

French

Advanced Subsidiary GCE

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

Mark Scheme for June 2013

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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Annotations

Annotation	Meaning
	Tick
	Development of point
	Incorrect
	Large dot (consequential error/point already given)
	Caret sign to show omission
	Unclear
	Underline
	Good language
	Slash
	See answer below/Language better than mark implies
	See answer above/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”

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.
- The award of marks is not necessarily dependent on the specific wording in the detailed sheets which follow. Other wordings will score the marks, provided they are semantically equivalent. If the language used by the candidate conveys meaning and also answers the question, then the mark(s) should normally be credited for comprehension (c.f. “sympathetic native speaker/sympathetic examiner”). Use your professional judgement to apply the marking principles given in this mark scheme but if you are still in doubt about the validity of any answer, then consult your Team Leader by phone, the messaging system within scoris or email.
- Language marks: These are assessed separately – Grids C.2 and F.2 – see guidance in the detailed sheets below.
- Where candidates give alternative answers, only the first one written or the one on the line should be marked.

Section A: Listening and Writing

Task 1

Question		Answer	Marks	Guidance
1	(a)	B (ponctuels)	1	Multi-choice Marks entered individually. Use a tick for a correct answer. You may use a cross for an incorrect answer; it is useful when you check your marking. Enter 1, 0 or NR as appropriate.
	(b)	A (souvent)	1	
	(c)	A (logique)	1	
	(d)	C (bienvenue)	1	
	(e)	A (circuits fixes)	1	
	(f)	B (seniors)	1	
	(g)	C (encourager)	1	
	(h)	A (réduire)	1	
	(i)	A (se rencontrer)	1	
	(j)	C (garder)	1	
Total			10	

Task 2

Question		Answer	Marks	Guidance
2	(a)	Bruno	1	<p>Matching speakers and statements</p> <p>The whole page is scanned. Place ticks and crosses in the margin, next to the mark allocation for each statement. Insert the mark out of 10.</p> <p>If there are more than 10 ticks on the grid, deduct 1 mark for each extra tick and enter the total outcome.</p> <p>NB: If a candidate has put more than one tick on a line, do not penalise, as long as there are 10 ticks only.</p> <p>Use the  annotation as many times as there are extra ticks.</p>
	(b)	Nadia	1	
	(c)	Nadia	1	
	(d)	Thomas	1	
	(e)	Bruno	1	
	(f)	Thomas	1	
	(g)	Nadia	1	
	(h)	Thomas	1	
	(i)	Thomas	1	
	(j)	Bruno	1	
Total			10	

Task 3

Task Specific Guidance:

- Each question will be scanned in individually (questions with more than one element may appear twice / three times as appropriate)
- For single mark questions use a tick (✓) for a correct answer. Enter 1, 0 or NR. Crosses (x) should be used as they make checking easier.
- For questions worth more than one mark you must use ticks (✓) and crosses (x). Use **BOD** or **NBOD** when you have had to think and decided to award or not to award the mark. Also use a cross (x) 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)	(A ticket for / going to) a concert in Paris / in a major venue / hall (1) with / including <u>internationally renowned / recognised</u> / <u>known</u> performers / artists / musicians / people (1)	2	...the concert arena <i>Both ideas needed: worldwide/global + fame</i> singular (e.g. artist / musician)	to help / assist at a concert ... assist / attend to take part in a concert room / studio / stadium Famous / well-known artists (<i>not enough</i>) world-wide / global artists (<i>not necessarily famous</i>)
	(b)	You get a <u>free</u> ticket / place / seat / entry (1) in exchange of / for <u>4</u> hours of work (1)	2	Tickets / places / seats / entries (<i>plural</i>) ...the free ticket You can get in free NB: <i>could be the other way round</i> (e.g. 4 hours of work in exchange for a free ticket)	40 / 14 Workers for work
	(c)	(i) Anyone / people aged 16 (at least / or over) (1)	3		People less than / under 16 Anyone under the age of 17
		(ii) Register / put your name down / enrol on the website / on line (1) select / choose a project (1)		... join / sign up / subscribe to / apply on the website fill in an application form an activity	visit / go to a website create a website a job (<i>too specific</i>)

Question		Answer	Marks	Guidance	
				Accept	Do not accept
	(d)	(re)paint the changing room(s) at the football club (1)	1	<i>All details needed</i> cloakrooms	paint t.c. paint the football club
	(e)	<p>Three points in any order NB: "they" will be assumed to refer to the participants since the text does not mention the organisers / team leaders as such. Participants / they fill in a form (1)</p>	3	<p><i>Allow nouns to express actions (e.g. form-filling / organisation / explanation. If an active verb is used, it normally needs a subject.)</i> Form-filling Forms are filled (either by participant or organisers)</p>	<p><i>Idea that participants are given details</i> (e.g. they are given a file of details) passive form</p>
	(ii)	<p>Participants / they are put / organised into teams / groups (1)</p> <p>Organisers / team leaders put / get participants / workers / them into teams</p>		<p>Organisation of team(s) Team(s) are (is) organised</p> <p>NB: Organise <u>participants</u> into a team / teams (<i>no ambiguity in spite of lack of subject</i>)</p> <p>Organised / put into groups</p>	<p><i>Implication that the participants do the organising</i></p> <p>Put <u>them</u> into teams (<i>ambiguous</i>) <i>active verb without a subject</i> (e.g. organise a team) (<i>lack of clarity</i>)</p>
	(iii)	<p>Participants / they are told / explained the <u>aim</u> / <u>purpose</u> of the project (1)</p> <p>The organisers / team leaders explain (to them) the <u>purpose</u> of the project</p>		<p>Explanation of aim of project The aim of the project is explained</p> <p>... what the project is about</p> <p>Tolerate target / goal</p>	<p><i>Implication that the participants do the explaining</i></p> <p>... about the jobs they have to do (<i>too specific</i>) <i>active verb without a subject</i> e.g. Explain the aim of the project (<i>lack of clarity</i>)</p>

Question		Answer	Marks	Guidance	
				Accept	Do not accept
	(f)	<p>She had never done / tried (anything like) this (type of work) / painting before (1)</p> <p style="text-align: center;">OR</p> <p>She wanted a concert ticket (1)</p> <p style="text-align: center;">OR</p> <p>She had / there was not much (else / better / important) / anything <u>else</u> to do (1)</p>	1	<p><i>Factual statement - a first for her</i></p> <p><i>Reason for doing this</i></p> <p><i>Idea that she had nothing better / else to do – either stated or implied e.g. It was the holiday <u>and</u> she had lots of time</i></p>	<p><i>A factual statement that goes beyond the text e.g. She'd never tried working / worked <u>in a team</u> before</i></p> <p><i>The work was rewarding</i></p> <p><i>She enjoyed / liked the work (It was something) she <u>wanted</u> to try (it) out / to experience (it)</i></p> <p><i>It was a big / good thing to do</i></p> <p><i>She had a lot to do</i></p> <p><i>She was bored during the holidays</i></p> <p><i>She had lots of time</i></p> <p><i>She was on holiday t.c. (not a sufficient reason)</i></p> <p><i>It was something to do (in the holidays)</i></p> <p><i>She had nothing to do</i></p> <p><i>She didn't have anything to do</i></p>
	(g)	(i)	2	<p><i>Ref. to value to her / what she got out of it (e.g. 4 hours work is not bad to get a free ticket)</i></p> <p><i>It was worth the trouble</i></p> <p><i>It's worthwhile</i></p> <p><i>It is a good deal</i></p> <p><i>Allow present tense</i></p>	<p><i>It was worth the pain (cf valoir la peine)</i></p>
		(ii)		<p><i>Allow present tense</i></p> <p><i>NB: "she liked" only needed once (e.g. she liked... and the atmosphere)</i></p>	<p><i>A fantastic atmosphere (too strong)</i></p> <p><i>kind atmosphere</i></p> <p><i>a nice time / experience</i></p> <p><i>It was fun</i></p>

Question		Answer	Marks	Guidance	
				Accept	Do not accept
	(h)	they would like / want / are thinking of / ready to do it <u>again</u> (1)	1	<i>Idea of contemplating repeating the experience (in the future)</i> ...to relive / redo the scheme / the(ir) experience They wanted to do it / sign up again	It was an experience they will always remember They would recommend it They would <u>restart</u> / <u>regain</u> / the experience <i>No idea of wanting / contemplating</i> e.g. Many do it / sign up again / are going to do it / did it again
Total			15		

Task 4 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 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 (X) in the margin.
- Use a cross (x) 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 Communication points

NB: PCAB = partial communication at best

Question		Answer	Marks	Guidance	
				Accept	Do not accept
4	1	(<u>Comme</u> / <u>puisque</u>) je voudrais / j'aimerais / je désire améliorer mon français		Omission of comme as long as link between 1 and 2 is clear (e.g. using parce que in point 2). If link not clear, <i>PCAB</i> depuis que <i>PCAB</i>	Use of "improver"
	2	(<u>donc</u> / <u>alors</u>), j'ai l'intention de / je projette de / je prévois / j'espère / je compte passer l'été / les <u>grandes</u> vacances en France		Idea of intending / planning (e.g. Je voudrais / j'aimerais / Je veux passer l'été en France) Future (e.g. je passerai l'été en France; je vais aller en France cet été) les vacances <i>PCAB</i> Je vais en France <i>PCAB</i> Tolerate use of "devoir"	Past tense Use of planer / intender Use of dépenser Je suis + present participle
	3	Je logerai / Je vais loger / rester chez un(e) ami(e) français(e)		Use of present tense – <i>PCAB</i> Use of conditional – language error Omission of ami(e) or of français(e) – <i>PCAB</i> Tolerate use of "avec"	
	4	qui a fait quelque chose de semblable / similaire l'année dernière / l'été dernier		Allow present tense Les dernières grandes vacances quelque chose / un projet comme ça / la même chose/ le même type de chose / de même Omission of time scale – <i>PCAB</i>	Future tense Wrong time scale

Question		Answer	Marks	Guidance	
				Accept	Do not accept
5		Il (m') a dit que c'était une expérience formidable / merveilleuse / extraordinaire / magnifique / excellente / sensationnelle / géniale		Allow present tense Omission of qualifier or weak qualifier (e.g. bonne / intéressante / positive) – <i>PCAB</i> but <u>très</u> bonne – OK	
6		et je voudrais la tenter / que je voudrais tenter		essayer / goûter / partager / vivre je voudrais (aussi) (y) participer / faire Future	Anglicism (e.g. lui donner une chance / un essai / un coup)
7		Est-ce qu'il y a / Est-ce qu'il existe des règles / lois qui empêchent / arrêtent / interdisent / interdisant aux étrangers ...qui disent que les étrangers ne peuvent pas / n'ont pas le droit?		Not a question (no question mark / question words / inversion) – <i>PCAB</i> Use of "régulations" – <i>PCAB</i> Incorrect rendering of preventing – (e.g. "préventer" / prévenir) – <i>PCAB</i> Circumlocution to render étrangers A specific nationality e.g. les Anglais	Etranges
8		de participer (à) / prendre part (à) / faire partie d'un projet?		d'être impliqué dans ...la participation à un projet <u>être</u> une partie / un part du projet – <i>PCAB</i> faire un / le projet Omission of projet – <i>PCAB</i>	Use of "involver"
9		S'il m'est impossible de / si je ne peux pas assister / être présent / aller au concert,		Past tense (e.g. si je ne pouvais pas...) Impossibility to attend not clear or missing (e.g. si je ne vais pas au concert) – <i>PCAB</i>	participer attendre fréquenter
10		pourrais-je donner mon billet / ticket à quelqu'un (d'autre) / une autre personne / n'importe qui ?		Not a question (no question mark / question word / inversion) – <i>PCAB</i> Puis-je / est-ce que je peux Omission of pouvoir – <i>PCAB</i> ...à un(e) ami(e) – <i>PCAB</i>	vendre ...donner ... <u>d'</u> une autre personne
Total			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:** Do not annotate.
- **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.

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.

Question	Indicative content	Marks	Guidance	
			Content	Levels of Response
1	(Comme / <u>puisque</u>) je voudrais / j'aimerais / je désire améliorer mon français		Conditional + infinitive; possessive adjective (3rd pers. sing)	Grid C.2 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.
2	(<u>donc</u> / <u>alors</u>), j'ai l'intention de / je projette de / je prévois / j'espère / je compte passer l'été / les <u>grandes</u> vacances en France		Expression of consequence Rendering of continuous present	
3	Je logerai / Je vais loger / rester chez un(e) ami(e) français(e)		Future tense; use of preposition Position and agreement of adjective	
4	qui a fait quelque chose de semblable / similaire l'année dernière / l'été dernier		Relative pronoun; perfect tense Position (and agreement) of adjective	
5	Il (m') a dit que c'était une expérience formidable / merveilleuse / extraordinaire / magnifique / excellente / sensationnelle / géniale		Reported speech; (direct object pronoun); position and agreement of adjective	
6	et je voudrais la tenter / que je voudrais tenter		Conditional + infinitive Direct object pronoun	
7	Est-ce qu'il y a / Est-ce qu'il existe des règles / lois qui empêchent / arrêtent / interdisent / interdisant aux étrangers ...qui disent que les étrangers ne peuvent pas / n'ont pas le droit?		Phrasing a question; use of partitive Relative clause / present participle	
8	de participer (à) / prendre part (à) / faire partie d'un projet?		Construction of verbs vocabulary	

Question	Indicative content	Marks	Guidance	
			Content	Levels of Response
9	S'il m'est impossible de / si je ne peux pas assister / être présent / aller au concert,		Si clause – tenses – negative form Vocabulary	<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>
10	pourrais-je donner mon billet / ticket à quelqu'un (d'autre) / une autre personne / n'importe qui ?		Phrasing a question; possessive adjective (1st pers. sing); vocabulary	
Total		10		

Section B: Reading and Writing

Task 5

Question		Answer	Marks	Guidance
5	(a)	A (crainte)	1	<p>A – Multi-choice Marks entered individually. Use a tick for a correct answer. You may use a cross for an incorrect answer; it is useful when you check your marking. Enter 1, 0 or NR as appropriate.</p> <p>B – Gap fill The elements are scanned individually. Use a tick for a correct answer. You may use a cross for an incorrect answer; it is useful when you check your marking. Enter 1, 0 or NR as appropriate. Ignore misspellings.</p>
	(b)	B (identiques)	1	
	(c)	B (anxiété)	1	
	(d)	C (plongé)	1	
	(e)	C (à la mode)	1	
	(f)	éloigner	1	
	(g)	effacer	1	
	(h)	identifier	1	
	(i)	couper	1	
	(j)	avoir	1	
		Total	10	

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 C.2. 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.
- 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 (x) over a word that invalidates an answer or to show an incorrect response. Use a caret sign (λ) 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.

Task 6

Question		Comprehension points	Marks	Guidance	
				Accept	Do not accept
6	(a)	(Ils se sentent) anonymes / isolés / seuls / solitaires	1	ils sont seuls ils ont la sensation / l'impression d'isolement – i.e. rendering a <u>feeling</u> Tolerate (<i>language problems</i>) ...comme s'ils étaient / sont en isolement Ils sentent isolés Tolerate isoles (no accent)	(l') anonymat / (l') isolement Ils ont (l') isolement ils veulent être / semblent seuls / isolés ils (se) sentent qu'ils ne connaissent pas leurs voisins (<i>beyond the text</i>) (ils se sentent) soles / exclus isolation
	(b)	(de) créer / établir des liens / une toile de solidarité / de la solidarité (entre les voisins / habitants d'un quartier / d'un immeuble) un sens de communauté OR (de) combattre / lutter contre la solitude / l'isolement (de) rencontrer d'autres / des gens	1	<i>Idea of creating links (between people)</i> verb needed encourager / développer les relations / rapports sociaux / d'amitié entre / réunir les voisins / gens d'un quartier / immeuble <i>Idea of (finding ways of) fighting loneliness or an example of creating social links</i> (e.g. faire parler les gens aux autres gens / faire la connaissance de ses voisins et former un réseau entre eux / (de) faire des amis avec vos voisins)	améliorer les liens entre voisins Créer une ambiance sympa / agréable entre voisins (<i>too vague</i>) ...ils sont <u>compris</u> / <u>inclus</u> dans la communauté la socialisation combattre / protéger la solidarité des voisins

Question		Comprehension points	Marks	Guidance	
				Accept	Do not accept
(c)	des millions (de Français) l'ont célébrée / y ont participé / se sont réunis (à cette occasion) (l'année dernière) (1)	2	<p><i>Idea that a <u>large number of</u> (French) people took part</i></p> <p>beaucoup de gens se réunissent des millions de Français l'ont organisée</p>	<p><i>"nous étions des millions à nous réunir l'an passé" <u>mindless copying</u></i></p> <p>des millions sont inclus des millions de Français ont réuni (<i>meaningless without an object</i>) C'est populaire dans toute la France</p>	
	elle s'est répandue / exportée dans le monde entier / on la célèbre / elle est célébrée / fêtée dans tout le monde (1)	<p><i>Idea that the concept has spread worldwide</i></p> <p>la Fête prend place partout la Fête a envahi le monde Tolerate: c'est (maintenant) (utilisé) dans le monde entier</p> <p>beaucoup de pays le / la font tout le monde le / la fait aussi (maintenant) elle s'est exportée dans (les) différents pays</p>	<p><i>Idea of fame t.c. – i.e. the world knows about the Fête des Voisins</i></p> <p>e.g. C'est bien connu dans le monde Elle est populaire mondialement</p>		
(d)	(pendant) la dernière semaine de mai	1	<p><i>All details needed</i></p> <p>la semaine finale de mai la quatrième semaine de mai Pendant la semaine à la fin de mai Les 7 derniers jours de mai</p>	<p>en mai t.c. à la fin de mai pendant <u>une</u> semaine à la fin de mai la fin semaine de mai (<i>ambiguous</i>) la semaine dernière en mai</p>	

Question		Comprehension points	Marks	Guidance	
				Accept	Do not accept
(e)		Any 4 from 6	4	<i>Tolerate verbs left in infinitive. Idea of...</i>	(ils viennent) pour ne pas être seuls (goes beyond the text) socialiser
		ils se rencontrent / se donnent rendez-vous / se rassemblent / font la fête (dans les rues / les cours d'immeubles) (1)		<i>...getting together / socialising (people who already know each other)</i> Tous les gens rencontrent	
		Ils <u>apportent</u> leur contribution / leurs plats / quelque chose (1)		<i>...bringing something</i> ils doivent apporter... (<i>harmless addition</i>)	
		ils mangent (1)		<i>...eating</i> Ils <u>partagent</u> leurs spécialités culinaires	
		ils boivent / prennent un verre (ensemble) (1)		<i>...drinking</i>	
		ils s'amuse(n)t (1)		<i>...having a good time / fun</i> ils ont du bon temps Tolerate: Ils ont <u>un</u> bon temps	
		font la connaissance des <u>nouveaux arrivés</u> / des voisins <u>qui viennent d'arriver</u> (1)		<i>...meeting new people</i> Ils accueillent les nouveaux arrivés / ils rencontrent ceux qui viennent d'arriver. ils fêtent la connaissance des nouveaux voisins (tolerate)	use of savoir / connaître Ils se font des amis dans le quartier Ils cherchent plus d'amis

Question		Comprehension points	Marks	Guidance	
				Accept	Do not accept
(f)		Any 2 from 3	2		
		il y a des <u>annonces</u> à l'entrée (1)		Une annonce on met / les habitants / ils mettent...	
		demander des services / de l'aide / quelque chose dont ils ont besoin (1)		Ils demandent ... <i>An explanation of helping each other</i> e.g. ils s'aident les uns les autres; Ils se donnent / se font / rendent (des) services Un système où ils font des échanges de services Tolerate assistance	Ils offrent / font / donnent des services t.c. Ils partagent leur équipement (<i>too specific</i>)
		pour donner / échanger des nouvelles (1)		Ils donnent des informations	des actualités
(g)		Il lui prête / la laisse / lui permet d'utiliser son sèche-linge	1	<i>Idea that Annick can use the dryer</i> <i>Wrong subject pronoun but clear = 1 language error e.g.</i> Elle permet à <u>Annick</u> d'utiliser son sèche-linge Elle partage son sèche-linge avec Annick Tolerate: Il lui donne / offre son sèche-linge	<i>Ambiguity or incorrect answer</i> <i>Wrong subject pronoun but ambiguous = 0 e.g.</i> Elle la / lui permet d'utiliser son sèche-linge Ils / elles Elle / Annick peut utilise(r) son sèche-linge (<i>does not answer the question</i>) Il sèche les vêtements d'Annick

Question		Comprehension points	Marks	Guidance	
				Accept	Do not accept
	(h)	ils gardent leurs / les enfants / ils s'occupent des enfants (de leurs voisins)	1	(Ils font du) le babysitting / la garde d'enfants Addition of "l'assistance aux personnes âgées" invalidates Singular (e.g. il garde les enfants)	aider avec / soigner les enfants (pour) les enfants La garde d'enfants <u>par</u> les personnes âgées / les retraités Use of trouve(nt) (e.g. on trouve / ils trouvent la garde d'enfants)
	(i)	Any 2 from 4 Ils ne sont pas obligatoires (Ils sont favorables au / encouragent / apportent) le respect <u>mutuel</u> / <u>réciproque</u> / <u>pour les autres</u> (1) quelque chose de positif / d'enrichissant / de meilleur (pour les gens) OR ils enrichissent ceux / les gens qui rendent (les / des) service(s) (aux autres) (1) ils rendent <u>la vie</u> / <u>société</u> moderne moins anonyme / plus humaine / agréable (1) OR ils donnent une dimension humaine à (l'anonymat de) <u>la vie</u> / <u>société</u> moderne (1)	2	 <i>General outcome</i> <i>Personal angle: impact on the individual / people - or an example of a positive outcome</i> (e.g. ils rendent les gens plus sociables) Les petits services enrichissent votre vie <i>An overall benefit of the Fête des Voisins to people</i> Ils encouragent des relations entre voisins ils créent une ambiance favorable dans l'immeuble <i>Wider angle: impact on quality of life / society</i> la vie moderne est moins anonyme / (a une dimension) plus humaine les liens réduisent l'anonymat il donne ... un élément humain dans la vie des résidents	ce n'est pas obligatoire le respect t.c. Direct lift: ces petits services / Ils enrichissent ceux qui <u>les</u> rendent social ...plus facile On est devenu moins d'anonymat Les liens arrêtent / cessent l'anonymat <u>donnant</u>
		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. Do not annotate.
- b) Apply Grid C.2 and enter the mark.
- 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 C.2 is the 5 / 6 band
 - If only 2 / 3 of the questions have been answered, the maximum mark for C.2 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 familiarise 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:**

- 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.
- If an element of the point has been omitted, use the caret sign (λ).
- 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. In practice, if there are 12 points to convey, there is a correlation between points made and mark to be awarded up to 8 (i.e. One or two points – band 1–2; Up to 1 / 3 of points (i.e. up to 4 points) – band 3–4; Up to 1/2 the points (i.e. up to 6 points) – band 5–6; Up to 2 / 3 of the points (i.e. up to 8 points) – band 7–8). Beyond 8 points made (i.e. nearly all the points – top band), award marks as follows: 9 or 10 points = 9 and 11 or 12 points = 10. 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)

Point			Indicative content	Marks	Guidance	
					Content	Levels of Response
7	(a)	1	(because of) changes made / linked to teacher training		system to train teachers has changed / new (way of) training NOT entraînement	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	studies extended (by one year)		longer studies NOT dure un an	
		3	(too) expensive for some students		financial problems for some	
		4	(teachers-to-be have) no opportunity to gain / lack of practical training (prior to 1 st post)		practical training inadequate / not what it used to be / no experience	
		5	poorly prepared / unprepared (for dealing with conflicts / problems)		helplessness / inability / powerless / do not know how to deal with / cannot control ...	
		6	lack of discipline / unruly classes / pupils			
		7	pupils' refusal to do any work		pupils do not (want to) work	
		8	insults / (verbal / physical) violence		type of violence does not have to be qualified here	
		9	lack of parental support		parents do nothing (to help) / do not help	
		10	teachers victims of cyberbullying / bullying on line / an example		social networks / internet used (as a weapon) <u>against teachers</u> (mention of pupils – harmless) or any one from: (with humiliating) photos (of teachers) <u>naming</u> (teacher) (on line)	
		11	another example of cyberbullying		mocking / making fun (of teacher)	
		12	another example of cyberbullying		insults (if not already rewarded in 8)	
			Total	10		

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

Question		Answer	Marks	Guidance	
				Content	Levels of Response
7	(b)	<p>No Indicative Content – personal response</p> <p><u>Additional notes</u></p> <p>Personal account / experience / description of teacher but no personal response to question: Band 0-3</p> <p>Personal account / experience / description of teacher and some beginning of a response to question: Band 4-7</p> <p>Abstract / general statements about advantages and / or disadvantages – i.e. the beginning of a response – but no personal response to question: Band 4-7</p> <p>Abstract / general statements about advantages and / or disadvantages, with a personal response – i.e. answering the question: full range of marks available</p>	20	<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.</p> <p>The number of ticks you have awarded and the way they spread (i.e. number of developments per opinion / personal response) may 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. 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. 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
Task 7a+b	Assess for Quality of Language using Grids C.2 and F.2 Appendix 1	20	<p>a. Read the whole response again and assess for Range (Grid F.2) first – i.e. vocabulary and structures. Then assess for Accuracy (Grid C.2). Key words have been highlighted in the grids below. Ignore final sentence of 3–4 band in Grid C.2, because vocabulary and structures have already been assessed under Grid F.2. Do not annotate. 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 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.

APPENDIX 2

Transcripts of Listening Texts

Tâche 1 : Pédibus – un système de ramassage scolaire à pied

Emmener les enfants à l'école en voiture, pour leur sécurité ou pour qu'ils arrivent à l'heure, est de plus en plus commun. Mais en ville, la plupart de ces trajets sont courts, alors est-il vraiment nécessaire de sortir sa voiture du garage ? Voilà pourquoi un nouveau système de ramassage scolaire a vu le jour: le pédibus – ou autobus pédestre.

Dans les grandes villes et ailleurs, le pédibus envahit la France, et on en est très content ! Il existe aujourd'hui plus de 400 lignes de pédibus qui suivent, tout comme les autobus, un itinéraire déterminé avec des horaires de passage.

Normalement ce sont les parents qui accompagnent, mais certaines villes utilisent parfois des retraités pour favoriser les rapports entre les générations. Moins de voitures en ville, moins d'embouteillages, mais l'impact sur l'environnement n'est pas le seul avantage. La phase d'organisation permet aux parents de faire connaissance et le pédibus préserve la santé des enfants en leur donnant une activité physique quotidienne.

Tâche 2 : Pourriez-vous vivre sans manger de viande ?

Thomas : Je ne ressens pas l'envie de manger de la viande à tout prix. J'ai réduit ma consommation et, depuis les problèmes de santé liés à la viande rouge, je favorise la viande blanche. Je ne comprends pas les gens qui ne mangent pas de viande par militantisme pour la cause animale. Le mieux, c'est de manger de tout.

Nadia : Vivre sans viande ? Si c'était nécessaire, je pourrais m'en passer, mais ce serait un réel effort, même si je n'en consomme pas tous les jours pour des raisons financières. J'ai lu que la consommation quotidienne de viande rouge augmentait les risques de diabète, mais si je devais arrêter d'en manger, ce serait pour le bien-être de l'animal... pas pour des raisons de santé.

Bruno : C'est vrai qu'on trouve des protéines dans beaucoup d'autres aliments, mais moi je ne peux absolument pas vivre sans viande. Quand j'ai un bon steak devant moi, j'adore ! Je comprends ceux qui n'en mangent pas parce qu'ils ont peur pour leur santé, mais même les fruits sont pleins de pesticides !

Task 3: Make yourself useful

Pour assister à un concert dans une grande salle à Paris avec des artistes mondialement connus, il faut compter au minimum 50 euros. Alors on ne peut pas s'étonner du succès de l'opération « *Donner pour recevoir* » qui permet d'obtenir des places gratuites en échange de quatre heures de travail. Pour participer, il faut avoir au moins 16 ans. Il suffit de s'inscrire sur le site Internet de l'opération et de choisir un projet.

Ici, à Évry, on doit repeindre les vestiaires du club de foot. Après avoir rempli une fiche de renseignements, les participants sont organisés en équipes, puis on leur explique le but du projet et le travail commence. Quatre heures plus tard, tout est fini et on distribue les places de concert.

Myriam a participé : « Ce type de travail, j'avais jamais essayé, mais c'est les vacances, y a pas grand-chose à faire et pour une place de concert, ça en valait la peine. C'était sympa comme ambiance. »

Le principe est simple et il plaît puisque la plupart des jeunes se disent prêts à recommencer l'expérience.

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