

Mark Schemes for the Units

January 2010

HX75/MS/R/10J

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by Examiners. It does not indicate the details of the discussions which took place at an Examiners' meeting before marking commenced.

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 SCHEMES FOR THE UNITS

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F701 French – Speaking

KEY POINTS

ROLE-PLAY A

- Owned (by the Abbey of Winchcombe) until 1539
- Main part of house dates from 1500 / 16th century
- In 1919 it was bought
- And restored by the architect / Charles Wade
- Collected over 22,000 items
- Which are displayed in the Manor
- Cat lives (in the garden)
- 20 visitors every 10 minutes
- 12 noon until 4.20pm
- Restaurant serves coffee, tea and hot food
- Shop sells guidebooks
- Local train stations
- Cycle routes
- Transport available for less mobile visitors
- Telephone number 01386 852410

KEY POINTS**ROLE-PLAY B**

- Largest retail park in UK
- 140 stores
- Fashion and shoes for all the family
- The latest sportswear
- Full range of jewellery
- Accessories and gifts
- Items for the home / from cookers to curtains
- Up to 50% discounts
- Many restaurants and cafes
- 10% discount (card) for group members
- In selected stores on day of visit
- Junction 10 of M53
- Nearest railway stations are 5 and 15 minutes away (respectively)
- Free parking including for coaches
- Well signposted

KEY POINTS

ROLE-PLAY C

- Customers include hotels
- Residential homes and individuals
- Products (focus) on quality
- But price is important
- Customer service important
- Listen to customer suggestions
- Have changed size and colour
- Added items to their range
- Can order at the last minute
- Deliver anywhere in the world
- Need to order by 12 noon for next day delivery
- Westlake / Essentials range (balances) quality and value
- Emporium range symbolises quality and style
- Contact by phone – 0871 7890532
- Or email – sales@emporiumamenities.com

Examiners allocate marks to candidates' work on a best-fit basis using the following marking grids.

UNIT 1: SPEAKING – ROLE-PLAY

| GRID A | USE OF STIMULUS 15 marks AO2 | GRID B | RESPONSE TO EXAMINER 10 marks AO1 |
|---------------|---|---------------|--|
| 0–2 | Little or no attempt to use the stimulus material. No relevant information or supplies one or two of the points. | 0–2 | Has some difficulty in understanding and is hesitant in responding to many of the examiner's questions and comments. Shows very little initiative or imagination. |
| 3–5 | Some attempt to use the stimulus material. Able to give some basic information. Successfully conveys about a quarter of the points. | 3–4 | May be hesitant in responding. Responses to the examiner are brief and sometimes inadequate. Shows little initiative or imagination. |
| 6–9 | Reasonable attempt to use the stimulus material. Successfully conveys about half of the points. | 5–6 | Responds satisfactorily to the examiner. Produces some appropriate replies. Shows some initiative and imagination in developing answers but performance is inconsistent. |
| 10–12 | Good use of the stimulus material. Successfully conveys about three quarters of the points. | 7–8 | Responds readily, takes the initiative and is able to keep the momentum going. Shows imagination and gives some well developed answers. |
| 13–15 | Full use of the stimulus material. Successfully conveys all or nearly all of the points. | 9–10 | Responds fluently and fully to the examiner's questions and comments. Shows initiative and imagination throughout. Leads the conversation. A convincing performance. |

UNIT 1: SPEAKING – ROLE-PLAY (Continued)

| GRID C.1 | QUALITY OF LANGUAGE (ACCURACY) 5 marks AO3 |
|-------------|--|
| 0–1 | Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference. |
| 2 | Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language. |
| 3 | Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent. |
| 4 | Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas. |
| 5 | Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors. |

UNIT 1: SPEAKING – TOPIC DISCUSSION

| GRID D | IDEAS, OPINIONS AND RELEVANCE 10 marks AO1 | GRID E.1 | FLUENCY, SPONTANEITY, RESPONSIVENESS 10 marks AO1 |
|---------------|--|-----------------|--|
| 0–2 | Very few ideas. Ideas not explained or developed. Very limited ability to convey even quite basic information. Very superficial. | 0–2 | Has some difficulty in understanding. Hesitant, with frequent pauses, in responding to many of the examiner's questions and comments. Fluency confined to pre-learnt material. |
| 3–4 | Shows a limited ability to develop or explain ideas and to express opinions. May have some difficulty communicating factual information. Often irrelevant or repetitive. | 3–4 | May be hesitant in responding. Responses to the examiner are brief and sometimes inadequate. Fluency is often confined to pre-learnt material. |
| 5–6 | Shows some ability to develop and explain ideas and to express opinions. Able to convey information. Not always relevant. | 5–6 | Responds reasonably promptly to the examiner, though with occasional hesitation. Reasonably fluent and spontaneous at times. |
| 7–8 | Able to develop and explain ideas and to express points of view, with some justification. Offers relevant information. | 7–8 | Able to respond readily and take the initiative, with little hesitation. Most of the time is fluent and spontaneous and can keep the momentum going. |
| 9–10 | Well-chosen relevant information to develop a range of ideas and to justify points of view. | 9–10 | Responds promptly and fully. Consistently shows initiative. Leads the conversation. A fluent and spontaneous performance throughout. |

UNIT 1 SPEAKING – TOPIC DISCUSSION (Continued)

| GRID C.1 | QUALITY OF LANGUAGE (ACCURACY) 5 marks AO3 | GRID G | PRONUNCIATION AND INTONATION 5 marks AO1 |
|-------------|---|-----------|--|
| 0–1 | Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference. | 0–1 | Comprehensible only with difficulty. Many sounds mispronounced. Heavily influenced by candidate's first language. |
| 2 | Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language. | 2 | Pronunciation and intonation may be influenced by candidate's first language, and problems with more difficult sounds sometimes impede communication. |
| 3 | Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent. | 3 | Pronunciation and intonation acceptable, in spite of a number of errors that rarely impede communication. Some problems with some more difficult sounds. |
| 4 | Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas. | 4 | Pronunciation and intonation generally accurate, although there may be occasional mispronunciation of more difficult sounds. |
| 5 | Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors. | 5 | Sounds authentic nearly all of the time. Only occasional errors of pronunciation and intonation. |

F702 French: Listening, Reading and Writing 1

| Tâche 1 – La Fête du Cinéma | | | | |
|-----------------------------|---------|---------------------------------|-----|---------------------|
| Q | Answers | | M | Additional comments |
| (a) | A | a déjà commencé | [1] | |
| (b) | B | bien établie | [1] | |
| (c) | C | acheter une place | [1] | |
| (d) | B | gratuit | [1] | |
| (e) | A | fixe | [1] | |
| (f) | B | valable pour | [1] | |
| (g) | C | 5500 | [1] | |
| (h) | A | profitent de la Fête du Cinéma. | [1] | |
| (i) | B | suivra la Fête du Cinéma. | [1] | |
| (j) | A | dehors. | [1] | |

| Tâche 2 – Ados d’hier et d’aujourd’hui | | | | | |
|--|--------|--------|-------|--------|---------------------|
| Question | Answer | Answer | | | Additional comments |
| | | Louise | Alain | Nicole | |
| (a) | Alain | | ✓ | | |
| (b) | Nicole | | | ✓ | |
| (c) | Alain | | ✓ | | |
| (d) | Louise | ✓ | | | |
| (e) | Alain | | ✓ | | |
| (f) | Alain | | ✓ | | |
| (g) | Louise | ✓ | | | |
| (h) | Louise | ✓ | | | |
| (i) | Alain | | ✓ | | |
| (j) | Nicole | | | ✓ | |

Task 3 - Guidance

| Task 3: | | | | |
|---------|--|--|--|-----|
| Q | Answer | Notes / Guidance | Reject | M |
| (a) | (Next) May [1] | | | [1] |
| (b) | (i) How many / the number (of) (people) (will be) involved / of participants [1] and their ages [1] | Principle: (fairly clear) idea of number taking part / in exchange / going + age | Reject: number of people t.c. rough idea | [2] |
| | (ii) So that she can find (host) <u>families</u> [1] to <u>house</u> everybody / for (all) the students / them to <u>stay</u> [1] | Principle: First point – must give correct reason (i.e. finding <u>families</u>) Second point – <u>housing</u> everybody (allow the idea of “everyone” to be rendered in various ways to show <u>who</u> is being accommodated (e.g. (all) for students / for them) NB: idea of families/family <u>must</u> be rendered whole of (b)(ii) but “staying with families” (e.g. to find host families for them to stay) Allow: Use of “they” (e.g. they can find families) Allow: use of passive (families can be found) Ignore: harmless addition (e.g. incorrect rendering of accueil - welcoming families) | Reject: <u>their</u> families (implying the students’ own family) Reject: any implication that they are all staying with the same family Reject: for them t.c. (idea of staying has to be clearly stated) | [2] |

| | | | | |
|----------------|--|--|--|------------|
| (c) | (It should involve / for) <u>as many</u> (people) <u>as possible</u> [1] in a warm / friendly / nice / happy / pleasant / good atmosphere / ambience / environment [1] | Principle: rendering of as many as possible needed + idea of warmth / friendliness / feeling at ease Allow: largest number of people | Reject: large number / a lot (of people) Reject: kind / fun / enjoyable sympathetic | [2] |
| (d) (i) | By the <u>Year 7</u> pupils [1] | Principle: correct year group needed Allow: 11 year old pupils / 1 st year / form pupils / students etc. | Reject: 6 th form / year / grade 6 pupils (i.e. use of 6) college students / students t.c. (no year group given) | [1] |
| | (ii) work / study / course on (the benefits of) <u>healthy eating</u> [1] | Principle: must render idea of study + healthy / good / balanced eating / good diet (eating / diet needs to be qualified) Allow: research | Reject: they <u>are</u> completing (i.e. present continuous INV) health t.c. survey | [1] |
| (e) | buying ingredients / items [1] preparing vegetables[1] cooking meat [1] setting / laying / preparing table(s) [1] clearing table(s) [1] (1 mark each for any 4 out of 5) | Principle: for each mark, both elements must be correct Allow: set / lay cutlery / knives and forks NB: if two answers are given on the same line and all lines have been completed, only consider the first answer | Reject: find / get / collect ingredients making the table prepare / cut the meat clean the tables cleaning up (too vague a rendering of text) tidying / putting away the tables | [4] |
| (f) | If there are any cooks amongst them [1] | Principle: idea of (asking if) any / they can / are able to cook / keen on cooking | Reject: Idea of participating / helping / taking part in cooking (too vague) e.g. will / would the (British) students participate in the cooking | [1] |
| (g) | Cooking / preparing / trying out / using some <u>British</u> specialities / food/recipes / meals [1] | Principle: idea of cooking / producing / making (i.e. verb) + rendering of British are essential. Ignore harmless additions | Reject: to taste / experience / discover British recipes (incorrect verb) | [1] |

| | | | | |
|--|--|---|---|--|
| | | Allow: serve Allow: singular (a British specialty) Allow: English / Scottish / Welsh / Irish for British | Having a menu of English specialities (does not necessarily imply cooking them) Use of décider (mis-hearing d'essayer) invalidates | |
|--|--|---|---|--|

Task 4 - Guidance

Read through the response and assess for communication first. This is a transfer of meaning exercise, not a word-for-word translation, so there may be several ways of putting the points across. Key elements of the points are underlined in the mark scheme. For communication / content, assess as a “sympathetic native speaker / sympathetic examiner” and give credit accordingly. There are 10 components for 10 marks but it may not automatically be 1 mark per correct component. The grid must be applied.

- **Grid H.1:** Looking at the annotations, assess what proportion of the points has been conveyed. (See point 2 page 2)

Read response again and assess for language.

- **Grid C.2:** Key words have been highlighted in the Grid. Remember that this grid is also used to assess accuracy at A2. At AS level, one year beyond GCSE, the only complexity of language that is expected is that required by the task. Identify the band which best matches the performance. If you identified the band without hesitation you must award the higher of the two marks.

| Task 4: Message Notes | | | |
|---|---|--|----------|
| Points to be covered | Allow / Guidance (H.1) | Guidance (C.2) | M |
| <u>Thank you</u> for your <u>message</u> /e-mail | Allow: lettre / courier | Set phrase | |
| I <u>think</u> it is a (very) <u>good idea</u> . | | Use of ‘que’ – possibly – and agreement and position adjective | |
| People will be able to <u>work together</u> | | Article required and future + infinitive | |
| and <u>everybody</u> will have a <u>good time</u> . | Idea of enjoyment / positive experience rather than happiness Reject: avoir <u>un</u> bon temps Allow: passer/avoir <u>du</u> bon temps | Future – verb ending after collective noun vocabulary / idiomatic expression | |

| | | | |
|---|--|--|-------------|
| Our pupils are <u>excited</u> because | Allow: expression of enthusiasm / eagerness (e.g. attentent avec impatience / ont hâte de commencer) Reject: Idea of happiness (heureux / content) unless qualified (ie très content – OK) Reject: passionnant(s) | Possessive adjective and agreement of adjective | |
| they have <u>never</u> done anything <u>like this</u> before. | Allow: <u>pas... avant</u> for jamais | Perfect tense + negative – two negative forms – idiomatic expression | |
| They are (already) <u>looking for recipes</u> / meals | Reject: regarder pour / voir pour / rechercher | Present tense vocabulary | |
| that <u>the French</u> / <u>you</u> would <u>enjoy</u> . | Allow: aimer but vouloir t.c. is partial rendering Allow: incorrectly formed conditional | Subordinate clause and conditional | |
| Do <u>you</u> want <u>us</u> to send you a list | Question needed and who sends what to whom must be clear | Phrasing a question + subjunctive | |
| of things that <u>we</u> would <u>like to do</u> ? | Allow: that we want to do NB: if 'things' t.c. (ie <u>to do</u> not rendered) partial | Que + conditional and infinitive | |
| NB: If a word / phrase is "rejected", at best only partial communication can be achieved | | | |
| 10 marks for Communication – Grid H1 10 marks for Quality of Language (Accuracy) - Grid C2 | | | [20] |
| Section A Total | | | [55] |

| GRID H.1 | COMMUNICATION 10 marks AO2 |
|----------|---|
| 0-2 | Very little or no information conveyed. |
| 3-4 | Only a quarter of the points conveyed. |

| GRID C.2 | QUALITY OF LANGUAGE – ACCURACY 10 marks AO3 |
|----------|--|
| 0-2 | Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference. |
| 3-4 | Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language. |

| | |
|-------------|---|
| 5-6 | Half of the information successfully conveyed. |
| 7-8 | Three quarters of the points conveyed. |
| 9-10 | Most or all of the information successfully conveyed. |

| | |
|-------------|--|
| 5-6 | Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent. |
| 7-8 | Language generally accurate. Shows a sound grasp of AS (and/or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas. |
| 9-10 | Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors. |

| Section B: Reading and Writing | | | | |
|---------------------------------------|-----------------|---------------|-----|----------------------------|
| Task 5: <i>iDNiGHT</i> | | | | |
| Section A | Question | Answer | | Additional comments |
| | (a) | b | [1] | |
| | (b) | f | [1] | |
| | (c) | g | [1] | |
| | (d) | i | [1] | |
| | (e) | j | [1] | |
| Section B | Question | Answer | | Additional comments |
| | (k) | pensé | [1] | |
| | (l) | portée | [1] | |
| | (m) | souhaitent | [1] | |
| | (n) | nocturne | [1] | |
| | (o) | préférentiels | [1] | |

Task 6 - Guidance

1. Print out a copy of the text so that you can easily spot instances of lifting from the original text.
2. Assessing comprehension / content: First go through all the responses and assess every question for comprehension.
 - a. Marks are awarded on a point by point basis, according to the mark scheme.
 - b. Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL.
 - c. For comprehension / content, remember that you are a “sympathetic native speaker / sympathetic examiner”. If language interferes slightly but it is clear that the candidate has understood, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C2.
 - d. If appropriate, candidates may answer with single words / short phrases.
 - e. If you hesitated and decided to give or not to give the benefit of the doubt, use the appropriate annotation. It is not expected that you will have to use such annotations very often.
 - f. Enter the mark in the box.
 - g. If the answer is correct but lifted verbatim from the text, award the comprehension mark but highlight and exclude from the quality of language assessment.
3. Assessing Quality of language
 - a. Read all the answers again.
 - b. Apply Grid C.2 (see Task 4 for guidance) and enter the mark.
 - c. When candidates have left several questions unanswered:
 - if only up to 1/3 of the questions have been answered, the maximum mark for C.2 is the 5/6 band
 - if only up to 2/3 of the questions have been answered, the maximum mark for C.2 is the 7/8 band

| Task 6 : Les cahiers de vacances | | 15 marks - Comprehension of text 10 marks - Quality of language – Grid C2 | | |
|----------------------------------|--|--|--|-----|
| Q | Answers | Notes/ Guidance | Reject | M |
| (a) | (C'est d') oublier / (de) ne plus penser <u>à l'école</u> [1] | Principle: idea of putting <u>school</u> out of one's mind – reference to school needed Allow: Ils ne pensent pas à l'école | Reject: lots of time without school (not a wish, but a fact) se reposer / ne rien faire comme études jouer tout l'été | [1] |
| (b) (i) | Que leurs enfants oublient tout (ce qu'ils ont appris) [1] | Principle: (ii) must explain (i), so answers are not interchangeable | Reject: il n'y a pas d'école | [1] |
| (b) (ii) | Parce que les vacances sont longues / durent deux mois [1] | Principle: idea of length of holidays needed Allow: des mois | moins (les enfants ont deux moins vacances) | [1] |
| (c) | L'inventeur / le créateur / l'auteur / l'homme / celui qui a inventé le(s) cahier(s) de vacances. [1] | Principle: idea of creating / producing Allow: la femme qui a crée les cahiers de vacances (M. could be an initial) Il a écrit les cahiers pour les vacances | Reject: penser | [1] |
| (d) (i) | Il aide / prépare / en préparant les enfants pour l'année suivante / à passer d'une classe / année à la suivante [1] | Principle: reward ref to help for <u>future</u> (i.e. idea of preparing) | Reject: aide les enfants pour les études (too vague). | [1] |
| (d) (ii) | Il aide les enfants à réviser / en révisant (les points importants du programme) [1] Also accept as an alternative for either (Il fait travailler / réviser / il prépare les enfants pour l'année suivante / la rentrée) <u>de façon amusante / en les amusant</u> [1] | Principle: reward ref to help connected with <u>the past</u> (i.e. idea of revising) Principle: Idea that booklets are fun (to use) i.e. either (i) or (ii) + de façon amusante/ etc. = 2 marks Allow: C'est un programme amusant | Reject: aide les enfants pour les études (too vague). | [1] |

| | | | | |
|---------|--|--|--|------------|
| (e) | (On peut les acheter) dans les librairies [1] (dans) les grandes surfaces [1] | Principle: only names of correct places required Allow: singular (une librairie / une grande surface) magasins pour l'/d' édition Allow: grand magasin / supermarché / hypermarché / | Reject: bibliothèque un grand lieu les magasins t.c. une plaza de shopping centre commercial | [2] |
| (f) (i) | Il s'adapte <u>aux changements</u> de programme(s) scolaire(s) / parce que les programmes scolaires <u>changent</u> [1] | Principle: Idea of <u>changing</u> content / subject matter NB: as for (b) answers are not interchangeable Allow: Parce que les programmes scolaires / programmes d'éducation/curriculum changent souvent | | [2] |
| (ii) | Son aspect est moins austère / ils sont moins austères/ plus attirants / il y a maintenant des photos, des couleurs, des dessins [1] NB : Possible other interpretation allowed : Pour que le cahier soit moins austère [1] (II) En utilisant / avec de photos, des couleurs [1] | Principle: Idea of changing appearance (one example is enough) Allow: use of "changement de photos / dessins / couleurs" to express changes in appearance Principle: reason for changing appearance + how it is achieved Must be one interpretation or the others | | |
| (g) | Le nombre (de cahiers) qu'on vend (chaque année) / le bon / grand marché (qu'ils représentent) [1] | Principle: idea that many are sold/popular or that publishers (are keen) to make money | | [1] |
| (h) | Parce que des Éditions Chiflet & Cie) ont lancé / inventé les cahiers (de vacances) <u>pour adultes</u> [1] | Principle: rendering of 'lancer' essential Allow: parce que leur idée a été copiée | Reject: cahier de vacances t.c. | [1] |

| | | | | |
|----------------|---|---|---|------------|
| (i) (i) | Le mauvais temps (de l'été dernier) [1] | Principle: reference to bad weather Allow: moins de soleil l'été dernier la météo n'était pas bonne / le temps décevant | Reject: mauvaise saison (ambiguous) | [1] |
| (ii) | L'endroit où sont présentés les cahiers dans les magasins or du marketing efficace [1] | Principle: reference to position of cahiers pour adultes or good marketing ideas | Reject: le marketing t.c. | [1] |
| (iii) | Le désir des <u>parents</u> de motiver leurs enfants [1] | Principle: reference to parents' motive. Parents need to be mentioned | Reject: Idea that they help children revise | [3] |
| (iv) | Allow as an alternative for any of the above Les cahiers (de vacances pour adultes) sont à la mode / sont devenus un accessoire de mode / essentiel | Allow : Les parents veulent que leurs enfants les voient | Ils aident les enfants avec la motivation (ambiguous) | [3] |

Quality of Language assessed using Grid C2

| GRID C.2 | QUALITY OF LANGUAGE - ACCURACY 10 marks AO3 |
|-----------------|--|
| 0-2 | Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference. |
| 3-4 | Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language. |
| 5-6 | Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent. |
| 7-8 | Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas. |
| 9-10 | Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors. |

Task 7 - Guidance

1. Print out a copy of the text so that you can easily spot instances of lifting from the original text.
2. 7(a)
 - a. Tick to show that a point has been fully and successfully conveyed.
 - b. **Grid I:** Assess what proportion of the points has been conveyed and apply Grid I.
 - c. **Copying / lifting:** If chunks of the text are simply copied, award marks for comprehension but there is a limit of 3-4 marks for (a) if the entire answer is lifted (see Grid I). Verbatim copying of the stimulus text results in no marks.
3. 7(b)
 - a. Tick in the margin to show each opinion / personal response and to show a development / an extension of the opinion. NB: one opinion may have several extensions.
 - b. **Grid J:** Assess the quality of the response to the text and apply Grid J. NB: “imagination” and “insight” are interpreted conservatively. The number of ticks you have awarded will indicate a mark band. You must then use your professional judgement to fine tune your marking. You may look at the quality of the candidate's points and go down a mark or two if they seem rather pedestrian or repetitive. Similarly an attempt at originality or humour could gain an extra mark or two.
4. 7(a) + 7(b) – Language assessed globally – **Grids C.2 and F.2:**
 - a. Read the whole response again and assess for Range (Grid F2) first – i.e. vocabulary and structures. Then assess for Accuracy (Grid C2).
 - b. Language is assessed globally - answer to 7(a) **and** 7(b).
 - c. Language lifted from the text (see section 2 above) is not credited when applying F.2 and C.2. Only phrases of more than 5 consecutive words should be counted as lifted language.
 - d. For answers of less than 100 words globally, the maximum mark for both F.2 and C.2 is the 5/6 band.

| Section B: Reading and Writing | | |
|--|---|-------------|
| Task 7 : Le Tour de France et le dopage 10 marks - Comprehension of Text – Grid I 20 marks - Response to Text – Grid J 10 marks - Quality of language (Accuracy) – Grid C2 10 marks - Quality of Language (Range) – Grid F2 | | [50] |
| Q | Answer | M |
| (a) | Possible points 1 to catch cheats / to fight doping / drug-taking (<i>idea of preventing / fighting drug usage but NOT of giving a better image of the Tour</i>) 2 tests <u>before</u> the race 3 <u>(at the start)</u> tested (blood) of (<u>all</u>) cyclists (taking part) (MUST mention EITHER <u>start</u> of the race OR the fact that <u>all</u> were tested) 4 <u>rigorous</u> tests / testing (methods) / controls (<i>idea of strict / rigorous needed</i>) 5 <u>varied</u> tests / testing (methods) (<i>ideas of range / variety of tests</i>) 6 could test blood / urine (<u>either</u>) 7 reason for choosing nails / hair (<i>reason needed; mention of nails / hair alone is not enough</i>) 8 unexpected / random testing 9 (AFDL / the agency) selects (8) cyclists <u>5 km from the end of stage</u> / <u>late</u> (<i>selection by AFDL – implied – happens late</i>) 10 (AFDL / the agency) informs the teams (<i>who informs needs to be clearly implied</i>) 11 (chosen) cyclists tested by (AFLD) doctors 12 when they cross the line / at the finish | |
| Section B Total | | [85] |

NB: With 13 possible points, apply grid Grid I as follows:

One or two points – band 1-2

Up to 1/3 of points (3 or 4 points) – band 3-4

Up to 1/2 the points (5 or 6 points) – band 5-6

Up to 2/3 of the points (i.e. 7 or 8 points) – band 7-8

Nearly all points (9, 10, 11 or 12 points) – band 9-10

i.e. 9-10 points = 9; 11/12 points = 10

Remember guidance 7(a)c
RE: Copying / lifting

| | |
|---------------|---|
| GRID I | COMPREHENSION OF TEXT 10 marks AO2 |
| 0-2 | No relevant information or supplies one or two relevant points from the original passage. |

| | |
|---------------|--|
| GRID J | RESPONSE TO TEXT 20 marks AO2 |
| 0-3 | Very short. May not go beyond points of view already expressed in the original text. |

| | | | |
|-------------|--|--------------|--|
| 3-4 | Little relevant information. Includes up to a third of the points, showing understanding of some of the points. Over-reliance on phrases lifted from the original passage. | 4-7 | Manages the beginning of a response to the requirements of the task. May have difficulty in expressing and/or developing points of view. |
| 5-6 | Some relevant information showing understanding of up to half of the points. There may be instances of lifting from the original passage. | 8-11 | Expresses points of view which respond to the requirements of the task. Some of these may be developed and there may be some originality and/or imagination. |
| 7-8 | Relevant information showing understanding of up to two third of the points from the original passage. There may be one or two instances of lifting from the original passage. | 12-15 | Expresses points of view which are consistently developed and respond to the requirements of the task. Shows some originality and/or imagination. |
| 9-10 | Consistently relevant information. Includes nearly all the points from the original passage. Shows a very clear understanding of the text. | 16-20 | Responds with well developed points of view which show insight, originality and imagination. |

Grids C2 and F2 next page

| GRID C.2 | QUALITY OF LANGUAGE - ACCURACY 10 marks AO3 | GRID F.2 | QUALITY OF LANGUAGE (RANGE) 10 marks AO3 |
|---------------------|--|---------------------|--|
| 0-2 | Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference. | 0-2 | Only simple sentence patterns. Very limited vocabulary. Very limited range of structures. |
| 3-4 | Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. (Vocabulary and structures may be quite strongly influenced by the candidate's first language). | 3-4 | Use of a restricted range of vocabulary and structures. Frequent repetition of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures. |

| | |
|-------------|--|
| 5-6 | Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent. |
| 7-8 | Language generally accurate. Shows a sound grasp of AS (and/or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas. |
| 9-10 | Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors. |

| | |
|-------------|--|
| 5-6 | Attempts to extend the range of vocabulary, though still rather repetitive. Attempts to use more complex language with some success in producing a range of syntax and sentence structures appropriate to the task. |
| 7-8 | Effective use of a range of vocabulary and structures appropriate to the task, with little repetition. A positive attempt to introduce variety and to use a range of complex sentence structures (though not always able to maintain correct usage). |
| 9-10 | Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures. |

Paper Total [140]

Transcripts of Listening texts

Tâche 1 – La Fête du Cinéma

Depuis hier et jusqu'à demain soir c'est la Fête du Cinéma. Le principe de cette Fête, créée en 1985 et maintenant traditionnelle, reste le même : si on achète un billet de cinéma, on reçoit un carnet passeport qui donne accès à toutes les séances suivantes à un tarif unique de deux euros. Et cette année, ce principe est valable même pour ceux qui ont des cartes de réduction.

Pour les 5500 salles de cinéma françaises, la Fête du Cinéma c'est l'occasion de relancer leur économie puisque deux à trois fois plus de billets sont vendus que d'habitude. Et pour les amateurs de ciné, ce n'est pas tout car le festival Paris Cinéma prendra immédiatement la suite. Il sera possible de voir des films pour quatre euros dans certaines salles. Au total, 400 films seront projetés, parfois en présence de leurs auteurs. Pour l'ouverture, une soirée gratuite en plein air sera organisée devant l'Hôtel de Ville.

Tâche 2 – Ados d'hier et d'aujourd'hui

- Louise, qu'en pensez-vous ?
- Nous, à 16 ans... on avait plus de respect pour les parents. On écoutait ce qu'ils nous disaient, on leur obéissait – enfin, la plupart du temps ! La société était moins violente ; les jeunes d'aujourd'hui semblent plus agressifs, plus directs. Quand quelque chose ne leur plaît pas, ils n'hésitent pas à le dire, même si ça blesse les gens.
- Et vous, Alain ?
- Nous, à 16-17 ans, on se posait pas trop de questions. Aujourd'hui, les ados, ils pensent à leur carrière, à l'avenir de la planète... sinon, ils sont plus à l'aise... ils sont bien dans leur peau. Économiquement, ils vivent mieux que nous à leur âge et paraissent plus indépendants de leurs parents que nous ne l'étions.
- Et vous, Nicole ?
- Les jeunes s'intéressent à toutes sortes de choses mais il faut que ça aille vite. De nos jours, ils sont beaucoup plus communicatifs. Ils n'ont pas de difficultés à aller vers les autres. Je me sens beaucoup plus proche de mes enfants que de ma mère.

Task 3 – School Exchange

Ici Martine. J'appelle au sujet de votre visite en mai prochain. Côté pratique, il nous faudrait une idée assez précise du nombre de participants à l'échange ainsi que leur âge pour que nous puissions trouver des familles d'accueil pour héberger tout le monde.

Quant au programme, nous aimerions organiser une activité qui permettrait la participation du plus grand nombre possible dans une atmosphère sympathique. Les élèves de sixième, qui viennent de compléter une étude sur les bénéfices d'une alimentation saine et équilibrée, ont suggéré d'inviter tout le monde à un grand repas préparé par les jeunes des deux collèges.

Pour qu'un tel projet réussisse, il faudrait des équipes chargées de tâches bien précises... euh... l'achat des ingrédients, la préparation des légumes, la cuisson de la viande... euh... et aussi de tâches pratiques comme mettre le couvert et... euh... débarrasser les tables. Auriez-vous parmi vos participants des cuisiniers ? Une possibilité serait d'essayer de réaliser des recettes de spécialités britanniques.

Qu'en pensez-vous ? J'attends votre réponse. Merci.

F704 French: Listening, Reading and Writing 2

Section A – Listening & Writing

| Task 1: Virtual encounters | | | | |
|----------------------------|--|--|--------------|------------|
| Q | Answer | Accept | Reject | M |
| (a) | We don't know whether people that we communicate with are really who they say/claim they are. | [idea of doubt] ... may not be true. The identity people <u>give</u> is not their true identity = 2 marks | | [2] |
| (b) | It's hard to go from virtual to real. (Before they meet) they think they know each other (well). But it's just (the other person's) tastes / interests. When they meet it's a disappointment. | ... their ... [idea of superficiality] | ...deception | [3 from 4] |
| (c) | Half of the people (on line) say they are women. (In reality) 75% are men. | [allow ...registered as women] About a third of men pretend to be women = 2 marks | | [2] |
| (d) | It improves their understanding of the (psychology of the) other sex. | | | [1] |
| (e) | Children must learn to use them well/properly / to manage their use of them. This will be useful in later life. | | | [2] |

Section A – Listening & Writing

| Task 2: Les biocarburants vont-ils exploser? | | | | |
|--|--|--|---|------------------|
| Q | Answer | Accept | Reject | M |
| (a) | essence + alcool d'origine végétale 15% d'essence / 85% d'alcool / plus d'alcool que d'essence | [idea of lower proportion of petrol / higher proportion of vegetable matter] | | [2] |
| (b) | Pour réduire notre dépendance vis-à-vis des <u>énergies fossiles</u> et pour limiter les émissions de CO ₂ Pour combattre le réchauffement de la planète. | | | [2 from 3] |
| (c)(i) | le biodiesel | | | [1] |
| (c)(ii) | gazole et huile végétale | | | [1] |
| (d) | La <u>proportion</u> de produits végétaux (dans tous les carburants) doit atteindre 15 %. | [idea of going up to 15%] | doit augmenter de 15 % ... <u>attendre</u> ... | [2] |
| (e) | La France importe la moitié de son énergie. Le prix du pétrole augmente (constamment). | ...essence... | | [2] |

| Q | Answer | Accept | Reject | M |
|--|--|--|---|-----|
| (f)(i) | (Ils doivent) utiliser leur maïs pour faire de l'éthanol. | [disregard dieresis] | [spelling of maïs with z] | [1] |
| f(ii) | Ils peuvent (utiliser le surplus pour) <u>nourrir</u> les animaux. | | | [1] |
| (g) | En utilisant 300 000 hectares de terrains non-cultivés. | [verb needed] | | [2] |
| (h) | (Ça peut/pourrait) nuire à l'environnement. (Ça peut/pourrait) coûter cher à la société. | ...être chère pour la société. | ...être chère à la société. | [2] |
| (i) | Il faudrait 20 millions d'hectares (de cultures énergétiques) (pour remplacer la totalité des carburants conventionnels). C'est plus de la totalité des terres cultivables. | ... un nombre énorme d'hectares ... C'est plus <u>que</u> la totalité des terres cultivables = 2 marks | | [2] |
| (j) | Il peut <u>endommager</u> /détruire le <u>moteur</u> . Il peut causer une augmentation de la consommation. | [instead of either point] Il peut forcer les automobilistes à adapter les voitures. | Il peut endommager la voiture. [misspelling of consommation with -u-, -p-] | [2] |
| 20 marks for Comprehension | | | | |
| 5 marks for Quality of Language (Accuracy) - Grid C.1 | | | | |
| Section A Total | | | [35] | |

GRID C.1 ACCURACY OF LANGUAGE (ACCURACY)
5 marks AO3

| | |
|------------|--|
| 0–1 | Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference. |
| 2 | Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language. |
| 3 | Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent. |
| 4 | Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas. |
| 5 | Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors. |

Section B – Reading & Writing

| Task 3: | | | | |
|----------------|---|---------------|---------------|----------|
| Q | Answer | Accept | Reject | M |
| (a) | On pourra visiter le MuséoParc Alésia en 2011. | | | [1] |
| (b) | Le MuséoParc commémorera des événements qui ont eu lieu il y a longtemps. | | | [1] |
| (e) | Claude Grapin a la responsabilité de développer le MuséoParc. | | | [1] |
| (h) | C'est grâce aux livres d'école que la légende s'est répandue. | | | [1] |

| Task 4: | | | | |
|----------------|--|---|---------------|----------|
| Q | Answer | Accept | Reject | M |
| (a) | Il voulait oublier la défaite des Gaulois/de Vercingétorix (par les Romains/par Jules César). | | | [2] |
| (b) | Ils veulent commémorer / Ils ne veulent pas oublier cet événement. Ils veulent attirer le plus grand nombre de gens/visiteurs (possible). | Ils veulent attirer beaucoup de gens. Pour exploiter le tourisme. [idea of making it popular] | | [2] |
| (c) | L'aspect européen. | | | [1] |

| Task 4: | | | | |
|----------------|--|---------------|--------------------------|------------|
| Q | Answer | Accept | Reject | M |
| (d) | <p>Ils pourront faire des activités interactives. Ils pourront faire du vélo. Il y aura des jeux pour les enfants. On apprendra des faits historiques/l'histoire de la France.</p> | | | [4] |
| (e) | C'est quand les Allemands ont battu les Français. | | [défait(e) used as verb] | [1] |

| Task 5: | | | | |
|----------------|---------------|---------------|---------------|------------|
| Q | Answer | Accept | Reject | M |
| (a) | redoutable | | | [1] |
| (b) | était piégé | | | [1] |
| (c) | épuisante | | | [1] |
| (d) | ça se voit | | | [1] |

Disregard minor errors of copying, but penalise inclusions of additional material.

| Task 6: | | | | |
|----------------|---|--------------------|---------------------------------------|----------|
| Q | Answer | Accept | Reject | M |
| (a) | <u>se sont</u> battus / ont combattu / ont fait la guerre | | | [1] |
| (b) | est né | | | [1] |
| (c) | compare | | | [1] |
| (d) | a fini | | | [1] |
| (e) | vaincre / battre | | | [1] |
| (f) | longues | [allow nombreuses] | épuisantes, difficiles, passionnantes | [1] |
| (g) | aime | | | [1] |

Task 7: Transfer of Meaning

Award two marks per translated section according to the grid below. This grid assesses Transfer of Meaning into English. Note that this grid integrates *Quality of Written Communication Strand (i)* descriptors.

| GRID H.2 | TRANSFER OF MEANING 10 marks AO2 |
|----------|---|
| 2 | Accurate transfer of meaning. Faultless or virtually faultless grammar, punctuation and spelling in English. |
| 1 | Inconsistent transfer of meaning. Mostly accurate but there are errors and/or missed details. There are instances of error in grammar, punctuation and spelling in English. |
| 0 | Very limited transfer of meaning. A substantial number of elements misunderstood or missing. Significant error in grammar, punctuation and spelling in English. |

Notes to Grid H.2

Exceptional responses and marks to award:

1. Candidates may answer in **faultless English but may not transfer meaning accurately. Award either 0 or 1 mark**, depending on level of inaccuracy in meaning.
2. The **transfer of meaning is accurate but contains significant spelling and/or grammar errors. Award 0 or 1 mark**, depending on level of inaccuracy of English.

| | French | English | Reject |
|---|---|---|---------------------|
| 1 | C'est une population étrange qui arrive et qui repart : familles avec de nombreux enfants, | They are / It is a strange people/population that arrives/comes and leaves (again): large families / families with lots of children, | |
| 2 | métiers étrangers à notre culture. Ils sont remarqués dans leurs caravanes, | (with) jobs (which are) foreign/unfamiliar/unknown to/in our culture. They are conspicuous/ noticeable/noticed in their caravans, | ...seen... |
| 3 | craints dans le quartier, mais admirés pour leur musique... | feared in the district/(local) area, but admired for their music... | |
| 4 | les gens du voyage sont sources d'interrogations et de peurs | travellers are the source of questions/questioning and fear(s) | ...interrogation(s) |
| 5 | pour les sédentaires que nous sommes. Ils nous inquiètent. | for the sedentary/settled <u>people</u> that we are. They worry/upset us. | |

Total: 10 marks

| Tâche 8: | | | | |
|-----------------|---|---|--|-------------------------|
| Q | Answer | Accept | Reject | M |
| (a) | On les soupçonne de voler, de mentir et d'être sales. | | | [3] |
| (b) | Elles commettent des crimes. Elles accusent les gens du voyage de ces crimes. | Elles accusent les gens du voyage <u>faussem</u> ent. Elles <u>en</u> accusent les gens du voyage. <u>Et/puis</u> elles accusent les gens du voyage. | Elles accusent les gens du voyage. <i>TC</i> [i.e. if not clearly linked to previous point] | [2] |
| (c)(i) | Avec les Juifs. | | | [1] |
| (c)(ii) | On a nié leur humanité (comme on nie l'humanité des gens du voyage). / Eux aussi, ils ont été exclus. On a organisé leur extermination/élimination. Les néo-fascistes les poursuivent. Eux aussi, ils ont été persécutés/poursuivis. / Ils sont la cible des néo-fascistes. | [idea of exclusion] [idea of extermination] [idea of persecution] | [idea of discrimination] | [2] [2 from 3] |
| (d)(i) | Ils sont solidaires. / Ils pensent que la famille est importante. | | | [1] |
| (d)(ii) | Ils ne pensent pas que l'école soit importante. / Elle menace leur culture. | | | [1] |

| Tâche 9: | | | | |
|-----------------|--|---|---------------|----------|
| Q | Answer | Accept | Reject | M |
| (a) | ne sont pas importantes. | | | [1] |
| (b) | se déplacent / aillent ailleurs. | | | [1] |
| (c) | les gens du voyage font/faisaient. | nous voyons de moins en moins on ne fait <u>presque</u> plus | | [1] |
| (d) | d'aménager des terrains de stationnement. / de respecter la loi Besson. | | | [1] |

| Tâche 10: | | | | |
|--|---------------------------------------|--------------------------|---------------|----------|
| Q | Answer | Accept | Reject | M |
| (a) | cause | encourage ; mène à | | [1] |
| (b) | plus ou moins | presque | près de | [1] |
| (c) | les gens qui habitent à proximité | | | [1] |
| (d) | les autorités | | | [1] |
| (e) | ne font pas ce qu'ils devraient faire | ne font pas leur travail | | [1] |
| (f) | est/étant plus importante que | | | [1] |
| 20 marks for Comprehension | | | | |
| 5 marks for Quality of Language (Accuracy) - Grid C.1 | | | | |
| Section B Total | | | [60] | |

GRID C.1 **QUALITY OF LANGUAGE (ACCURACY)**
5 marks AO3

| | |
|------------|--|
| 0–1 | Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference. |
| 2 | Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language. |
| 3 | Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent. |
| 4 | Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas. |
| 5 | Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors. |

Section C – Writing

Mark one essay, using grids N, O, C.2 and F.2

| GRID N | RELEVANCE AND POINTS OF VIEW 10 marks AO2 |
|--------|--|
| 0–2 | The response to the task is likely to be very short and/or irrelevant and/or very superficial. |
| 3–4 | Includes some relevant information but does not always address the requirements of the task. May have some difficulty in expressing points of view and/or narrating events and/or communicating factual information. |
| 5–6 | The information given is mainly relevant to the task. Points of view and opinions are generally supported by some factual evidence. May demonstrate some originality and/or imagination. |
| 7–8 | Relevant information that responds to the requirements of the task and is used to support points of view and opinions. Produces an imaginative and/or original response to the task. |
| 9–10 | Consistently relevant information that supports points of view and opinions. Shows genuine insight in responding to the task. |

Grid N guidance

3–4 – No specific example from TL = cap 4

5–6 – Demonstration of originality and/or imagination – applies mainly to imaginative

7–8 – Imaginative and/or original response to task – applies mainly to imaginative

| GRID O | STRUCTURE AND ANALYSIS 15 marks AO2 |
|--------|--|
| 0–2 | Random organisation of the response. Limited attempt to develop an argument , analyse and evaluate, and draw conclusions. |
| 3–5 | Shows some ability to structure and organise the response. Limited ability to develop an argument , analyse and evaluate, and draw conclusions. |
| 6–9 | Structured and organised response. Points of view are mostly linked in a logical sequence . Shows some ability to develop an argument, analyse and evaluate and draw conclusions. |
| 10–12 | Coherently structured and organised response. Points of view are linked in a logical sequence . Able to develop an argument , analyse and evaluate, and draw conclusions. |
| 13–15 | The response displays genuine control and clarity. A very well-developed argument. Confident ability to develop an argument, analyse and evaluate, and draw conclusions. |

Grid O guidance

6–9 – Straight narration = more 6/7

Evidence of some argument = more 8/9

10–12 – If it is really “coherent” award 12

GRID C.2 **QUALITY OF LANGUAGE (ACCURACY)**
10 marks AO3

GRID F.2 **QUALITY OF LANGUAGE (RANGE)**
10 marks AO3

| | |
|------|--|
| 0–2 | Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference. |
| 3–4 | Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language. |
| 5–6 | Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent . |
| 7–8 | Language generally accurate . Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas. |
| 9–10 | Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors . |

| | |
|------|--|
| 0–2 | Only simple sentence patterns . Very limited vocabulary . Very limited range of structures . |
| 3–4 | Use of a restricted range of vocabulary and structures. Frequent repetition of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures. |
| 5–6 | Attempts to extend the range of vocabulary , though still rather repetitive. Attempts to use more complex language with some success in producing a range of syntax and sentence structures appropriate to the task. |
| 7–8 | Effective use of a range of vocabulary and structures appropriate to the task, with little repetition. A positive attempt to introduce variety and to use a range of complex sentence structures (though not always able to maintain correct usage). |
| 9–10 | Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures . |

Total for section C: 45 marks

Total for paper: 140 marks

Grid C.2 guidance

0–2 – Errors ([e.g.] endings, verb forms, gender of common nouns).
Frequent first [= *other*] language interference.

3–4 – Errors ([e.g.] endings, verb forms, gender of common nouns, adjectival agreements).
Candidate's first [= *other*] language.
Meaning may be unclear; more wrong than right.

5–6 – Wrong/right = 50/50

7–8 – More right than wrong.

Grid F.2 guidance

5–6 – [A range of] syntax and sentence structures appropriate to the [register of the] task.

7–8 – Effective = *good*.
Reads easily.

9–10 – idiom ≠ *idioms*.

Transcripts of Listening texts

Task 1 – Virtual Encounters

Serge Tisseron, en tant que sociologue, pensez-vous qu'Internet change nos relations avec les autres ?

Oui. Sur les sites de rencontres ou les jeux en ligne, vous ignorez si vos interlocuteurs ont vraiment l'identité qu'ils vous donnent. Tout comme il est souvent difficile, quand vous allumez votre télé, de savoir si ce que vous voyez est un document ou une fiction.

Qu'en est-il des relations homme-femme ?

Avec les rencontres par Internet, la grande difficulté, c'est le passage du virtuel au réel. Avant de se rencontrer, les gens ont l'impression de bien se connaître. Mais cette connaissance ne porte que sur leurs goûts et centres d'intérêt. Du coup, quand la rencontre devient réelle, c'est souvent la déception.

Les rencontres virtuelles peuvent-elles brouiller les frontières entre les sexes ?

Sur le site Second Life, la moitié des connectés se présentent comme étant des femmes. Or, 75% des usagers sont des hommes. Ils se placent dans la peau de l'autre sexe ; ils adoptent une manière de penser et de s'exprimer qui paraît féminine.

Et ça pose un problème ?

Au contraire, c'est un comportement utile car il peut améliorer la compréhension de la psychologie de l'autre sexe.

Faut-il protéger les enfants contre l'utilisation d'Internet pour rencontrer les autres ?

Non. Il est important que les ados apprennent à gérer leur utilisation des sites de rencontre. Tout ce qu'un jeune fait dans le virtuel lui sera utile demain.

Tâche 2 – Les biocarburants vont-ils exploser?

Depuis 2007, de nouvelles pompes apparaissent dans les stations-service en France. Elles proposent du bioéthanol – un biocarburant composé à 15 % d'essence et à 85 % d'alcool issu d'origine végétale. Un biocarburant qui a pour but de réduire notre dépendance vis-à-vis des énergies fossiles et de limiter les émissions de CO₂, responsables du réchauffement de la planète. Cette initiative n'est pas la seule. La production du biodiesel, un mélange de gazole et d'huile végétale, est également en augmentation.

Si tout va bien, la proportion de produits issus de matières végétales dans tous les carburants devrait atteindre 15 % en 2015. C'est un objectif très ambitieux, mais que le gouvernement considère comme indispensable si nous voulons éviter une crise énergétique. Actuellement la France importe 50 % de son énergie, et le prix du pétrole monte sans cesse.

Pour les agriculteurs, les biocarburants sont sans aucun doute une bonne affaire. Ils touchent une prime de 45 euros par hectare s'ils utilisent leur maïs pour faire de l'éthanol. Et ils peuvent utiliser les surplus de production pour nourrir les animaux.

À l'avenir, les agriculteurs estiment que, sans toucher à la production de la nourriture, le bioéthanol pourra remplacer la moitié de notre consommation actuelle de carburants fossiles. Il suffira d'utiliser 300 000 hectares de terrain qui actuellement ne sont pas cultivés pour faire rouler deux millions de voitures.

Lionel Villain, qui représente l'association France Nature Environnement, a peur que cette nouvelle source d'énergie nuise à l'environnement et coûte trop cher à la société. Selon lui, il serait absurde d'essayer de remplacer la totalité des carburants conventionnels par les biocarburants, car il faudrait consacrer 20 millions d'hectares de terrain aux cultures énergétiques, c'est-à-dire plus de la totalité des terres cultivables.

Les automobilistes se méfient aussi. Pour utiliser le bioéthanol, il faut adapter les voitures. Sinon, trop de bioéthanol dans le carburant peut non seulement endommager le moteur, mais aussi augmenter la consommation de carburant.

Grade Thresholds

Advanced Subsidiary GCE French (H075 H475)
January 2010 Examination Series

Unit Threshold Marks

| Unit | | Maximum Mark | A | B | C | D | E | U |
|------|-----|--------------|-----|----|----|----|----|---|
| F701 | Raw | 60 | 46 | 41 | 37 | 33 | 29 | 0 |
| | UMS | 60 | 48 | 42 | 36 | 30 | 24 | 0 |
| F702 | Raw | 140 | 105 | 94 | 83 | 72 | 61 | 0 |
| | UMS | 140 | 112 | 98 | 84 | 70 | 56 | 0 |
| F704 | Raw | 140 | 104 | 91 | 78 | 65 | 53 | 0 |
| | UMS | 140 | 112 | 98 | 84 | 70 | 56 | 0 |

Specification Aggregation Results

Overall threshold marks in UMS (ie after conversion of raw marks to uniform marks)

| | Maximum Mark | A | B | C | D | E | U |
|------|--------------|-----|-----|-----|-----|----|---|
| H075 | 200 | 160 | 140 | 120 | 100 | 80 | 0 |

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

| | A | B | C | D | E | U | Total Number of Candidates |
|------|------|------|------|----|------|-----|----------------------------|
| H075 | 18.4 | 46.6 | 69.9 | 84 | 95.7 | 100 | 163 |

163 candidates aggregated this series

For a description of how UMS marks are calculated see:

http://www.ocr.org.uk/learners/ums_results.html

Statistics are correct at the time of publication.

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