

French

Advanced Subsidiary GCE

Unit **F702**: Listening, Reading and Writing 1

Mark Scheme for January 2012

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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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





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For criteria with 2 marks per band

Descriptor	Award mark
Just about meets the requirements of the criteria or on the borderline of this level and the one below	At bottom of level
Meets or nearly meets the criteria with little inconsistencies	At top of level

Annotations used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Annotation	Meaning
	Tick
	incorrect
	Large green dot - error already penalised / point already given
	Caret sign to show omission
	Unclear
	Highlight
	Good language
	Slash
	Language better than mark implies OR answer given below
	Language not as good as mark implies OR answer given above
	Benefit of doubt
	Benefit of doubt not given
	Minus 1 (to show deduction of one mark)

Abbreviations	Meaning
/	Alternative and acceptable answers for the same marking point
()	Words which are not essential to gain the mark
—	Underlined words must be included to gain the mark
t.c.	Tout court (ie on its own)

Subject-specific Marking Instructions

You should print out a copy of the paper and work through it yourself (using the transcript for the Listening activities which you can find at the end of the Mark Scheme, if the audio version is not available on the portal.) You will need a copy of the written texts to refer to during the marking process in order to spot excessive lifting in tasks 6 and 7. The texts will not appear automatically on your marking screen.

Section A: Listening and Writing

Tâche 1 : Un ado pirate le système informatique de son collègue

(AO1 : 10 marks)

Question		Answer	Marks	Guidance
1	(a)	changer	1	<i>(Gap-fill)</i> Use a tick (✓) for each correct word – Ignore mis-spellings. You may use crosses (x) for incorrect answers but it is not essential. Enter mark out of 10
	(b)	sage	1	
	(c)	bonnes	1	
	(d)	curiosité	1	
	(e)	percer	1	
	(f)	venger	1	
	(g)	milliers	1	
	(h)	paralyser	1	
	(i)	financer	1	
	(j)	conscient	1	
		Total	10	

Tâche 2 : Le mariage en France

(AO1 : 10 marks)

Question		Answer		Marks	Guidance
2	(a)	C	moins	1	<i>(multiple-choice)</i> <i>1 mark for each correct answer</i> <i>Use a tick (✓) for a correct answer. Enter 1, 0 or NR. No other annotation is needed but crosses (x) may be used to help concentration when marking.</i>
	(b)	265 000	265 000	1	
	(c)	A	vieux	1	
	(d)	15 000	15 000	1	
	(e)	B	deux fois plus	1	
	(f)	B	la robe de mariée	1	
	(g)	A	aisés	1	
	(h)	B	confiante	1	
	(i)	C	obtenir des remises	1	
	(j)	B	risque d'échouer	1	
Total				10	

Task 3 : Volunteer work camps**Task specific guidance:**

Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate)

For single mark questions use a tick (✓) for a correct answer and enter 1, 0 or NR. Crosses (✗) may also be used as they make checking easier.

For questions worth more than one mark you must use ticks (✓) and crosses (✗). Use **BOD** or **NBOD** when you have had to think and decided to award or not to award the mark. Also use a cross (✗) when a word in the response invalidates an otherwise acceptable answer.

You may also use the highlighter tool to show harmless additions.

Answers in French get no marks.

Ignore spelling mistakes in English as long as the answer is clearly recognisable and unambiguous.

Question			Answer	Marks	Guidance	
					Accept	Do not accept
3	(a)		(She wants) to find out / know more about (volunteer work) camps [1]	1	<i>Idea of inquiring / finding out</i>	Learn more about volunteering Work camp sg
	(b)	(i)	One <u>to</u> three weeks [1]	2	<i>Idea of varying length of time needed</i>	One week t.c. Three weeks t.c. One <u>or</u> / <u>and</u> three weeks (<i>fixed</i>) Wrong number
		(ii)	(usually / generally) in summer [1]		July / August	
	(c)	(i)	(Any 3 out of 4) Setting up a youth / social club / meeting place OR community / general interest projects [1]	3	<i>For each, allow either specific project (i.e. rendering of <u>activity</u> + <u>right sort of place</u>) or overarching concept</i> <i>Rendering of "aménager" (e.g. organising / developing / putting together / furnishing)</i> meeting place for teenagers / young people	Wrong activity (e.g. arranging / running (meetings) / meeting people / managing / looking after / cleaning / finding) / establishing creating / building / making wrong place (e.g. youth camp / recreational grounds) A meeting place t.c. / for children

Question			Answer	Marks	Guidance	
					Accept	Do not accept
	(ii)	Restoring <u>old</u> / <u>ancient</u> buildings OR cultural projects / restoration work / tasks [1]			repairing / refurbishing <i>buildings (pl) must be qualified</i>	Wrong activity (e.g.(re)building / maintaining) Wrong place – or too / insufficiently specific (e.g. ruins / walls / fortifications / castles / things)
	(iii)	Maintaining / taking care of / looking after (public) footpaths OR environmental projects / work / tasks [1]			hiking roads / paths	Wrong activity (e.g. going for a walk / rambling) Wrong place (e.g. roads t.c. / areas.)
	(iv)	Archaeological digs OR historical / archaeological projects / work / tasks [1]				Wrong (or too vague) activity (e.g. archaeological studies / courses / discoveries / expeditions / trips / findings / activities / searches) to help archaeologists participate in archeology archaeological project sg archaeology t.c.
(d)	(i)	Those who want to get away / escape [1]	3		<i>Reference to people only needed once</i> <i>Rendering of “s’<u>é</u>vader”</i>	to go away / travel get out / have a break
	(ii)	(those who want) to <u>feel</u> useful [1]			<i>Rendering of “se sentir” (i.e. focus on themselves benefiting + idea of service)</i> to feel they are useful / helping to (make themselves) feel useful	<i>Focus on others benefiting</i> (e.g. to be useful / to help / to do / to find something useful / to do good / charitable works /) to feel good useful t.c.

Question			Answer	Marks	Guidance	
					Accept	Do not accept
		(iii)	(those who want to) discover / get to know (an) area(s) / (a) region(s) / (a) <u>new</u> place(s) [1]		harmless additions (e.g. to discover a new region) another region / other regions	discover t.c. to see / to learn (more /about) a country / another part of the world more regions / places (distortion) <u>the</u> area / <u>the</u> region (specific) people who want to explore t.c.
	(e)		<u>4 to 5</u> hours <u>a day</u> , (mostly in the morning) [1]	1	4-5 / 4 or 5 hours a day	<i>incorrect information in bracketed section invalidate</i> (e.g. In the afternoon / early in the morning)
	(f)	(i)	(About) 15 volunteers / people / (a) group(s) of 15 [1]	2		Incorrect number
		(ii)	under the direction / supervision / guidance of / led / directed / supervised by / with leader(s) / someone (also volunteers) [1]		<i>Idea of guidance + other/another volunteer(s) OR with (a) leader(s) t.c.</i> (idea of supervision / guidance implied in leader) Directed by a / another volunteer / someone / (an) organiser(s) Under the management of another volunteer	Animator(s) / director(s) / host(s) / adult(s) a volunteer <u>and</u> leader voluntary leader
	(g)		In <u>tents</u> / <u>camping</u> and / or <u>farmhouses</u> / <u>farms</u> [1]	1	<i>Both needed and both in an acceptable form</i> Allow singular (e.g. in a tent or in a farm / farm accommodation)	tents t.c. farmhouses t.c. use of definite article (e.g. in <u>the</u> tent / in <u>the</u> farm) Wrong place (e.g. buildings / houses / in the open / in closed accommodation)

Question			Answer	Marks	Guidance	
					Accept	Do not accept
	(h)	(i)	(on average) <u>300 €</u> for <u>2 weeks</u> [1]	2	around	300 € for at least 2 weeks
		(ii)	Volunteers have to pay for (their own) travelling expenses / cost(s) / fares / for getting to the camp [1]		<p><i>Idea that they pay for their (own) transport</i></p> <p>Allow harmless additions (e.g. extra cost for transport / more for transport / additional cost(s) for transport)</p> <p>Plus transport t.c. transport fees</p> <p>(NB: cost is in the question)</p>	Distortion: including transport cost
			Total	15		

Task 4: Writing**10 marks for Communication (Grid H1), 10 marks for Quality of Language (QoL)****Task Specific Guidance**

The candidate response will be scanned in twice. The marks for Communication are awarded the first time. The second image is for you to assess the QoL.

Communication: 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.

Annotations:

In the margin use a tick (✓) to show that a point has been fully and successfully conveyed.

If an element of the point has been omitted, use the caret sign (λ) in the margin.

Use **BOD** in the body of the text if you had some doubt about awarding the point but decided to in the end.

Use **NBOD** in the body of the text if you considered awarding the point but decided not to in the end.

If a full point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use a cross (×) in the margin.

Use a cross (×) when a word in the response invalidates an otherwise acceptable answer.

The annotations will give a global impression to help you apply Grid H.1 accurately and consistently.

Grid H.1: The ticks will show the number of points successfully conveyed. These will normally correspond with the marks you award. If you have used **BOD** or **NBOD** you may adjust the marks up or down.

Task 4: Writing

	Answers	Marks [10]	Guidance	
			Content / communication	Levels of response
1	J'ai entendu parler de / j'ai entendu des informations au sujet de / j'ai appris l'existence de votre organisation / association / entreprise / établissement		<i>Idea of hearing / discovering / finding out + about your organisation</i> Use of present: PAB Allow use of entendre de /sur Use of environ / vers: PAB Use of écouter t.c.: reject – does not communicate J'ai écouté au sujet de votre organisation – PAB J'ai écouté parler: PAB entendre dire: reject	Grid H.1 9-10: Most or all of the information successfully conveyed. 7-8: Three quarters of the points conveyed. 5-6: Half of the information successfully conveyed. 3-4: Only a quarter of the points conveyed. 0-2: Very little or no information conveyed
2	Je voudrais participer / me joindre / m'inscrire / prendre part à / faire partie d'un (de vos) chantier(s) / camp(s).		<i>Idea of wanting to take part / join in + one (of your / the) camp(s)</i> Allow: devenir (un) / être membre de Use of être part / partie: PAB	
3	Il y a deux ans / En 2010, je suis allé au Sénégal		<i>Time reference + idea of writer having been to Senegal</i> Use of depuis: PAB Present tense: PAB (depuis deux ans, je suis au Sénégal – wrong message)	
4	(où) j'ai aidé à construire / à la construction d'une école / d'un collège.		<i>Idea of helping with + building a school</i> Omission of aider: PAB Allow idea of setting up / fitting out (e.g. créer / établir / faire / aménager) Inappropriate rendering of 'building' (e.g. fixer / en construction): PAB	
5	J'étais responsable / j'avais la responsabilité de / j'encadrais / je dirigeais une équipe / un groupe J'avais la charge d'une équipe		<i>Idea of being in charge of / leading + a group / team</i> Use of present tense: PAB Allow words implying being the leader (e.g. chef / leader / patron / animateur / directeur / directrice / capitaine) J'ai organisé une équipe: reject – wrong message	

6	parce que j'avais (préalablement / déjà) (reçu) une formation.	<p><i>Idea of training + of having taken place</i> Use of present tense: PAB Use of entrainement / entrainer / training: reject Use of information(s): reject Use of de l'expérience / des qualification(s) / de l'instruction: PAB Allow: j'avais les qualifications / diplômes <u>nécessaires</u></p>
7	Si je voulais / souhaitais / désirais être chef d'équipe (pour vous),	<p><i>Idea of wishing to be + leader / in charge of a team</i> Do not penalise again (cf point 5 above). Use green dot. Allow: animateur and all words allowed in point 5 Use of le premier or non-French words (e.g. capitane / dirigeur) for leader: PAB</p>
8	auriez-vous besoin / vous serait-il nécessaire de / Voudriez-vous voir / est-ce que je devrais vous montrer / envoyer mes diplômes / qualifications?	<p><i>Idea of needing / wanting (to see) + qualifications</i> Idea of necessity missing or unclear: PAB Question form missing: PAB mon CV: PAB</p>
9	Bien que / quoique que je sois Britannique, je parle / sais un peu de français.	<p><i>Rendering of although + idea of being a British / English speaker / citizen + ability to speak some / a little French</i> Allow: Anglais / Écossais / Gallois / Irlandais Use of Bretagne (e.g. Bien que je vienne de Bretagne): PAB Use of dire: PAB</p> <p>Je suis anglais <u>mais</u> je parle un peu de français - OK Je suis anglais et je parle un peu de français: PAB</p>
10	Je serai libre / disponible <u>tout</u> l'été.	<p><i>Idea of being free / available + throughout the summer</i> Allow present tense Omission of tout: PAB Use of gratuit invalidates point</p>

NB: PAB – partial communication at best

QoL: Read response again and assess for language.

Annotations: you may use the red slash (/) or the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential.

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.

Descriptor	Award mark
Just about meets the requirements of the criteria or on the borderline of this level and the one below	At bottom of level
Meets or nearly meets the criteria with little inconsistency	At top of level

Task 4: Writing

Question		Answer	Marks	Guidance	
		Quality of language		Possible language points	Levels of response: Grid C.2
4	1	I heard about your organisation		Perfect tense; vocabulary	<p>9 – 10: Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>0 – 2: Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.</p>
	2	I would like to take part in one of your camps.		Conditional; vocabulary; possessive adjective	
	3	Two years ago, I went to Senegal		Time expression; perfect (with agreement) use of article in front of name of country	
	4	where I helped to build a school.		Relative pronoun; construction of verb with infinitive	
	5	I was in charge of a team		Imperfect, vocabulary, prepositions	
	6	because I already had some training,		past tense, vocabulary – use of passive or construction with “on” a possibility	
	7	If I wanted to be a leader for you		Si clause with imperfect; infinitive after modal verb; vocabulary	
	8	would you need to see my qualifications?		Phrasing a question. Conditional; avoir besoin de + infinitive; possessive adjective	
	9	Although I am British, I speak a little French.		Bien que + subjunctive. Use of adverb + article	
	10	I shall be available all summer.		Future tense + vocabulary.	
		Total	10		

Section B: Reading and Writing

Tâche 5 : Touristes pollueurs du littoral belge

Section A

Question		Answer	Marks	Guidance
5	(a)	collecte	1	Use a tick (✓) for each correct word – Ignore mis-spellings. You may use crosses for incorrect answers but it is not essential Candidates should only write the word(s) from the text that are the exact equivalent of the words in the question.
	(b)	(d'une sévérité) impitoyable	1	
	(c)	pas question (de)	1	
	(d)	veiller	1	
	(e)	surpris	1	
	(f)	réclamer	1	
Total			6	

Section B

Question		Answer	Marks	Guidance
5	(i)		1	1 mark for each correct answer Use the green tick (✓) to show correct answers. If candidates put more than 4 ticks, deduct 1 mark for each extra tick
	(k)		1	
	(l)		1	
	(m)		1	
Total			4	

Task 6**Task specific guidance**

The response appears on the screen twice: once with each question shown separately to be marked for comprehension, once as a whole page for you to assess the QoL.

1. Familiarise yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
2. 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. Enter the total mark for each question.
 - 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. If appropriate, candidates may answer with single words / short phrases.

Annotations:

- Use a tick (✓) to indicate a mark awarded on any question. For questions worth more than one mark you must use ticks (✓) and crosses (✗). Enter the total for each question.

If you hesitated and decided to give or not to give the benefit of the doubt, use the appropriate annotation: **BOD** or **NBOD**. It is not expected that you will have to use such annotations very often.

Use a cross (✗) over a word that invalidates an answer or to show an incorrect response. Use a caret sign (∧) to show that part of the answer has not been given.

Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but highlight and exclude from Quality of Language assessment.

Tâche 6 : Toutes les images de notre vie

Question		Answer	Marks	Guidance	
		Comprehension points		Accept	Do not accept
6	(a)	(Elle ressemble à) un miroir (de notre vie)	1	un reflet une glace	un record une réflexion la vie en général c'est comme notre vie – too vague une copie
	(b)	(Ils peuvent découvrir) les événements / (grands) moments / occasions (importants) de leur histoire NB : occasions / moments need to be qualified	1	<i>Ref to events / facts + from the past / history of France / the French (past needs to be qualified)</i> Notre / leur histoire / l'histoire des Français Allow : les événements qui ont changé l'histoire de la France / la vie quotidienne des Français - past implied by tense	les événements importants (<i>no ref to past or the French</i>) comment la France a évolué (<i>no ref to events</i>) Les images de notre vie (<i>no ref to events</i>) l'histoire du monde / de l'homme (<i>too wide</i>) son histoire les moments t.c
	(c) (i)	Any two (Pour) retracer l' <u>évolution</u> développement de la société [1]	2	<i>Answers may be given in any order but a verb is essential;</i> <i>Focus on <u>changes to / evolution of (French) society</u></i> notre société identifier / démontrer	<i>Use of future</i> (e.g. retracera – lift which is not a direct answer) change <i>for</i> changement l'évolution t.c le pays / la France t.c.
	(ii)	(Pour) raconter la vie <u>des Français</u> [1]		<i>Focus on the <u>French people's life</u></i> La vie française suivre comment les Français ont vécu	<i>Use of future</i> (e.g. racontera – lift which is not a direct answer) Expliquer la vie des Français <u>il y a 50 années</u> - invalidates

Question			Answer	Marks	Guidance	
			Comprehension points		Accept	Do not accept
	(iii)	Pour donner / faire une émission de télévision / une chronique / une histoire des 50 dernières années [1]			<p><i>Ref to factual reason (ie producing a programme)</i></p> <p>Pour que les gens puissent regarder / voir ce type de programme</p>	
	(d)	Montrer / découvrir / (faire) voir l'évolution / les transformations de la <u>famille</u> / comment la famille a changé / s'est modifiée / est différente [1]	1	<p><i>Verb essential</i></p> <p><i>Idea of changes - focus on the <u>family</u> (as a concept, so singular)</i></p> <p>la transformation (sing) la vie familiale</p>	<p>la famille t.c. les familles la vie en famille Comment la famille peut changer</p>	
	(e)	<p>Any two</p> <p>C'est une évolution qu'elle a vécue / vue / connue [1]</p>	2	<p><i>Idea that <u>she</u> has been through the changes</i></p> <p>Elle fait partie de cette évolution / C'est une évolution dont elle a fait partie</p>	<p><i>use of 1st person pronouns but only penalise first time</i></p> <p>Elle est consciente de cette évolution</p>	
		Elle a elle-même une famille / elle est mère de / elle a deux enfants / elle est mariée depuis 28 ans [1]			<i>Ref to her own experience of family life</i>	
		La famille / c'est un sujet / thème qui lui est proche / qui est lié à sa propre vie / qui l'intéresse / qui l'attire [1]			<p><i>Idea that she can relate to the theme</i></p> <p>Elle peut comprendre le thème de l'émission / la famille Elle s'intéresse à la famille</p>	<p>Un sujet près d'elle C'est un thème similaire à sa vie</p> <p>Elle pense que la famille est une chose importante</p> <p>Elle s'intéresse à sa famille / à la vie familiale</p>

Question		Answer	Marks	Guidance	
		Comprehension points		Accept	Do not accept
(f)	(i)	<p>Any two</p> <p>Il y a plus de / maintenant beaucoup de familles monoparentales / il y avait moins de / peu de familles monoparentales [1]</p> <p style="text-align: center;">OR</p> <p>il y a moins de familles nucléaires maintenant / il y avait plus de familles nucléaires [1]</p>	2	<p><i>The change needs to be clear</i></p> <p>avec un seul parent / recomposées / reconstruites / avec des parents divorcés / remariés</p>	
	(ii)	La famille a évolué très vite / à (une) grande vitesse [1]			
(g)		<p>(Elles montrent) la famille <u>typique</u> / <u>de leur époque</u></p> <p style="text-align: center;">OR</p> <p>(Elles illustrent) les changements de la famille / comment la famille a changé</p>	1	<p><i>Family must be qualified</i></p> <p>de notre époque / la famille actuelle ordinaire / normale</p> <p><i>Idea of showing evolution of family</i> Allow <u>dans</u> la famille (language error)</p>	<p>Le(s) change(s) <i>for</i> changements traditionnelle</p> <p>reflècher / réfléchir <i>for</i> refléter</p>
(h)		<p>Parce qu'elles ont / avaient participé à une émission il y a longtemps / dans les années 1970 / dans le passé / auparavant / déjà</p> <p style="text-align: center;">OR</p> <p>pour parler de leur situation / leurs expériences dans les années 70</p>	1	<p><i>Idea of <u>their earlier</u> participation needed</i></p> <p><i>Allow refs to changes in attitudes / values / outlook of society</i></p> <p>(e.g. pour montrer / discuter les différences d'opinions du public / comment les attitudes sur le divorce / l'homosexualité ont changé)</p>	<p>pour avoir un goût du passé</p> <p>il / elle in singular</p>

Question		Answer	Marks	Guidance	
		Comprehension points		Accept	Do not accept
	(i)	Elle a divorcé	1	Un / le divorce t.c. or an explanation (e.g. Elle a terminé / mis fin à son mariage) elle s'est divorcée - <i>language error</i>	<i>Lift</i> : suite à un divorce (<i>does not answer question</i>) Il a divorcé sa femme
	(j)	On ne la filmerait pas de dos / elle ne tiendrait pas à préserver son anonymat / elle ne serait / resterait / devrait pas être anonyme OR on pourrait montrer son visage/ son visage ne serait pas caché / elle ferait face à la camera.	1	<i>Idea that her face would not (have to) be hidden (from the viewers) / she would not (have to) be / remain anonymous</i> <i>Idea she would face the camera</i>	La société serait plus acceptante Elle n'aurait pas peur (inferring too much)
	(k)	Any two <u>ils</u> s'amuseront / ils auront / passeront une soirée amusante / elle <u>les</u> fera rire [1] <u>ils</u> seront surpris / ils auront / passeront une soirée surprenante / <u>elle</u> les surprendra [1] <u>ils</u> apprendront (quelque chose) / ils auront / passeront une soirée éducative / elle <u>les</u> informera / <u>leur</u> apprendra / enseignera quelque chose [1]	2	<i>Answers must relate to viewers but they only need to be mentioned once. Allow use of on / nous / vous for viewers</i> <i>Allow present tense</i> <i>Allow a description of the programme for one mark only AS LONG AS the concept hasn't been awarded elsewhere</i> (e.g. l'émission / la soirée est / sera amusante / surprenante / éducative =1) Allow le(s) reportage(s)	divertissante / surprenante / éducative t.c. (<i>does not answer Q</i>)
		Total	15		

3. **Assessing Quality of Language**

- a) You will get a separate screen which will be the whole page (unannotated). Read all the answers again. To assist you in the application of Grid C.2 you may use annotations: the green L marking tool to highlight good language, slash (/) or the underlining tool (⎵) for serious errors, but it is not essential.
- b) Apply Grid C.2 and enter the mark (see general guidance)
- c) When candidates have left several questions unanswered, click on 'fit height' to have an overall view.
- If only 1/3 of the questions have been answered, the maximum mark for C2 is the 5/6 band
 - If only 2/3 of the questions have been answered, the maximum mark for C2 is the 7/8 band

GRID C.2	QUALITY OF LANGUAGE – ACCURACY	10 marks AO3
9 – 10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.	
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.	
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.	
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.	
0 – 2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.	

Task 7**Task specific guidance**

Have a copy of the text to hand and familiarize yourself with it, so that you can easily spot instances of lifting from the original. Only the candidates' work will appear on the screen. You will have three successive screens 7a, 7b and then 7a + 7b again, but without the annotations in order to assess QoL.

Task 7a Comprehension. Grid I [10 marks]**a. Annotations:**

1. In the **body of text**, use a green tick (✓) to show that a point from the mark scheme below has been fully and successfully conveyed.
2. If an element of the point has been omitted, use the caret sign (λ).
3. If a point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use no annotation.

The annotations will give a global impression to help you apply Grid I accurately and consistently.

- b. **Grid I:** Looking at the annotations, assess what proportion of the points has been conveyed and apply Grid I. Enter your mark.
- 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. Use the highlighting tool (.....) to show lifted language. Only phrases of more than 5 consecutive words should be counted as lifted language.

Task 7(a) : Comment sensibiliser les enfants aux risques d'Internet ?

Point		Indicative content	Marks	Guidance	
				Content	Levels of response
1		free of charge			Grid I : COMPREHENSION OF TEXT 9 – 10: Consistently relevant information. Includes nearly all the points from the original passage. Shows a very clear understanding of the text 7 – 8: Relevant information showing understanding of up to two thirds of the points from the original passage. There may be one or two instances of lifting from the original passage 5 – 6: Some relevant information showing understanding of up to half of the points. There may be instances of lifting from the original passage. 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. 0 – 2: No relevant information or supplies one or two relevant points from the original passage
2		aimed at 9-12 age group			
3		consisting of several (mini) games		“des” acceptable for several?	
4		Aim of the game (<i>Focus on children developing strategies against risks</i>) to help <u>children</u> develop strategies against (potential) dangers (of the Internet)		Idea of making <u>children</u> develop / means / ways of avoiding /guarding against being careful of / protecting <u>themselves</u> from dangers (of the Internet)	
5		Explanation of the game (both elements needed): a) Creating a character / an avatar b) Idea of winning / surviving / overcoming (dangerous situations) / solving problems		a) reject <i>character / caractère</i> b) reject <i>vainqueur</i> used as a verb	
6		Protecting oneself against potential dangers such as .../ any example from: 1. evade identity thieves 2. react to fake e-mails 3. suspicious <u>meeting</u> proposals 4. shocking content		Idea of protecting (oneself) / protection against needed once. If not, do not allow first of a list of nouns (e.g. <i>rendez-vous étranges, contenus immoraux</i>) but give credit to the next one(s) Reject Éviter les personnes dangeureuses	
7		another example (from the same list)		(See above)	

Point		Indicative content	Marks	Guidance	
				Content	Levels of response
8		one specific / different risk / problem (is covered) in <u>each</u> (mini) game			
9		<u>after 1½ hour</u> message / prevention advice (appears on screen)			
10		Purpose of the message (any from the list across)		1. to check time spent playing 2. to avoid addiction 3. to suggest moving on to other game	
11		Benefit of the game for children: <i>(Focus on effectiveness of children’s response to risks)</i> to teach children how to identify / respond <u>appropriately</u> to risk situations OR to <u>lessen</u> on-line threats		Rendering of <i>acquérir les bons réflexes</i> OR of <i>minimiser les menaces en ligne</i>	
12		cannot replace parents’ supervision		Idea that parents are important / their vigilance is important	
		Total	10		
<p>NB: With 12 possible points, apply Grid I as follows:</p> <p>One or two points – band 1-2 Up to ⅓ of points (i.e. up to 4 points) – band 3-4 Up to ½ the points (i.e. up to 6 points) – band 5-6 Up to ⅔ of the points (i.e. up to 8 points) – band 7-8 Nearly all points (i.e. between 9 and 12) – band 9-10 (i.e. 9 or 10 points = 9 and 11 or 12 points = 1)</p>					

Task 7(b) Response - Grid J [20 marks]

Question		Answer	Marks	Guidance	
				Content	Levels of Response
7	(b)	No Indicative Content – personal response	20	<p>Grid J:</p> <p>Looking at the annotations, assess the quality of the response to the text and apply Grid J. NB: “imagination” and “insight” are interpreted conservatively. The number of ticks should give some indication as to a mark band. You must then use your professional judgement to fine tune your marking taking into account how the requirements of the task have been met in the answer, and how coherent the answer is – ie is it relevant and does it make sense. 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. Enter your mark.</p> <p>Use the green tick (✓) in the margin to show each opinion / personal response and a green tick (✓) in body of text to show a development / extension of the opinion.</p> <p>NB: one opinion may have several extensions.</p>	<p>GRID J: RESPONSE TO TEXT</p> <p>16 – 20: Responds with well developed points of view which show insight, originality and imagination.</p> <p>12 – 15: Expresses points of view which are consistently developed and respond to the requirements of the task. Shows some originality and/or imagination.</p> <p>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.</p> <p>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.</p> <p>0 – 3: Very short. May not go beyond points of view already expressed in the original text.</p>

Task 7(a) +7(b) – Language (QoL) – Grids C.2 and F.2: [20 marks]

Question	Answer	Marks	Guidance
7(a)+(b)	Assess for Quality of Language using Grids C2 and F2 Appendix 1	20	<p>a. Read the whole response again and assess for Range (Grid F2) first – ie vocabulary and structures. Then assess for Accuracy (Grid C2). Key words have been highlighted in the grids below. Ignore final sentence of 3 – 4 band in Grid C2, because vocabulary and structures have already been assessed under Grid F2. If you wish, you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential. Enter your mark.</p> <p>b. Ignore language lifted from the text when assessing language (See Task 7a above). Lifted language is not credited for QoL – only content points and/or personal response.</p>

Appendix 1

GRID F.2	QUALITY OF LANGUAGE (RANGE) 10 marks AO3
9 – 10	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures .
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).
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.
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.
0 – 2	Only simple sentence patterns . Very limited vocabulary. Very limited range of structures.

GRID C.2	QUALITY OF LANGUAGE – ACCURACY 10 marks AO3
9 – 10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.
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 .
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 .
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).
0 – 2	Little evidence of grammatical awareness . Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.

Appendix 2**Transcripts of Listening texts****Tâche 1 : Un ado pirate le système informatique de son collègue**

Un élève qui voulait modifier son bulletin scolaire a essayé de s'introduire dans le système de contrôle des notes de son collègue. Cet élève n'avait, jusque là, causé aucun problème de discipline. Ses résultats étaient excellents mais il voulait encore les améliorer. Il avait trouvé sur Internet un logiciel qui permet de pirater les systèmes informatiques. Alors il a tout simplement voulu essayer, pour voir si ça marchait.

Furieux de ne pas avoir pu pénétrer dans le système de contrôle des notes, il a pris sa revanche en envoyant plus de 40 000 e-mails à son directeur, bloquant ainsi tout le système du collège pendant quatre jours. Le directeur a décidé de présenter à sa famille la facture des frais d'installation d'un nouveau serveur informatique. Quant au coupable, il a dit qu'il n'avait pas mesuré l'importance de ses actes.

Tâche 2 : Le mariage en France – tendances

Avec la popularité du PACS, le mariage est à la baisse. Deux PACS pour trois mariages et, l'an dernier, seulement 265 000 couples se sont mariés. Ils s'unissent à un âge plus avancé que par le passé et, pour eux, le grand jour doit être mémorable. Il faut compter 15 000 euros en moyenne pour une centaine d'invités – moins qu'en Grande-Bretagne où c'est le double – et ils sont prêts à dépenser des sommes considérables, même s'il faut un peu grignoter sur le budget de la robe de mariée.

Les couples qui en ont les moyens n'hésitent pas à confier la responsabilité de la journée à un « organisateur de mariage ». Beaucoup de couples ne peuvent pas dépenser autant d'argent. Alors, pour s'offrir une journée inoubliable, certains demandent à des compagnies de leur faire des réductions ; en échange, ils leur font de la publicité sur leur blog. Trouver des sponsors pour son mariage, l'idée est nouvelle. Comme c'est médiatisé, ça marche, mais est-ce que ça va durer ? Rien n'est moins sûr !

Task 3: Volunteer work camps

- Une question d'Alice. Elle voudrait en savoir plus sur les chantiers de bénévoles... Vous avez des détails ?
- Et bien, ce sont des séjours de une à trois semaines, généralement en été, pendant lesquels on participe à un projet d'intérêt général aboutissant à des résultats concrets : aménager un lieu de rencontre pour les jeunes, restaurer des bâtiments anciens, entretenir des sentiers de randonnée, participer à des fouilles archéologiques...
- Par qui et pour qui sont-ils organisés ?
- Par des associations, quelquefois internationales. Généralement, pour les jeunes qui voudraient s'évader mais aussi se sentir utiles. Et puis c'est l'occasion de découvrir une région.
- Et comment ça se passe ?
- On travaille 4 ou 5 heures par jour, plutôt le matin. Le groupe compte une quinzaine de bénévoles, sous la direction d'animateurs, eux aussi bénévoles. Le logement se fait sous tente ou dans des fermes.
- Ça coûte combien pour participer à ces chantiers ?
- En moyenne, 300 € pour 2 semaines, plus les frais de transports jusqu'au chantier.

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