

ACCEPT	REJECT
<p><b>(a)</b> ne savent pas / ne connaissent pas [1]</p> <p>(idea of lack of knowledge)</p> <p>Allow : savent peu / ne sont pas au courant</p>	ne pensent pas / ne font pas attention / ne tiennent pas compte / ne comprennent
<p><b>(b)</b> créer / faire naître / causer / donner / apporter [1]</p> <p>(idea of instilling)</p> <p>Allow : encourager / développer / inciter / provoquer</p>	augmenter / améliorer /
<p><b>(c)</b> ne <u>se</u> permet pas [1]</p> <p>Allow : ne permet pas à soi-même / arrêter soi-même (de) / s'empêcher (de) / se défend (de)</p>	Ne permet pas
<p><b>(d)</b> plus grande / agrandie / augmentée [1]</p>	croissante / augmente

## Tâche 7 :

ACCEPT	REJECT
<p>Il aura (plus de) confiance (en lui / en soi) / va se sentir bien dans sa peau [1] (idea of being confident)</p> <p>Il va savoir ce qu'il peut faire [1] (idea of being aware possibilities open to him/her)</p> <p>il sera autonome / sera plus indépendant [1] (idea of being independant)</p> <p>et (plus) libre [1]</p> <p>As an alternative point, also accept idea of becoming aware of the value of work and effort [1]</p> <p><b>Any 3 of the above, but assess the first 3 only.</b></p>	

## Task 8 :

ACCEPT	REJECT
<p>(a) host / have / set up / accommodate / house / hold the / a Science Festival [1]</p> <p>(idea that the Science Festival will be on ENS premises)</p>	<p>open / start / organise / launch / chair / set up etc.</p> <p>Festivals</p>
<p>(b)</p> <p>(i) <u>intensive</u> / <u>intense</u> tutorials / tutoring / teaching programme [1] (idea of one-to-one teaching)</p> <p>(ii)</p> <p>- the <u>best</u> / <u>cleverest</u> pupils of the <u>partners</u> schools [1] (allow the better)</p> <p>- during the <u>All Saints and Easter</u> holidays [1] (also allow November / October / Halloween / autumn holidays for All Saints)</p> <p>- for pupils from the provinces / provincial pupils[1]</p> <p>- and all year round [1]</p> <p>- for (all) the others / those living in (the) Paris (area)[1]</p>	<p>lessons / seminars / courses</p> <p>clever pupils</p> <p>Toussaint and Pâques / during saints days</p> <p>during the rest of the year</p>

<p><b>(c)</b></p> <ul style="list-style-type: none"> <li>- support / help (of a tutor) [1]</li> <li>- help with enrolment / joining / signing up/ enrolling / in preparatory classes / the 'classes préparatoires' [1]</li> <li>- the ENS is in <u>constant</u> contact with the pupils'(headteacher and) <u>teachers</u> / <u>staff</u> [1] (must be clear ENS is in contact with the partner school)</li> <li>- (financial) help to buy books [1] (NB use of materials with books invalidates)</li> <li>- (financial ) help to go abroad <u>to study a language</u> / <u>to follow a language course</u> [1]</li> </ul>	<p>subscribe preparation classes</p> <p>proviser</p> <p>financial help t.c. materials</p> <p>linguistics organise a language course abroad do an exchange / do work experience abroad</p>
<p><b>(d)</b> They could pass the entrance exam / get access (to the ENS) [1]</p> <p>and follow a career (path) / pathway /path suited to their talents [1] (NB: career and talent must be linked)</p>	<p>enter the exam succeed in a / the competition</p>
<p><b>(e)</b> It was (the "Grande École" which was) <u>the most open</u> / <u>the most socially accessible</u> [1]</p> <p>(don't penalise if there is more information that does not distort the answer)</p> <p>Allow any reasonable attempt to render "Grande École" as long as it implies a place of higher education – but rendering it is not essential</p>	<p>big / special schools</p>
<p><b>(f)</b> That the world of education is compartmentalised / pigeon-holed 1]</p> <p>Allow socially-structured or the idea that the academic world is closed to the less privileged</p>	<p>Elitist / confined / prejudiced / divided</p>

**In addition 5 marks to be awarded for AO3 Grid 5B (see following)**

**Remember to write your 5B language mark after task 5 and record it on the front page in the box next to the mark to task 5.**

As in the listening tasks the marks on the mark scheme are awarded for communication, for showing that the candidate has understood what he/she has read. Hence if the answer is comprehensible to a French speaker and conveys the required message marks can be awarded. Beware of the use of English words, which would be comprehensible to an examiner but would

not be comprehensible to a French person with no knowledge of English. The candidate will be penalized for inappropriate use of language in the 5B mark. However if the language impairs the communication to the extent that it makes the message incomprehensible or changes the meaning then no marks can be awarded.

If a question is wrong or not answered, put 0 in the margin. Don't leave it unmarked.

### **Grid 5B: Reading Comprehension**

**5 marks**

#### **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, eg 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.

#### **3 Adequate**

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.

#### **4 Good**

Accuracy generally consistent. Shows 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 sentence patterns but not always able to maintain correct usage.

#### **5 Very Good**

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.

## Section C : Tâche 9

(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 + one personal opinion.

If 5-9 points have been covered + one personal opinion the maximum mark for Range will be 3. Below 5 points + one personal opinion the maximum mark for Range would be 2.

If there has been no attempt at giving a personal opinion, deduct 1 mark from the marks awarded for the range grade.

ACCEPT	REJECT
<p><b>(a)</b></p> <ul style="list-style-type: none"> <li>- empêcher la disparition de la langue Occitane</li> <li>(eg arrêter la fin du language Occitan / éviter la mort de la langue Occitan / pour que la langue ne soit pas oubliée / pour montrer leur soutien à la langue Occitan)</li> </ul>	
<p><b>(b)</b></p> <ul style="list-style-type: none"> <li>- plus d'émissions en occitan <u>à la télé</u></li> <li>- leur propre chaîne (de télé)</li> <li>- des fonds pour l'art et la littérature</li> <li>- l'accès (pour tous) à des informations sur cette langue</li> </ul>	Le dessin et la lecture
<p><b>(c)</b></p> <ul style="list-style-type: none"> <li>- que ceux qui parlent occitan souffrent de discrimination (culturelle)</li> <li>- <u>ce qui est</u> contre le principe d'égalité</li> <li>- et les conventions européennes</li> <li>-il croit que le gouvernement français veut éradiquer / détruire la langue occitane</li> <li>- que leur héritage / patrimoine ne disparaisse pas</li> </ul>	
<p><b>(d)</b></p> <ul style="list-style-type: none"> <li>- que leur héritage / patrimoine ne disparaisse pas (only if not already given in d)</li> <li>- le moyen de promouvoir / rendre plus connu leur identité</li> <li>- un environnement favorable à l'enseignement de la langue occitane</li> <li>- la présence de la langue dans les médias</li> <li>- la présence de la langue dans la vie publique</li> <li>- la présence de la langue dans la vie sociale</li> </ul>	publier

<p><b>(e)</b></p> <ul style="list-style-type: none"> <li>- plus d'un million / beaucoup de gens parlent occitan</li> <li>- cette langue a un statut légal en Espagne et en Italie</li> <li>- le mot occitan existe depuis plus de 700 ans</li> <li>- elle était la principale langue européenne au Moyen-Âge</li> <li>- elle a été la langue des poètes / des premiers chefs-d'œuvre littéraires.</li> <li>- d'autres langues régionales / minoritaires ont leurs émissions</li> </ul>	
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**Grid 5C: Quality of language****10 marks**

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

**Grammatical accuracy****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, eg 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 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 consistent. Shows 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 level 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 sentence 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 structures 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 sentence 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.

## Unit 2656 French: Culture and Society

Information about and understanding of topics, texts and issues 40 marks for each essay (AO4) [Grid 6A]

Quality of Language 20 marks for each essay (AO3)[Grid 6B]

**The following general principles apply to the marking of the Culture and Society paper in all languages.**

- 1 **Assessment criteria:** All scripts are to be marked in accordance with the assessment criteria below (Grids 6A and 6B).
- 2 **Marking:** Examiners are asked:
  - (a) to single underline all language errors
  - (b) to indicate omissions by a caret sign (^)
  - (c) to indicate superfluous or unclear material by a wavy line.
- 3 **Comments:** Examiners are asked to write **no comments** at all on the scripts. However, in certain cases it may be helpful to attach comments on a separate sheet when an explanation of the allocation of marks may be deemed necessary.
- 4 **Length:** There is no limit on the number of words to be written per essay, no penalties, therefore, are to be imposed.

Essays which are too short should be assessed as normal; the shortness will usually be self-penalising.

- 5 **Rubric infringements:**

**Where candidates write their essays based on the same text or topic, only the better of the two should be marked.**

In such cases the action taken by the examiner must be clearly shown at the foot of the essay, and the words **RUBRIC INFRINGEMENT** written on the front cover. There is no need to mark such scripts for the attention of the Team Leader.

Any other cases of rubric infringements should be drawn to the attention of the Team Leader.

- 6 **Reference to the country:** Both the Aims and the Assessment Objectives of the specification indicate that essays in Section C must relate to "**a country where the language studied is spoken**". It is acknowledged that some of the topic titles have international application, but each title in the specification specifically refers to the country/countries in question. There is, therefore, no excuse for essays which do not refer to the country/countries studied. It should be noted in this respect that, with the exception of those topic areas asterisked in the specification, any country where the language is spoken is acceptable for the purposes of this paper (eg Francophone Africa, Austria, Latin America).

**Essays which make no or little reference to the country/countries in question may be awarded no more than 7 marks on both grids.**

- 7 **Indication of marks:** At the end of each essay, the examiner must show the mark awarded under each separate grid, and the resulting total, which should be ringed.

eg

<b>6A</b>	15	17	32
<b>6B</b>	6	7	13
			45

Add the two totals out of 60 together to get an overall mark out of 120. Divide this by two (rounding up any  $\frac{1}{2}$  marks) to get a final total out of 60. Indicate this on the front cover of the answer script.

eg

$$45 + 38 = 83 = \mathbf{42}$$

**Grid 6A (1) Information about topics, texts, relevance and appropriateness of response****40 marks****0-3 Very Poor**

Extremely brief and/or very inadequate answer. Little or no knowledge of the text/topic. Frequent irrelevance. A very superficial treatment of the task.

**4-7 Poor**

The candidate has a limited grasp of the text/topic. Some material but little attempt to organise it or answer the question. There are omissions and some irrelevancy in completing the task.

**8-11 Adequate**

Evidence that the candidate has understood the text/topic presented. The essay has a preponderance of content but there is evidence of ability to recognise the central issues. Rather dull treatment of the task.

**12-15 Good**

Evidence of thought and preparation showing a sound knowledge of the text/topic, supported by factual knowledge. Mainly relevant to the task and demonstrating some imagination and/or originality (where appropriate).

**16-18 Very Good**

The text/topic is used and pointed to the question, the general issues pertinent to the text/topic have been taken into account in response to the question. There is evidence of an ability to produce an imaginative and/or original response to the task (where appropriate).

**19-20 Excellent**

Intelligent use of factual information, clarity, sense of control. Clear evidence of thoughtful evaluation of texts/topics. A precise and thorough response to the task showing insight into the text/topic.

**Grid 6A (2) Understanding of topics, texts and issues, structure and development of ideas.** **20 marks**

**0-3 Very Poor**

May have great difficulty communicating at this level in the foreign language. Ideas presented at random. Sequence illogical with no development of an argument and no ability to draw conclusions.

**4-7 Poor**

Little attempt to structure the work. Some sequence in facts presented, but a weakness in paragraphing and no real build-up of an argument to a conclusion. Rambling and disjointed.

**8-11 Adequate**

Ideas generally organise in a structured way and some ability to organise into paragraphs and sequence the argument, although somewhat superficial.

**12-15 Good**

Some ability to develop ideas and opinions even if without much sophistication. Clear line of thought with competent development of argument. Ideas mostly well-linked and some ability to draw conclusions.

**16-18 Very Good**

The essay has an argument and develops a case but there may be some limitations in scope. There is a clear line of thought and/or evidence of an ability to draw conclusions.

**19-20 Excellent**

Well-balanced and coherent piece with an excellent introduction and good organisation with clarity and a sense of control. Ideas clearly linked and well-developed. Thoughtful work.

**Grid 6B Quality of language****10 marks****Grammatical accuracy****10 marks****1-2 Very Poor**

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

**3-4 Poor**

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

**5-6 Adequate**

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

**7-8 Good**

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

**9-10 Very Good**

High and quite consistent level of accuracy. 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****10 marks****1-2 Very Poor**

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

**3-4 Poor**

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

**5-6 Adequate**

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

**7-8 Good**

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

**9-10 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.

# Grade Thresholds

Advanced Subsidiary GCE French 3861  
June 2008 Assessment Series

## Unit Threshold Marks

<i>Unit</i>		Maximum Mark	a	b	c	d	e	u
2651/01	Raw	60	47	41	36	31	26	0
	UMS	90	72	63	54	45	36	0
2651/02	Raw	60	47	41	36	31	26	0
	UMS	90	72	63	54	45	36	0
2651/03	Raw	60	47	41	36	31	26	0
	UMS	90	72	63	54	45	36	0
2652	Raw	80	59	51	43	36	29	0
	UMS	120	96	84	72	60	48	0
2653	Raw	60	45	40	36	32	28	0
	UMS	90	72	63	54	45	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
<b>3861 (Agg Code)</b>	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
<b>3861 (Agg Code)</b>	26.55	47.07	64.64	79.58	91.25	100.0	2904

2904 candidates aggregated this series

For a description of how UMS marks are calculated see;  
[http://www.ocr.org.uk/exam\\_system/understand\\_ums.html](http://www.ocr.org.uk/exam_system/understand_ums.html)

Statistics are correct at the time of publication



**Advanced GCE French 7861  
June 2007 Assessment Series**

**Unit Threshold Marks**

<i>Unit</i>		<b>Maximum Mark</b>	<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>	<b>u</b>
<b>2654/01 &amp; 03</b>	Raw	60	48	43	38	33	29	0
	UMS	90	72	63	54	45	36	0
<b>2655</b>	Raw	80	54	47	41	35	29	0
	UMS	120	96	84	72	60	48	0
<b>2656</b>	Raw	60	46	41	36	31	26	0
	UMS	90	72	63	54	45	36	0
<b>2657</b>	Raw	60	50	45	40	35	30	0
	UMS	90	72	63	54	45	36	0

**Specification Aggregation Results**

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

	<b>Maximum Mark</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>U</b>
<b>7861 (Agg Code)</b>	600	480	420	360	300	240	0

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

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>U</b>	<b>Total Number of Candidates</b>
<b>7861 (Agg Code)</b>	35.20	65.43	83.29	94.42	98.58	100.0	2256

2256 candidates aggregated this series

For a description of how UMS marks are calculated see;  
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