

French

Advanced Subsidiary GCE

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

Mark Scheme for June 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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Annotations

Annotation	Meaning
	Tick
	Incorrect
	Large dot (Consequential error/repetition)
	Caret sign to show omission
	Unclear
	Highlight
	Good language
	Slash
	Language better than mark implies
	Language not as good as mark implies
	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 (i.e on its own)
sg	Singular
pl	Plural

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

Task 1

Question			Answer			Marks	Guidance
			Juliette	Eric	Mathilde		<p>1 mark for each correct answer</p> <p>If the candidate has put are more than 10 ticks on the grid, deduct 1 mark for each extra tick. Use -1 annotation to show each deduction made.</p>
1	a		✓			1	
	b			✓		1	
	c		✓			1	
	d				✓	1	
	e			✓		1	
	f				✓	1	
	g				✓	1	
	h		✓			1	
	i		✓			1	
	j			✓		1	
			Total			10	

Task 2

Question		Answer	Marks	Guidance
2	a	possible	1	<p align="center">(Gap-fill)</p> <p align="center">Use a tick for each correct word – Ignore mis-spellings.</p> <p align="center">You may use crosses for incorrect answers but it is not essential.</p> <p align="center">Enter mark out of 10</p>
	b	peu	1	
	c	poudre	1	
	d	fort	1	
	e	compliqué	1	
	f	aspirer	1	
	g	immédiat	1	
	h	petit	1	
	i	cher	1	
	j	rejeter	1	
		Total	10	

NB: (h) and (i) are interchangeable

Task 3

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 be used (**X**) for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or 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.
- As a general principle throughout the paper, only consider the first of a series of alternatives with slashes

Question			Answer	Marks	Guidance	
					Accept	Do not accept
3	a	(i)	Any 3 from 4 in any order People / those who want / like something different / unusual for their holiday(s) holidays that are different / unusual / of a different type [1]	3	<i>Idea of holidays that are different / out of the ordinary</i> (an) alternative holiday(s) (a) different holiday(s) People who want something different on holiday	Anything clearly implying a range of / many holidays (e.g. different types of holidays; lots of different holidays)
		(ii)	(People who) love / enjoy / like nature / the (great) outdoors [1]		Nature lovers	People who like forests / the countryside
		(iii)	(People who) want to <u>get away from</u> a frenetic / frantic / hectic / frenzied / chaotic / rushed /crazy / <u>very</u> busy life (style) [1] ... to <u>escape</u> the frenzy / rush / fast pace / madness / chaos / craziness of (your / their) (day-to-day / everyday) life		<i>2 ideas: escaping + frénésie</i> rendering of “frénésie de la vie” (e.g. idea of (excessive) speed / (hyper) activity / excess / lack of control)	People who want to escape any of the following.... ... the daily routine ... the stress of daily life ... (the frenzy of) the town / city life / busy life / problems of city life the business of life
		(iv)	People who want to sleep in (a) tree(s) [1]		People who have thought about / sleeping in (a) tree(s)	People don't mind sleeping in (a) tree(s)

Question		Answer	Marks	Guidance	
				Accept	Do not accept
	b	(Tree houses are like / grow like / look like) mushrooms in a (French) forest	1	Cabin; <i>Tolerate</i> they are mushrooms in a forest	Use of push (for <i>pousser</i>) Tree house surrounded by mushrooms
	c	(i) (Follow / walk / go down / along) (small) forest <u>path(s)</u> / <u>track(s)</u> / <u>trail(s)</u> [1]	2	Allow singular There are small forest paths Path(s) t.c.	Drive / walk through; a walk Routes / road / lanes / trek addition of 'signs'
		(ii) (Go / climb up / on a) <u>ladder</u> [1]		ladder t.c. Ladder / stairs = 1	steps / staircase / levels / ramp Climb up t.c. grab onto the ladder stairs / ladder = 0
	d	Simple / basic / minimal Or <u>small table</u> + <u>chairs</u> + <u>lanterns</u> / <u>lamps</u> (any two)	1	Rustic <i>Tolerate</i> simple decor <i>Disregard and highlight addition of 'as ecological / eco-friendly (as possible)' to a correct answer</i> e.g. (It is as ecologically good as possible and) simple	ecological / green t.c. as ecological as possible simplistic <i>Additions that invalidate</i> e.g. very simple decorations
3	e	No water and no electricity	1	<i>Both needed</i> allow use of slash here as long as both words are there (e.g. no electricity / water) Electric lighting	Any other drawback Lighting t.c. No water / lighting
	f	The terrace / balcony / veranda(h) [1] To <u>make the best</u> / <u>most of</u> / <u>enjoy</u> / <u>appreciate</u> (being close to) nature (all around) / the setting / surroundings [1]	2	Spelling of terrace: allow <u>1 letter out only</u> , (eg terace) <i>Positive benefit needed</i> <i>Tolerate</i> take advantage of nature <i>Tolerate</i> the <u>natural</u> environment Balcony with a (beautiful) view = 1	terrasse A view point / patio / grounds to see / admire / observe / watch (over) / look at / experience / take in / profit / benefit from nature / views environment / atmosphere / countryside but do not penalise again – cf a(ii)

Question		Answer	Marks	Guidance	
				Accept	Do not accept
	g	A moment / an instant / time snatched away / stolen / taken / an escape from the modern world	1	<i>Idea of escaping or taking time out</i> e.g. time out / a break (away) / a get away from / leaving the modern world	<i>Idea of flying</i> e.g. an instant flight / flying away from / to ... <i>Idea of stealing as an action</i> e.g. stealing the modern world <i>No idea of escaping</i> e.g. place outside the real world An experience A modern get away (<i>wrong emphasis</i>)
	h	Any 2 from 3 in any order The <u>rustling</u> / <u>noise</u> / <u>sound</u> of the <u>leaves</u> in the <u>wind</u> [1] The <u>proximity</u> of birds [1] The <u>smell</u> of the <u>wood</u> / <u>tree(s)</u> / <u>forest</u> [1]	2	Sound + leaves + wind: all 3 needed Any rendering of the idea of birds being near / close by / next to you (e.g. birds at the side / around you) The smell of the cabin wood	leaves t.c. birds t.c. listening to / sound of the birds hearing and seeing birds Wood(s) / forest / smell t.c. smell of nature / of bark
	i	(<u>Time it takes</u>) going up (to) (<u>and</u>) down (from) (the tree house) OR The return to nature comes at a price / cost	1	<i>Either time + going up or time + going down OR going up and down</i> (e.g. you have to climb up and down) <i>Ref to price</i>	To get in and out of the cabin To go to and from the cabin It takes a while / time to get to the cabin
	j	On average <u>150 €</u> (<u>per night</u>) (<u>for two</u>) (people)	1	Price + one extra detail needed (either per night or for two)	Wrong price / currency Omission of currency Addition of any incorrect detail

Task 4: Communication points**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 (^).
 - Use **BOD**, if you had some doubt about awarding the point but decided to in the end.
 - Use **NBOD** 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.**

NB: PCAB – partial communication at best

Question		Answers	Marks [10]	Guidance	
				Accept	Do not accept
4	1	Je suis intéressé(e) par / je m'intéresse à l'hébergement / au logement inhabituel / peu commun / différent / pas comme les autres / bizarre / étrange / unique / hors du commun		Use of j'aime – PCAB J'ai intéressé – PCAB je suis intéressé / intéressait dans / sur – (language errors) accommodation / lodgement – PCAB Vacances for hébergement – PCAB Omission of / incorrect qualifier – PCAB	Je suis intérêt / intéressant
	2	(que vous proposez / offrez) pour petits séjours / des séjours courts / des séjours de courte durée / quelques jours / de 2 ou 3 jours		louer (OK in this context) (petites) vacances for séjours courts Omission of / incorrect qualifier – PCAB duration – PCAB visite(s) – PCAB	Use of a passive form (e.g. Vous êtes offert) wrong message Vous êtes offrant - <i>wrong message</i> vacation(s)
	3	J'aimerais savoir / Pourriez-vous me dire si / Est-ce que les maisons sont sans danger / pour les enfants ... si les enfants sont en sécurité dans les /ces maisons		Allow: apprendre / connaître for savoir ...si les maisons posent / offrent / ont / s'il y a un / des risque(s) / danger(s) / de la sécurité pour les enfants ...si les maisons sont dangereuses pour... Allow qualifiers which convey a similar idea (e.g. sûres / convenables / appropriées / acceptables / bien / adaptées / sécurisées) <i>PCAB for qualifiers which distort or are inappropriate (e.g pratiques / équipées / bonnes / sauves / saines / nocives / 'sécure' / 'suitables' / d'accord</i>	omission of les enfants

Question		Answers	Marks [10]	Guidance	
				Accept	Do not accept
	4	et si nous avons besoin d' / nous devons avoir / il nous faut une assurance spéciale / spécifique / particulière / appropriée / adaptée		Use of 1st person singular Omission of qualifier - PCAB Use of 'insurance' – PCAB Use of besoin as a verb (e.g. On / nous besoin) – language error	
	5	Est-ce qu'il sera possible de / est-ce qu'on peut / pourra faire la cuisine / cuisiner / faire à manger		present tense or conditional idea of cooking needed Allow: cuire / préparer / faire le dîner / les repas / la nourriture	Unrecognizable attempt to render 'to cook' Idea of buying own food Verb in incorrect form, distorting meaning (e.g. Permettrons-nous à cuisiner)
	6	ou est-ce que vous proposerez / fournissez / arrangez / organisez des / les repas / la nourriture / la restauration ?		Present or future tense Allow: Les repas sont disponibles / fournis (déjà) préparés? Allow: préparer / faire les repas idea that meals are given / included (in the price) - PCAB	Use of a passive form (e.g. serez-vous donné) Use of "provider"
	7	Veillez / Je vous prie de préciser / confirmer / me dire / les précautions / actions que vous avez prises / quelles précautions / mesures avez-vous prises		Tense other than past – PCAB Pouvez-vous me dire ce qui se passe / passera ...- PCAB (<i>no rendering of preventive action</i>) règles / règlements for précautions – PCAB Use of 'measure' - PCAB	Les cautions (gives completely different meaning to the sentence)
	8	concernant les / au sujet / à propos... des risques d'incendie / de feu(x) en cas d' / s'il y a un incendie		Use of regardant – PCAB Use of flammes / brûler PCAB Use of hasards for risques - PCAB	Dans la case du feu Des flambes Unrecognizable attempt to render 'feu' (e.g. feau / fier / feure / feur / feuer)

Question		Answers	Marks [10]	Guidance	
				Accept	Do not accept
	9	(Pouvez / pourriez-vous me dire ce que /) qu'est-ce que vous avez <u>prévu</u> / <u>organisé</u>		<i>Idea of planning needed</i> Qu'est-ce qu'on doit faire / fait / va faire – PCAB (<i>no idea of forward planning</i>) Idea of availability (e.g. s'il y a / aura) PCAB Allow use of 'facilités', <i>but</i> 'facilities' (<i>English spelling</i>) – PCAB	Qu'est-ce que c'est l'idée pour ? (does not convey meaning)
	10	Pour les toilettes / les WC / la toilette et pour se laver / se doucher / les douches / salle de bains / les lavabos / pour les (installations) sanitaires (covers both ideas)		Both / two details needed Allow: Faire la toilette = se laver Allow: la lessive / le lavage le lavement - PCAB la vaisselle - PCAB English spelling of toilet(s) PCAB	Lever / se lever instead of laver / se laver
			10		

GRID H.1	COMMUNICATION 10 marks AO2
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.

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. If you identified the band without hesitation you must award the higher of the two marks.

Question		Answer	Marks	Guidance
		Quality of language		Possible language points
				Levels of response: Grid C.2
4	1	Je suis intéressé(e) par / je m'intéresse à l'hébergement / au logement inhabituel / peu commun		past participle as adjective; preposition; vocabulary; position and agreement of adjective
	2	que vous proposez / offrez pour des séjours courts / des séjours de courte durée		Relative pronoun; rendering of continuous present tense; position and agreement of adjective
	3	J'aimerais savoir / pourriez-vous me dire si les maisons sont sans danger pour les enfants		Phrasing a question; conditional + modal verb; use of "si"; agreement of adjective
	4	et si nous avons besoin d'une assurance spéciale.		Use of "si" ; rendering of "need"; vocabulary; position and agreement of adjective
	5	Est-ce qu'il sera possible de la cuisine / de cuisiner		Phrasing a question; impersonal expression + infinitive; vocabulary
	6	ou est-ce que vous proposerez des repas ?		Phrasing a question; future tense; vocabulary; use of definite article
	7	Veuillez préciser les précautions que vous avez prises		Imperative; interrogative adjective and agreement; perfect tense and agreement with preceding direct object

Question		Answer	Marks	Guidance	
		Quality of language		Possible language points	Levels of response: Grid C.2
	8	concernant les / au sujet des risques d'incendie		Vocabulary	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.
	9	Qu'est-ce que vous avez prévu		Modal verb+ infinitive and position of direct object pronoun; relative pronoun + perfect tense	
	10	Pour les toilettes et pour se laver		Preposition ; vocabulary	
		Total	10		

Section B: Reading and Writing

Tâche 5

Question		Answers	Marks	Guidance
5	a	10	1	<p>(matching questions and answers) 1 mark for each correct answer. Use the green tick (✓) next to a correct answer.</p> <p>Mark the answer given in the box. If several answers are given outside the box – only mark the answer given in the box.</p> <p>If the answer in the box is crossed out and another answer is given outside the box, mark this.</p> <p>If the answer in the box is crossed out and if several answers are given outside the box, mark only the answer nearest to the box.</p> <p>You may use crosses for incorrect answers but it is not essential. Enter the total number of green ticks in the box</p>
	b	3	1	
	c	6	1	
	d	8	1	
	e	1	1	
	f	11	1	
	g	4	1	
	h	9	1	
	i	2	1	
	j	7	1	
		Total:	10	

Task 6**Task Specific Guidance**

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.
 - 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. But this may affect the language mark.

Annotations:

Use a tick (✓) to indicate a mark awarded on any question.

1. 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.
2. Use a cross (x) when a word in the response invalidates an otherwise acceptable answer.
3. 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.

Question		Comprehension points	Marks	Guidance	
				Accept	Do not accept
6	a	<p>Il n'est pas allé / arrivé au / à son <u>cours</u> de maths / <u>à un cours</u></p> <p>Il n'a pas assisté à / ne s'est pas présenté au / à son <u>cours</u> de maths</p> <p>Il n'a pas fait les maths / n'est pas allé au cours de / aux maths (pendant une heure)</p>	1	<p><i>If a verb is used, it must be active</i></p> <p>Un cours / une heure de maths t.c (faire already in the question)</p> <p>Tolerate infinitive or present (e.g. aller au cours de maths / Il ne va pas au cours de maths)</p> <p>Tolerate Elle referring to Romain Sa cour (de maths) - language error</p>	<p>Use of 'attendre'</p> <p>Les / ses / des / aux cours de maths (implying it happened more than once)</p> <p>Any invalidating addition (e.g. la plupart du temps)</p> <p>Il n'est pas allé <u>de</u> son cours</p> <p>Il / Romain était absent / n'était pas (présent) / dans la classe / au cours ...</p>
	b	<p>Le lycée / on prévient / informe / contacte les <u>parents</u> [1]</p> <p>Either</p> <p>par SMS / texto [1]</p> <p>OR</p> <p>en (leur) <u>envoyant</u> un message sur leur (téléphone) <u>portable</u> [1]</p>	2	<p><i>2 ideas: informing parents + method</i></p> <p>Allow future tense and/or passive</p> <p>On prévient les parents</p> <p>Les parents sont / seront informés</p> <p>Les professeurs for le lycée</p> <p><i>written message implied</i></p> <p>écrire / envoyer un texto</p> <p>On envoie un SMS aux parents / les parents reçoivent un texto = 2 marks</p> <p><i>Unspecified / incorrect type of message</i></p> <p>les parents reçoivent un message / on contacte les parents (avec un message) sur leur portable = 1 mark (<i>unclear, could be voicemail</i>)</p> <p>on laisse un message sur le portable des parents (<i>implies voicemail</i>) = 1 mark</p> <p>il envoie un texto <u>de</u> leurs parents = 1 mark</p>	<p>NB: If après quelques jours has been added, maximum 1 mark for (b)</p> <p>Use of past tense</p> <p>Wrong subject (e.g. vous contactez)</p> <p><i>Idea of speaking to parents</i></p> <p>Le lycée téléphone aux / appelle les parents</p> <p>Message</p>

Question		Comprehension points	Marks	Guidance	
				Accept	Do not accept
	c		2	<p><i>The whole of Qc appears twice. The answer to c(ii) may be in c(i) and vice versa.</i></p> <p><i>The first time, annotate the answer for c(i) only, wherever it appears in the zone, and enter the mark (1 or 0) in the box for c(i).</i></p> <p><i>The second time, annotate the answer for c(ii) only, wherever it appears in the zone, and enter the mark (1 or 0) in the box for c(ii).</i></p> <p><i>Use an arrow to point to the line where the answer should have been written.</i></p> <p><i><u>In this question only, do not use NR</u></i> but enter 0.</p>	
		<p>(i) (La façon de faire) <u>l'appel</u> / le <u>cahier de présence</u> (traditionnel) / le registre (scolaire) [1]</p> <p>(La façon d'envoyer) la liste des absents / présents (au secrétariat) [1]</p>		<p>NB: in a negative sentence, must have addition of traditionnel e.g. L'école / le lycée / on n'utilise <u>plus</u> / il n'y a pas / plus de cahier de présence <u>traditionnel</u></p> <p>On a rejeté / remplacé le cahier de présence <u>traditionnel</u> / comme avant = 1</p> <p>On utilise un ordinateur pour faire l'appel = 1+1 marks.</p> <p>(Maintenant) le cahier de présence est électronique = 1+1 marks</p>	<p><i>Implication that they do not / no longer register students</i></p> <p>Le lycée ne fait plus l'appel Il n'y a pas de cahier de présence t.c. On a rejeté / remplacé le cahier de présence t.c. Registrer / registration (<i>not French words</i>)</p> <p><i>Any reference to contacting parents</i> L'école contacte les parents par SMS La méthode de contacter les parents</p>

Question	Comprehension points	Marks	Guidance	
			Accept	Do not accept
	<p>(ii) (Parce qu') on a introduit / on utilise la technologie [1]</p> <p>La méthode / c'est plus high-tech / plus moderne (maintenant) [1]</p>		<p><i>Why and/or what is happening now</i> Le(s) professeur(s) envoie(nt) la liste électroniquement au secrétariat</p> <p>l'appel est fait / se fait sur ordinateur =1+1 marks</p> <p>Tolerate: il y a un ordinateur dans chaque classe = 1 mark</p>	
d	<p>(i) C'est quand <u>un élève</u> manque / n'assiste pas / n'est pas présent à / ne va pas à / est absent d'<u>un(e) cours / leçon / classe</u> [1]</p> <p>L'absence occasionnelle d'un élève à / d'un cours [1]</p>	3	<p><i>Rendering of 'temporaire' needed. Idea that a student is not attending <u>a</u> (specific) lesson / class</i> Allow definite article</p> <p>Tolerate: un cours particulier / une seule leçon / un ou deux cours Tolerate: Quand un élève ne <u>fait</u> pas un cours</p> <p>NB: Allow answers to d(ii) given in d(i) - Use arrow and enter mark in correct box, but do not credit the same idea twice eg d(i) quand un élève...parce qu'il n'a pas fait ses devoirs</p>	<p>absent t.c. (à) l'école / au collège matière / sujet for cours plural</p> <p>Use of manque as a noun (e.g. un manque de cours)</p> <p>quand un élève ne <u>veut</u> pas aller au cours</p>
	<p>(ii) (Parce qu') il / l'élève n'a pas fait / préparé / fini / complété / <u>son devoir / ses devoirs</u> [1]</p>		<p><i>Idea that homework was not done -Verb needed, in a <u>past tense</u></i></p> <p>use of il / elle /on for l'élève plural (e.g. les élèves / ils n'ont pas ...)</p>	<p>a oublié / n'a pas / n'avait pas son / ses devoir(s) (not what the text says)</p> <p>Present tense</p>

Question	Comprehension points	Marks	Guidance	
			Accept	Do not accept
	(iii) (Parce qu') il / l'élève n'a pas envie d'y aller / n'aime pas ce / le cours / la matière / le sujet / pour des raisons personnelles [1]		<p>Present or past tense use of il / elle / on for l'élève</p> <p>plural (e.g. les cours) – if already penalised in d(i) – consequential errors</p> <p>Tolerate (parce que) il(s) n'aime(nt) pas ça</p> <p>Allow an example of "raison personnelle" (e.g. il ne s'intéresse pas au cours / ne trouve pas le cours intéressant)</p>	<p>Reference to any specific subject other physique</p> <p>course(s)</p>
e	<p>In any order</p> <p>(i) délais des lettres [1]</p> <p>OR</p> <p>rapidité du message / SMS [1]</p> <p>(ii) coût [1]</p> <p>(iii) interception <u>par l'élève</u> [1]</p> <p>OR</p> <p>sécurité [1]</p>	3	<p>NB : Tolerate ambiguity due to candidates answering using <i>c'est / c'était</i> and annotate with BOD to show allowances made</p> <p>NB : Tolerate ambiguity due to candidates answering using <i>c'est / c'était</i> and annotate with BOD to show allowances made</p> <p>Tolerate : prendre / obtenir / garder / cacher la lettre</p> <p>NB : Tolerate ambiguity due to candidates answering using <i>c'est / c'était</i> and annotate with BOD to show allowances made</p>	<p><i>Additional information which specifically invalidates</i></p> <p>Il y a des délais avec le message</p> <p>à cause de la rapidité du courrier</p> <p><i>Additional information which specifically invalidates</i></p> <p>Le coût du message</p> <p><i>Additional information which invalidates</i></p> <p>Les élèves peuvent intercepter le message</p> <p>Any implication going beyond the idea of risk of interception (e.g. ouvrir / recevoir / détruire / la lettre)</p>

Question		Comprehension points	Marks	Guidance	
				Accept	Do not accept
				C'est plus sûr / C'était moins sûr	Secure
	f	C'est instantané / immédiat / (plus) rapide. Son / l'instantanéité / sa / la rapidité / vitesse	1	<i>Idea of speed</i> Tolerate vite used as an adjective Les parents sont informés plus / très vite / tout de suite	C'est instant Trop vite direct
	g	(Il faut) attendre / avoir de la patience / (prendre) du temps (pour voir les résultats) OR (Il faut) <u>voir</u> s'il y a une différence / baisse de l'absentéisme	1	<i>Idea that time will tell – e.g.</i> C'est <u>trop tôt</u> pour (le) savoir / dire On ne peut pas <u>encore</u> dire si le moyen / le système / le dispositif est efficace On doit essayer plus longtemps / continuer le dispositif / l'expérience / la nouvelle méthode / l'expérimentation Allow expressions reflecting lapse of time (e.g. quelque(s) temps / mois / semaines) <i>idea of finding out about the impact of the experiment – e.g.</i> (Il faut) l'essayer et voir les résultats (Il faut) noter si ça réduit l'absentéisme	Il / c'est trop tôt t.c. On doit faire / c'est une expérimentation (does not answer Q) Il faut (l')essayer t.c. Le taux d'absentéisme réduira si c'est efficace (<i>outcome rather than process of finding out</i>)
	h (i)	Le père / il a téléphoné à / appelé <u>son fils</u> / <u>Nicolas</u> [1] Il a contacté Nicolas <u>par téléphone</u>	2	<i>Father's action – i.e. calling his son</i> Tolerate present tense or infinitive use of rappeler for appeler Tolerate fil for fils (<i>clear from context</i>) Il lui a téléphoné – clear from context	Any invalidating information (e.g. le lycée a téléphoné....) il a <u>parlé</u> à son fils t.c.

Question	Comprehension points	Marks	Guidance	
			Accept	Do not accept
	<p>(ii) Pour savoir / demander / qu'il lui dise où il était / parce qu'il n'était pas <u>en cours</u> / <u>en classe</u> [1]</p> <p>OR</p> <p>pour qu'il aille <u>en cours</u> / <u>en classe</u> [1]</p> <p>OR</p> <p>Parce que le lycée l'a informé / il a reçu un message l'informant de l'absence de son fils / de Nicolas [1]</p>		<p>NB: some candidates may give both answers in (i) Use arrow to show this.</p> <p>Reason for the action or purpose of father e.g Il a demandé où Nicolas était</p> <p>Tolerate connaître for savoir</p> <p>NB: an incorrect answer in h(i) does not necessarily invalidate a mark in h(ii) e.g. Il a appelé le lycée pour savoir où il / Nicolas / son fils était – 1 mark for h(ii)</p>	<p>Parce que Nicolas est / était absent</p> <p>En lui demandant sa situation / sa location / son lieu</p>
	Total	15		

Assessing Quality of Language

- d) 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.
- e) Apply Grid C.2 and enter the mark.
- f) 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:**

4. 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.
5. If an element of the point has been omitted, use the caret sign (λ).
6. 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.

Point		Indicative content	Marks	Guidance	
				Content	Levels of Response
7	(a)	1		Idea of needing something to hide behind / fashion providing a shield	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		idea of standing out (from the rest)	
		3		Also idea that fashion gives confidence / self-belief NB they have no identity t.c. : too absolute	
		4		Idea of integration	
		5		Idea of outside force – <i>do not accept “pressure”</i>	
		6		Idea of needing specific clothing <i>do not accept “le look droit”</i>	
		7		Idea of being caught / <u>having to</u> conform – i.e not to be different	
		8		Idea of media power / people in the media / celebrities– allow a specific type of media / celebrity	
		9		market forces / consumer society Idea of variety = range / quantity	
		10		Idea of variety = renewal / flow	
		11		Idea of effortlessnes	
		12		Idea of personal reasons, but not ‘s’amuser’.	
Total			10		
NB: With 12 possible points: 1 mark per point up to 8. Then 9 or 10 points = 9; 11 or 12 points = 10					

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

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<p>No Indicative Content – personal response</p> <p>NB: Two valid interpretation of the 1st question</p> <ul style="list-style-type: none"> • According to you, how important is fashion? • How important to you (personally) is fashion? <p>To “respond to the requirements of the task”, candidates will be expected to cover the two questions in the rubric, but coverage need not be equal. Some may choose to develop the importance of fashion angle more than the possible risks associated to it – and vice versa, other may link the two elements more closely.</p>		<p>Grid J: 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 you have awarded 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. Enter your mark.</p> <ul style="list-style-type: none"> • Use the green tick (✓) in the margin of the text to show each opinion / personal response and a green tick (✓) in body of text to show a development / extension of the opinion. NB: one opinion may have several extensions. 	<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
Task 7a+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 – i.e. 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>
	Total:	20	

APPENDIX 1

GRID C.2	QUALITY OF LANGUAGE - ACCURACY 10 marks AO3	GRID F.2	QUALITY OF LANGUAGE (RANGE) 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.	9-10	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures .
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 .	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	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 .	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	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.
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.

Tâche 1**Où et quand écoutez-vous la radio ?**

Juliette : Chez moi, c'est assez rare. J'écoute la radio en allant au boulot, surtout la radio locale qui passe beaucoup de musique qu'on n'entend pas ailleurs. C'est bien parce qu'ils annoncent en direct les bouchons, même si je ne peux pas souvent les éviter. Cependant je dois avouer que les infos m'ennuient assez vite.

Éric : Pour me réveiller, n'importe quoi fait l'affaire, mais par la suite, c'est la qualité des programmes qui m'attire. J'écoute ceux qui ont de la substance et qui m'apprennent quelque chose de nouveau. J'apprécie les animateurs qui utilisent un vocabulaire varié et précis.

Mathilde : La radio fait partie de mon quotidien. Je ne cherche pas à découvrir de la musique ; je la mets pour avoir un bruit de fond, pour ne pas me sentir seule. J'adore surtout les émissions où le public peut participer, mais ça ne veut pas dire que j'évite les émissions qui traitent de l'actualité, bien au contraire !

Tâche 2**Un chocolat très différent**

Tout le goût du chocolat sans les calories ? Un rêve impossible ? Pas du tout ! Des scientifiques ont créé un petit appareil qui permet d'absorber une quantité minuscule de poussière de chocolat. Elle se dépose sur la langue où son goût s'intensifie progressivement.

Vous vous demandez comment ça marche ? Rien de plus simple. C'est un tube en plastique qu'on met entre les lèvres et il suffit d'une petite aspiration. Un délicieux goût de chocolat vous recouvre l'intérieur de la bouche instantanément. Un autre avantage : l'appareil ne prend pas de place et on peut l'utiliser n'importe où, mais à cinq euros les trois, ce n'est pas donné.

Le goût sans les calories oui, mais pour les vrais amateurs, est-ce que cette nouvelle invention pourra remplacer le véritable chocolat ? Le chocolat qui croque sous la dent et qui fond dans la bouche... Rien n'est moins sûr !

Task 3**Unusual holidays**

Vous voulez des vacances différentes? Vous aimez la nature, vous voulez échapper à la frénésie de la vie... alors, avez-vous pensé à dormir dans un arbre ? Les petites cabanes construites dans les arbres, poussent comme des champignons dans les forêts françaises.

Pour y accéder, on suit des petits sentiers forestiers, puis on grimpe à une échelle. Les cabanes sont conçues pour être le plus écologique possible. Leur décor est simple : une chambre, une petite table, des chaises... et les lanternes, indispensables pour s'éclairer car il faut se débrouiller sans électricité et sans eau, mais il y a une superbe terrasse pour profiter de la nature environnante.

Pour une fête spéciale, pour une nuit ou pour des séjours plus longs... pour toute occasion ! C'est comme un instant volé au monde moderne. « Le bruit des feuilles dans le vent, les oiseaux à côté... et l'odeur du bois... c'est magique ! Mais il faut admettre que monter et descendre de la cabane peut prendre du temps ! » Un retour à la nature qui a tout de même un coût : en moyenne 150 euros la nuit pour deux.

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