



GCE MARKING SCHEME

**FRENCH
AS/Advanced**

SUMMER 2014

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2014 examination in GCE French. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

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FN1 and FN3
ORAL MARK SCHEME

Oral marking scheme

These marking criteria have been drawn up to provide teachers and examiners with clear guidance for assessment with reference to defined achievement levels. Prior to candidates taking the test, this set of assessment criteria will be finalised and validated in a standardising and training session which all examiners attend.

Tasks and Assessment Objectives - Overview

Unit 1		AO1	AO2	AO3
Topic-based conversation	Communication	20		
General conversation	Communication	20		
	Accuracy			5
	Range and Variety			5
	Pronunciation /Intonation	<u>10</u>	-	-
		50		10
Unit 3				
Structured discussion	Communication	10		
Exposé	Communication	10	20	
	Accuracy			5
	Range and Variety			5
	Pronunciation /Intonation	<u>10</u>	-	-
		30	20	10

Communication (AO1/AO2)

AS	A2
10/9	<p>Excellent linguistic rapport. High degree of spontaneity; prompt, direct responses. Quick to grasp examiner's comments and challenges. Frequently takes the initiative, ready to interrupt/contradict examiner and/or ask questions. Articulate and to the point.</p> <p>High level of fluency, in all linguistic situations, with just a few 'natural' hesitations.</p> <p>High information content. Imaginative responses demonstrate the ability to compare, analyse and evaluate, and to present a critical viewpoint, clearly structured arguments, views, opinions, and reasoned judgements.</p>

10/9	8/7	<p>Good interactive atmosphere. Operates confidently on rehearsed issues as well as unfamiliar territory. Responds to unexpected questions with a good degree of spontaneity, using direct, unprepared, ad hoc comments. May use some prelearned statements appropriately in context.</p> <p>Appropriate level of fluency and initiative. Feel of 'natural' exchange despite occasional hesitation.</p> <p>Good flow of information including views /opinions, despite some obliqueness in presenting arguments. Able to assimilate and comment on facts and concepts. May ask for clarification, or rephrase some unsatisfactory responses</p>
8/7	6/5	<p>Interaction and spontaneity limited, some questions not fully understood but may be clarified. Able to operate confidently on familiar ground but has difficulty responding to unexpected questions and/or when challenged. Tendency to be reactive rather than proactive and to answer obliquely. Over-reliance on prepared material.</p> <p>Fair degree of fluency with some pauses to 'think'. Conscientious 'learner', who (still) lacks practice and pace and relies on extensively prepared material in order to maintain fluency.</p> <p>Maintains acceptable flow of information but tends to present facts rather than views and opinions. Some reliance on pre-learned material with mixed information content that lacks focus and tends to exceed the scope of the question asked.</p>
6/5	4/3	<p>Little spontaneity or natural interaction in a range of linguistic settings. Understanding limited: relies heavily on prepared statements which may not match the question and are usually repeated when candidate is challenged /asked for clarification. Short answers predominate, with little scope for expansion.</p> <p>Fluency limited through lack of understanding, limited range of lexis and idiom; imperfect recall of memorised answers.</p> <p>Acceptable flow of information but largely without substance, May attempt to draw some comparisons, sometimes inappropriately. Some repetition of 'learned' key statements without genuine argument /understanding.</p>
4/3	2/1	<p>No spontaneity. Able to operate interactively in undemanding everyday situations only. Frequent misunderstandings. Responses restricted to well rehearsed material and description, often triggered by key words rather than the substance of the question. Unable to clearly formulate views /opinions /future plans, or to present an argument.</p> <p>Lacks fluency. Pronounced hesitations, patchy. Short standard responses may generate semblance of fluency, examiner may have to resolve embarrassing silences.</p> <p>Limited flow of information. May only present one or two unrelated aspects of issue under discussion or in stimulus material.</p>

2/1

0 Examiner **unable to establish meaningful exchange**. Many questions unanswered owing to lack of understanding - though some very elementary communication still possible. Excessive use of prelearned statements out of context.

Very hesitant with long pauses. Constructs elementary sentences word for word. Frequent assistance by examiner.

Inadequate /inappropriate responses. due to serious lack of common, everyday vocabulary, no information of any substance conveyed. Intelligible responses tend to be very short standard phrases, prelearned and frequently used inappropriately. Difficult to follow gist.

0

Total lack of communicative skills. Examiner unable to establish /maintain exchange on any issue. Line of questioning has to be abandoned frequently because the answers are either unintelligible or do not relate to the question, indicating fundamental lack of understanding.

No fluency, no cohesive sentences.

No relevant information conveyed. Largely unintelligible except straightforward information.

N.B. These marks will be weighted for AS general conversation by the factor of 2:

A mark out of 10 will be awarded for each topic card $10 + 10 = 20$

AS: $20 \times 2 = 40$ Listening/understanding (+10 pronunciation) =50 AO1

Accuracy (AO3)

AS	A2
	5 Excellent command of grammar and syntax. Consistently correct use of tenses, despite a few errors, some corrected. High degree of accuracy.
5	4 Evidence of sound grasp of grammar and syntax in a good range of structures. Occasional errors, more frequent in abstract contexts or when arguing a case (i.e. when complex structures are required). They tend to detract from an otherwise convincing performance.
4	3 In spontaneous responses, the main principles of grammar are applied in concrete contexts. A number of errors may be repeated and may indicate a particular weakness (genders, pronouns, verb endings, tenses, agreement). Prepared responses stand out as almost error-free.
3	2 A degree of accuracy is evident in brief factual statements only, except in pre-learned responses where accuracy is sound. High incidence of elementary errors. Few, if any compound tenses.
2	1 Very limited evidence of basic grammatical rules applied in short spontaneous utterances only (statements, affirmation, negation). Frequent, recurring errors, except in prepared responses. May appear careless.
1	0 Rudimentary grasp only of basic grammar, evident in just one or two short responses. Fragmented, incomplete sentences. One-word answers. No sense of structure or patterns. Meaning unclear.
0	No evidence of understanding linguistic principles.

Range and Idiom (AO3)

AS	A2
	<p>5 Wide, at times adventurous range of appropriate structures and lexis. Firm grasp of target language idiom, applied with high degree of sophistication. Able to adapt to changing linguistic demands and to handle a variety of appropriate structures with ease. Assured sense of register. Uses language imaginatively to achieve desired effect. Evidence of style, nuance.</p>
5	<p>4 Good range of structures and lexis to suit a variety of unforeseen linguistic situations, but some limitation in abstract contexts Able to readjust range and idiom as the discussion develops, when characteristic target language structures are used with a degree of confidence. Reasonable feel for register appropriate to the situation. Less common topic-specific vocabulary used to good effect.</p>
4	<p>3 Able to use a limited range of structures and lexis in unprepared responses. Range of tenses limited but sound. Evidence of some mother tongue interference. Some vocabulary lacking or used inappropriately. Misplaced jargon/ colloquialisms in ad hoc responses. Prepared responses tend to reflect a wider range.</p>
3	<p>2 Mixed performance: Confident use of a range of patterns in well rehearsed situations. However, unprepared responses lack variety and tend to reflect no <i>more than</i> basic idiomatic usage, with spontaneous use of structures, subordinate clauses and lexis limited to the most common. Short sentences predominate; but some pre-learned extended responses may be used appropriately in context.</p>
2	<p>1 Range of structures and lexis adequate only for transactional use /factual statements in everyday situations. High incidence of native language interference, few target language patterns except in pre-learned responses.</p>
1	<p>0 Elementary grasp of idiomatic usage. Brief responses, applied in familiar contexts. Tends to confuse registers. Present tense, irrespective of question asked. Uses infinitive indiscriminately.</p>
0	<p>Virtually no understanding of linguistic principles - strings words together randomly. Vocabulary and structures inadequate for the job. Largely unintelligible.</p>

Pronunciation and Intonation (AO1)

AS	A2
	<p>10/9 Convincing performance of a non-native speaker. High level of <i>authenticity</i> in producing the characteristically target language sounds. Pronunciation still slightly affected by the mother tongue, but without any outstanding, identifiable errors. Delivery fluent. Intonation follows target language sentence patterns with a ring of authenticity. Very few lapses. Correct pronunciation of all non-English /non-Welsh phonemes.</p>
	<p>8/7 Clear evidence of the candidate being reasonably familiar with target language sound system and trying to pronounce all sounds correctly. A few lapses and one or two errors which may be repeated, but these are not obtrusive. Although <i>some</i> English/ Welsh interference is evident in intonation the overall impression is nevertheless convincing. All utterances are intelligible.</p>
	<p>6/5 Satisfactory performance. Candidate clearly makes an effort to pronounce foreign sounds correctly, though not always successfully. A number of errors related to the characteristic sounds of the target language, some persistent. Intonation tends to be coloured by mother tongue. Some responses difficult to understand.</p>
	<p>4/3 Unconvincing performance, unauthentic, no sign of the candidate trying to imitate foreign sounds and/or intonation patterns correctly. Frequent errors in pronunciation, diction and intonation cause misunderstandings. Some responses unintelligible.</p>
	<p>2/1 Virtually unable to break away from English/ Welsh mould in pronunciation and intonation, causing serious problems in communication. Few redeeming features, may attempt to reproduce one or two of the 'non-English /non-Welsh' sounds correctly. Little or no awareness of the 'otherness' of the foreign sound system and intonation patterns.</p>
	<p>0 No evidence of correct pronunciation and Intonation. Frequently unintelligible.</p>

GCE FRENCH

FN2 MARK SCHEME SUMMER 2014

Principles of Marking

Q.1 True/False questions

1 mark awarded for successful choice of Vrai box. NO mark awarded for ticking Faux box - mark awarded here only for comprehensible correction of an incorrect statement. Mis-spelling that does not impede communication/meaning usually tolerated.

If a statement is correctly corrected without ticking the Faux box, the mark can still be awarded.

If 'Vrai' box is ticked for a corrected 'Faux' answer - no marks.

Q.2 Filling gaps - listening

The answer must be free from any grammatical error.

Q.3 (i) Ticking required number of correct statements

If more than the required number of boxes are ticked a mark will be deducted from the total number of correct answers - thus if 6 boxes instead of 5 were ticked and the total number of correct answers was 4, one mark would be deducted leaving 3 marks. If too few answers are indicated, this must be shown clearly when marking.

(ii) Answers in French on texts

No marks will be awarded for copying from the text in most cases. The answer must be a correct grammatical and semantic answer to the question asked. English words used in the answer will mean that a mark will not be awarded for that particular section. Answers must be comprehensible and free from any semantic errors. Minor errors not affecting meaning will be tolerated.

Q.4 Gap-filling reading (grammatical)

Answers to fill the gaps chosen from a list must be copied completely correctly. No errors whatsoever will be tolerated including accents and minor spelling errors.

Q.5 Translation into English

All parts of a sentence must be incorporated into the answer; a mark cannot be awarded for a section if one word or its meaning are missing. The translation must make sense in English or in Welsh. A 'free' translation will be acceptable as long as every part of the sentence has been assimilated into the meaning fully. French words will not be accepted and mean that the mark for that particular section cannot be awarded.

Q.6 Essays

Material taken from the reading passages will not be credited and will not count in the word count.

GCE FRENCH
FN2 MARK SCHEME
SUMMER 2014

Q1 Écoutez cette interview avec Nadine Berger, psychologue, qui parle de l'autorité parentale. **[8]**

Écoutez le CD et indiquez si les phrases sont **vraies (V)** ou **fausses (F)**.

Cochez la bonne case. Corrigez les phrases qui sont fausses.

N.B. Remember that, when correcting a false statement, it is not sufficient to negate the statement. You should answer in your own words, as far as possible, in French.

PREMIÈRE PARTIE

	V	F
(i) Les parents ont une obligation légale envers leurs enfants.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Correction si nécessaire:

(ii) L'autorité cesse d'exister quand l'enfant a seize ans.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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Correction si nécessaire:

(Quand l'enfant a) 18 ans.
18 = 0

(iii) Il y a trente ans c'était l'autorité de la mère qui comptait.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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Correction si nécessaire:

C'était l'autorité du père qui comptait.

(iv) De nos jours l'influence du père a augmenté.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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Correction si nécessaire:

Son influence a diminué **OR** est en baisse **OR** imperfect tense

(v) Seule la mère doit s'occuper de la scolarité de son enfant.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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Correction si nécessaire:

Les deux parents **OR** Le père et la mère doivent s'occuper de la scolarité / de l'éducation

Les deux parents = 0
Le père et la mère = 0

- (vi) Si les parents sont divorcés, la mère a la responsabilité parentale.

Correction si nécessaire:

Le père et la mère ont / partagent la responsabilité **OR** Les (deux) parents /le père et la mère ont la responsabilité mutuel(le)

- (vii) Les enfants peuvent causer des problèmes dans un restaurant.

Correction si nécessaire:

(Ils peuvent causer des problèmes) dans un magasin.

- (viii) Les mères pensent que c'est de leur faute si leurs enfants ne sont pas sages.

Correction si nécessaire:

Q2 Écoutez la **DEUXIÈME PARTIE** de l'interview puis mettez la forme correcte du mot qui manque dans les blancs. **[5]**

DEUXIÈME PARTIE :

NADINE:

Selon une étude, les parents ont des **1) méthodes** différentes pour imposer leur autorité aux enfants. D'habitude, les parents discutent avec eux, et disent **2) ce** qu'ils vont faire ensuite. Cela établit de bons rapports parents-enfants. La moitié des parents **3) interrogés** se trouvent dans cette situation.

4) Cependant, l'autorité parentale ne s'arrête pas qu'à la maison. L'école a une influence énorme sur l'éducation de l'enfant, et les professeurs ont un **5) rôle** très important à jouer.

- Q3 (a)** Lisez le texte « **Les jeunes hommes dépensent plus que les femmes du même âge pour leur garde-robe** » puis indiquez les **CINQ phrases** qui sont **VRAIES**. **[5]**

[You should tick the **five** true statements **only**.]

- | | | |
|--------|--|----------|
| (i) | On a lancé cette étude au printemps. | F |
| (ii) | Les hommes de 25 à 34 ans dépensent plus pour s'habiller que les femmes du même âge. | V |
| (iii) | Les dépenses des hommes sont en train de diminuer. | F |
| (iv) | Les jeunes en France (les 15-24 ans) représentent 25% de la population. | F |
| (v) | Les jeunes Français préfèrent porter des vêtements décontractés. | V |
| (vi) | Les jeunes Espagnols dépensent le plus sur leurs vêtements. | F |
| (vii) | La majorité des familles européennes paient les vêtements de leurs enfants. | V |
| (viii) | La mode, c'est la priorité pour les jeunes. | F |
| (ix) | Les jeunes sont influencés par leurs copains quand ils choisissent leurs vêtements. | V |
| (x) | Dans les boutiques de mode la musique est importante. | V |

- Q3 (b)** Relisez le texte « **Les jeunes hommes dépensent plus que les femmes du même âge pour leur garde-robe** » puis répondez en français dans vos propres mots dans la mesure du possible. [8]

(You **MUST** answer in French, in your own words as far as possible. Full sentences are not required).

Verbs must be correctly conjugated. Second verb infinitives MUST be correct.

Check possessive adjectives.

- (i) Pourquoi cette étude était-elle si choquante? [1]

Elle (Il) a cassé les préjugés. (Accept present/ imperfect tenses)

- (ii) À quel âge les femmes dépensent-elles le plus pour les vêtements? [1]

(Elles ont) entre 45-54 ans **OR** la tranche d'âge 45-54.

- (iii) Pourquoi les jeunes continuent-ils à acheter des vêtements? [1]

Ils ne sont pas touchés **OR** influencés **OR** concernés par la crise financière **OR** ils ne considèrent pas la crise financière.
NOT affectés = 0

- (iv) Dans quels pays européens dépense-t-on le moins? [2]

1. (L') Allemagne (en Allemagne) **NOT** Allemand **NOR** Allemange
2. (La) Grande-Bretagne (en Grande-Bretagne) **OR** Royaume- Uni **NOT** Bretagne **NOR** L'Angleterre etc.

- (v) Comment les jeunes en Italie paient-ils pour s'habiller? [1]

Ils demandent de l'argent à leurs parents **OR** ce sont les parents qui paient **OR** les parents paient **OR** ils utilisent l'argent de leurs parents.
Verbs **MUST** be correct
NOT ses parents = 0

- (vi) En Europe, quelles activités les jeunes préfèrent-ils faire avant le shopping? [1]

Aller au cinéma **OR** aller au restaurant **OR** manger au restaurant **OR** sortir avec des amis **OR** ils vont au cinéma **OR** ils sortent avec leurs amis **OR** ils mangent au restaurant.

(**MUST** have an infinitive or verb with 'ils' for 1 mark)

NOT noun on its own = 0

NOT ses amis = 0

Alimentation = 0

- (vii) Pourquoi le shopping est-il une activité sociable chez les jeunes? [1]

Ils le font avec des amis **OR** ils vont aux magasins (de mode) avec des copains (**MUST** have a verb and **MUST** mention friends).
NOT ses amis = 0

- Q3 (c)** Lisez le texte « **Vacances utiles au Togo – camps humanitaires–stages** » puis répondez en français avec vos propres mots dans la mesure du possible. [11]

You **MUST** answer in French in your own words as far as possible. Full sentences are not required.

Verbs must be correctly conjugated. Second verb infinitives MUST be correct.

- (i) D'où viennent les jeunes qui participent à ces projets? [1]
(Ils viennent) de tous les pays du monde **OR** d'une variété de pays **OR** ils viennent des quatre coins du monde.
NOT AUX quatre coins du monde = 0
- (ii) Les camps durent combien de temps? [1]
(Pour) un mois **OR** 28 jours
4 semaines = 0 lifted
- (iii) Nommez **deux** activités qu'on pourrait faire avec les enfants. [2]
Any two from: les aider à l'école **OR** activités sportives (faire du sport) **OR** jouer avec eux **OR** faire des loisirs **OR** éduquer les enfants.
No verb required
Loisir avec les enfants = 0 lifted
- (iv) Comment les jeunes peuvent-ils aider l'environnement au Togo? [1]
(Ils peuvent) planter des arbres **OR** en plantant des arbres **OR** cultiver les arbres
NOT desertification = 0
- (v) Nommez une qualité personnelle essentielle pour ce genre de travail. [1]
Il faut vouloir aider au développement **OR** la motivation pour aider **OR** la volonté d'aider **OR** le vouloir d'aider **OR** (on veut) aider **OR** contribuer
Need for a 'quality'
- (vi) Comment peut-on contacter cette organisation? Donnez **un** exemple. [1]
Any one from: (On peut la retrouver) sur Facebook **OR** envoyer un mail (e-mail) **OR** téléphoner **OR** sur Internet **OR** téléphoner + phone number from the text.
NOT par téléphone = 0 lifted
- (vii) Combien les jeunes gagnent-ils pour leur travail? [1]
Rien **OR** aucun salaire **OR** il n'y a pas de salaire **OR** ils sont les volontaires **OR** ils sont les bénévoles **NOT** pas de salaire = 0 lifted

(viii) Quelle est l'importance sur le plan linguistique? [1]

On peut améliorer/ augmenter sa connaissance **OR** son niveau de français
OR augmenter leur connaissance **OR** on peut parler français **OR**
apprendre le français **OR** pratiquer le français (**MUST** mention français)

(ix) Nommez **un** inconvénient du logement. [1]

On doit dormir sous une tente **OR** on doit rester dans une tente **OR** faire du
camping **OR** pas confortable **OR** manque de confort **OR** on doit manger
ensemble **OR** c'est rudimentaire **OR** il y a un bloc sanitaire/une cantine
collective etc.

Pas cher = 0

Confortable = 0

(x) Comment peut-on profiter de la culture régionale? [1]

On peut aller/participer/en participant aux soirées festives **OR** aux fêtes **OR**
aux festivals (dans les villages togolais).

Q4 Relisez le texte « **Vacances Utiles au Togo** » puis remplissez les blancs avec les mots ci-dessous. **[10]**

(Choisissez le mot juste. Attention: vous n'aurez pas besoin de tous les mots! Utilisez une fois seulement chaque mot choisi.)

(a) Pour les jeunes étrangers ce serait une expérience incroyable. L'opportunité de travailler dans des **1 villages** togolais, pour aider les habitants à construire une **2 école** serait idéale pour s'adapter à la vie africaine. Les jeunes comprendront la limite de leurs ressources personnelles et **3 apprendront** à travailler en **4 équipe**. [4]

(b) On peut travailler **5 dans** différents secteurs selon ses aptitudes et ce **6 sera** une bonne préparation pour la vie à l' **7 avenir**. On ne demande pas d'expérience sauf la volonté de participer. [3]

(c) Les jeunes sont bien accueillis, mais l' **8 hébergement** n'est pas luxueux. On doit dormir sous une **9 tente** et manger dans une cantine avec **10 tous** les autres travailleurs, ce qui encourage un vrai sentiment d'amitié. [3]

amis	apprendront	aura	avenir	banlieues	collège	
dans	école	équipe	feront	futur	hébergement	hôtel
location	sera	tente	tous	toutes	villages	

Q5 Look back at the two French texts in the folder and then translate the sentences underlined into **ENGLISH**. [16]

- (i) L'IFM précise que le marché des juniors (les 15-24 ans) / représente, en France, 5 milliards d'euros. [2]

*The IFM states that the junior market **OR** market of young people **OR** youth market (15-24 years) / represents **OR** is worth in France 5 billion euros.*

NOT indicates = 0

NOT claims = 0

Mae'r IFM yn dweud bod marchnad pobl ifanc / (15-24 oed) yn werth 5 biliwn Ewro.

- (ii) Au niveau européen, / les différences sont étonnantes / dans cette classe d'âge. [3]

*On a **OR** the **OR** At a **OR** the European level / the differences are astonishing **OR** amazing **OR** surprising / in this age range **OR** age bracket **OR** age group.*

NOT In a European level = 0

NOT shocking = 0

NOT class of age = 0

Ar lefel Ewropeaidd / mae'r gwahaniaethau'n rhyfeddol / yn yr ystod oedran hwn.

- (iii) De façon plus générale, / la mode est donc à la fois / un "loisir", une "expression de la personnalité". [3]

*In a more general way **OR** On a more general level **OR** sense / fashion is therefore both (at the same time) / leisure **OR** a leisure activity **OR** leisure pursuit (and), an "expression of one's **OR** your personality **OR** of personality."*

NOT Generally speaking = 0

NOT Most general way = 0

NOT hobby = 0

Mewn ffordd mwy cyffredinol / mae ffasiwn / yn 'hamdden' ac yn 'fynegiant o bersonoliaeth'.

- (iv) Avez-vous envie de vous inscrire à / plusieurs projets dans des domaines variés....? [2]

*Do you (really) want to **OR** do you wish to **OR** do you (really) feel like **OR** are you keen to **OR** are you looking forward to sign up for **OR** signing up for **OR** put **OR** putting your name down for **OR** enrol **OR** enrolling for / several projects in a variety of fields **OR** areas **OR** in various fields **OR** areas...?*

NOT apply for = 0

NOT domains = 0

Ydych chi (wirioneddol) eisiau (ydych chi'n awyddus i) edrych ymlaen at/i ymaelodi / mewn sawl prosiect mewn meysydd amwyiol?

- (v) Les travaux sont accessibles à tous / et ne nécessitent pas / de compétence particulière. [3]

*The jobs are available **OR** open to everyone / and do not need (require, stipulate, ask for) / any special skill(s) **OR** specific skill(s) **OR** ability **OR** abilities **OR** aptitudes **OR** particular skill(s) (in this context only).*

NOT the work /works = 0

NOT accessible = 0

NOT competence/s = 0

NOT particular = 0

Mae'r swyddi'n agored i bawb / ac nid oes angen (disgwyl) / bod ag unrhyw allu (oedd) arbennig.

- (vi) Mais l'inconvénient de **ce** travail bénévole / est largement compensé par / une volonté de partager une expérience... [3]

*But the disadvantage **OR** downside **OR** the negative aspect **OR** drawback of **this** voluntary work / is amply **OR** fully **OR** generously **OR** greatly **OR** considerably compensated by /a **OR** the wish **OR** determination **OR** desire **OR** urge **OR** willingness to share an experience...*

NOT inconvenience = 0

NOT widely **NOR** largely **NOR** broadly = 0

Ond mae anfantais y gwaith gwirfoddol hwn / yn cael ei leihau i raddau helaeth gan / y dymuniad i rannu profiad.

Q6 Choisissez **UNE** des questions suivantes. Écrivez 200 - 250 mots en français.

[35]

- a) Malgré les efforts du gouvernement, les jeunes continuent à fumer.
Qu'en pensez-vous? Discutez et justifiez vos opinions.

OU BIEN

- b) Les jeunes d'aujourd'hui sont trop influencés par la vie des célébrités.
Qu'en pensez-vous? Discutez et justifiez vos opinions.

OU BIEN

- c) Plus de garçons que de filles choisissent un bac scientifique, et par conséquent ils ont plus de succès à l'avenir. Discutez et justifiez votre réponse.

OU BIEN

- d) Quand on est ado, on ne veut plus partir en vacances avec les parents.
Croyez-vous que ce soit vrai? Donnez et justifiez vos raisons.

Essay Mark Scheme Unit 2

Understanding/Quality of Response (AO2) (multiplied by 2 for total out of 20)

- 10/9** Full, direct response, clearly structured, systematic and coherent, showing intelligence, judgement/knowledge/imagination.
- 8/7** Most of the above characteristics, but lacks flair/imagination. Able to focus on central aspects under discussion and respond appropriately, but not exhaustively. Argument well presented/shaped/supported; little or no obliqueness.
- 6/5** Some sense of shape and direction, but lacks focus on central theme(s); some originality/independence of thought, but also deviation/triviality; tends to supplement pre-learned information which is not directly related to the given context.
- 4/3** Fair degree of misunderstanding/misinterpretation of materials and/or questions. Little of substance, some second-hand ideas, but lacks overall organisation. Confused remarks/statements, meaning unclear.
- 2/1** Little or no indication that the scope of the task has been understood. Rambling, disjointed, leading nowhere; information presented for no apparent purpose; narrow in scope; prone to irrelevance.
- 0** Nothing of value presented, responses/statements out of context. Appears to have no connection with the task at hand.

Accuracy (AO3)

- 10/9** Evidence of sound grasp of grammar and syntax. Occasional errors, some of which may be repeated, indicating a particular weakness.
- 8/7** The basic principles of grammar are applied in factual contexts, but the level of accuracy tends to suffer in abstract, argumentative use of the target language. A number of recurring errors (genders, pronouns, verb endings, tenses, agreement) tend to detract from an otherwise convincing performance. Limited range of subordinate clauses.
- 6/5** A degree of accuracy is evident in brief factual statements only, usually in pre-learned responses. Few, if any compound tenses. High incidence of elementary errors.
- 4/3** Erratic use of simple grammatical forms in a few straightforward utterances. May appear careless.
- 2/1** Rudimentary grasp of basic grammar evident in short main clauses. Frequent serious errors, fragmented and incomplete sentences. No sense of structure. Meaning unclear.
- 0** No evidence of understanding linguistic principles. Strings words together. Frequent elementary errors.

Range and Idiom (AO3)

- 5** Good range of structures and vocabulary to suit a variety of linguistic situations, but some limitation in abstract contexts. Appropriate use of 'French' structures. Reasonable feel for register appropriate to the situation. Less common topic-specific vocabulary used to good effect.
- 4** Able to use a limited range of structures appropriately. Range of tenses limited but sound. Evidence of some English/Welsh structures used inappropriately. Some vocabulary lacking or used inappropriately.
- 3** Evidence in straightforward factual contexts of understanding some basic principles of idiomatic usage. Range of structures and vocabulary limited to the most common. Short sentences predominate, but some pre-learned phrases used appropriately.
- 2** Range of structures and vocabulary adequate only for factual statements. Evidence of a sense of grammatical structure only in short phrases.
- 1** Elementary grasp of idiomatic usage. Brief responses, applied in familiar contexts. Tends to confuse registers. Main verbs in present tense, irrespective of task set.
- 0** Virtually no understanding of linguistic principles. Vocabulary and structures inadequate for the job. Largely unintelligible for native speakers without knowledge of English/Welsh.

GCE FRENCH
FN2 TAPESCRIPT SUMMER 2014

QUESTION 1

Écoutez cette interview avec Nadine Berger, psychologue, qui parle de l'autorité parentale.

PREMIÈRE PARTIE

INTERVIEWEUR:

Nadine, pouvez-vous expliquer ce que c'est, l'autorité parentale?

NADINE:

Selon la loi, l'autorité parentale est un ensemble de droits et de devoirs à l'attention des enfants que la famille doit éduquer. En règle générale, cette autorité est présente jusqu'à la majorité, c'est-à-dire 18 ans.

INTERVIEWEUR:

Est-ce qu'on a vu des changements?

NADINE:

Ah oui, jusqu'aux années 80, c'était l'autorité du père de famille qui comptait. Maintenant, selon la loi, c'est aux deux parents d'assurer la direction morale et matérielle de la famille, et la puissance paternelle a beaucoup diminué. On parle de la responsabilité mutuelle.

INTERVIEWEUR:

La responsabilité mutuelle?

NADINE:

Oui, il faut que les deux parents aient des obligations de garde, de surveillance et d'éducation envers leurs enfants. Même si les parents sont divorcés, ils doivent partager la responsabilité envers leurs enfants. Mais, cette autorité n'est pas toujours respectée.

INTERVIEWEUR:

Pourquoi pas?

NADINE:

A cause d'une pression sociale. Par exemple, si un petit enfant commence à crier dans un magasin, le parent doit rester ferme et autoritaire, mais c'est souvent difficile devant les autres clients! Les mères surtout sont de l'avis qu'elles sont jugées si leurs petits se comportent mal.

DEUXIÈME PARTIE

NADINE:

Selon une étude, les parents ont des méthodes différentes pour imposer leur autorité aux enfants. D'habitude, les parents discutent avec eux, et disent ce qu'ils vont faire ensuite. Cela établit de bons rapports parents-enfants. La moitié des parents interrogés se trouvent dans cette situation.

Cependant, l'autorité parentale ne s'arrête pas qu'à la maison. L'école a une influence énorme sur l'éducation de l'enfant, et les professeurs ont un rôle très important à jouer.

GCE FRENCH
FN4 MARK SCHEME SUMMER 2014

	AO1	AO2	AO3	Totals
Listening and responding	6			6
Reading and responding		22		22
Translation		15	10	25
Essay	10	15	20	45

PART A

Q.1 Listen to the passage « **Des questions à Renault Trucks** » and answer the following questions **in English**. **[6]**

1. What sort of lorry is the Maxity? [1]

Electric OR small load OR carries up to 3.5 tons OR tonnes.

2. Give **one** example of this lorry's use. [1]

Any one of the following:

Delivery of goods OR rubbish OR waste OR garbage collection OR road cleaning OR park maintenance.

3. What are the **two** advantages of this specific lorry? [2]

(i) *Its silence means it can be used at night OR it is silent OR it is quiet
NOT use at night (by itself)*

(ii) *It respects the environment because there is no pollution OR CO2 OR no greenhouse emissions (reference to environment and reference to silence required for 2 marks).*

4. What is the sales prediction for 2015? [1]

Sales/They will double (their market).

5. What is Renault Trucks' slogan that sums up its strategy? [1]

The right lorry OR truck, with the right (source of) energy in the right place. (ALL this is required)

Do not accept 'good' for 'bon' etc.

- Q.2 (a)** Read the passage entitled «**Quelques avantages d'une maison en Bois**» and answer Part 1 **in English** and the questions for Part 2 **in French**. [5]

Première partie

Answer the questions on this first part **in English**.

1. Name **one** advantage of building a house out of wood. [1]

It's an ecological OR natural OR renewable material. (Only 1 answer required.)

2. Why is wood environmentally friendly? [1]

It does not release any gases or products that cause pollution.

3. How resistant is wood to the weather? [1]

(Very) good OR very.

4. How durable is wood compared with other materials? [1]

***As durable as** any other material (comparison is essential) OR more than people think.*

5. What proof is there of this durability? [1]

Proof is old (= age of buildings mentioned in text e.g. 7th century and Middle Ages) wooden buildings.

Deuxième partie

Répondez aux questions de la deuxième partie **en français en utilisant vos propres mots dans la mesure du possible.** [5]

6. Pourquoi choisir de construire une maison en bois si on veut avoir le plus d'espace possible à l'intérieur? [1]

Les murs en bois sont moins épais OR plus minces (que les murs construits dans un matériau classique) OR Les murs prennent moins d'espace (NOT plus fins).

7. Pourquoi une maison construite en bois n'a-t-elle pas de problèmes d'humidité normalement? [1]

Le bois permet à la maison de se ventiler d'une façon naturelle / permet la ventilation naturelle de la maison (be careful to check answers against copying out of text - SOME manipulation is required, also reference to humidité alone does not answer the question).

8. Pourquoi économise-t-on de l'énergie dans une maison construite en bois? [1]

Le bois isole bien OR le bois conserve (la chaleur) OR on utilise moins de chauffage OR on a besoin de moins de chauffage (again be careful to check answers against copying out the text.)

9. Qu'est-ce qu'il faut faire de plus pour assurer cette économie d'énergie? [1]

*Il faut installer OR acheter OR avoir de l'isolation supplémentaire dans la maison.
Don't accept 'une seconde isolation intérieure' on its own. Some manipulation of text is required e.g. 'il faut installer...'*

10. Comment une maison en bois assure-t-elle le confort des propriétaires dans la maison toute entière? [1]

En gardant OR elle garde la même température partout dans la maison OR la température est la même partout dans la maison OR est la même dans toutes les pièces OR il n'y a pas de différence de température.

Q.2 (b) Lisez «**Bénévolat, ce que ça leur donne**» puis répondez **en français** aux questions suivantes **en utilisant vos propres mots dans la mesure du possible**. [12]

* AFEV = Association de la Fondation Étudiante pour la Ville

1. Comment savons-nous que Nicole est susceptible d'être plus âgée que certains autres travailleurs bénévoles? [1]

C'est une ancienne pharmacienne OR elle a pris sa retraite OR elle est retraitée OR elle ne travaille pas / plus (any one).

2. Pourquoi Nicole fait-elle ce travail bénévole? [1]

Pour rester en contact avec les gens OR elle aime le contact humain OR elle voulait retrouver les liens avec les gens (text has been manipulated). (Needs idea of maintaining contact or to get in contact again with people.)

3. Quel est le but de l'association AFEV* dont Camille est la coordinatrice à Aix-en Provence? [1]

(Elle veut) Aider les jeunes qui viennent des quartiers difficiles OR pauvres.

4. Pourquoi Camille fait-elle ce travail? [1]

Elle veut apprendre des choses pratiques / réelles OR elle veut apprendre des choses qu'on n'apprend pas en classe / à l'université / dans les cours OR elle veut travailler dans un organisme social.

5. Qu'est-ce que Camille veut démontrer? [1]

Que les jeunes ne sont pas égoïstes OR qu'ils veulent OR peuvent aider les autres.

6. Comment l'association, l'Arc Bénin, aide-t-elle les habitants de la République de Bénin, en Afrique? [1]

En faisant OR créant OR animant des projets. (Accept infinitive.)

7. Quelle est la priorité de l'association de l'Arc Bénin? [1]

(Assurer) l'autonomie OR l'indépendance des habitants (or equivalent).

8. Comment les membres de l'Arc Bénin s'assurent-ils que ces projets bénévoles se réalisent? [1]

En se rendant / voyageant / allant au Bénin pour les vérifier.

9. Comment l'Arc Bénin finance-t-elle ses projets? [1]

En vendant des vêtements, bijoux, œuvres d'art (any one) OR en utilisant les fonds récoltés. (Infinitive accepted.)

10. Qu'est-ce qui incite Bruno Maucherat à faire du bénévolat? [1]

Le désir de (OR il veut etc.) partager OR transmettre son amour OR son enthousiasme pour le football.

11. Qu'est-ce qui a fait plaisir à Bruno selon l'anecdote qu'il a racontée? [1]

Un ancien élève OR joueur est venu lui dire bonjour. (Both former pupil / player and saying hello are required).

12. Comment savons-nous que Bruno Maucherat n'a jamais été joueur de football professionnel? [1]

(Il dit que) il n'avait jamais gagné sa vie avec le football OR il n'a jamais gagné la vie avec le football. (Tense important if reported speech, perfect tense otherwise, not present tense.)

Q.3 Translate into French

[25]

Do you want to pass on your experience // and knowledge, // to become involved, // to give some of your time to those who need help? // You will be able to help by becoming a volunteer. // [5]

Associations that are looking for volunteers // work hard in a variety of sectors //– help with school work, helping the poor, // culture, music, sport, // international projects, the environment. // [5]

Paris is a very generous city: // in 2008, more than 400,000 out of 2.2 million inhabitants were volunteers, // most of them all year long. // Encouraging the participation of people of all ages // has become one of the main aims of the mayor of Paris. // [5]

Fair copy.

Note : tu or vous = you (accept consistent use of 'on'). Corresponding possessives will have to be used.

1. Vous avez (OR Avez-vous) envie de (OR Vous voulez OR Voulez-vous OR Tu veux) transmettre votre expérience OR votre savoir
2. et vos connaissances OR votre connaissance
3. de vous engager (OR participer),
4. de donner (OR consacrer) un peu de votre temps à ceux qui ont besoin d'aide?
5. Vous pourrez aider en devenant bénévole.
6. Les associations qui cherchent des bénévoles
7. travaillent dur dans des secteurs divers OR variés (OR dans une variété de secteurs):
8. soutien (OR aide) scolaire, aide aux démunis (OR pauvres OR défavorisés or malheureux),
9. culture, musique, sport,
10. des projets internationaux, l'environnement.
11. Paris est une (grande) ville (NOT cité) très généreuse:
12. en 2008, parmi les 2,2 millions d'habitants plus de 400 000 étaient bénévoles,
13. la plupart d'entre eux pendant (NOT pour) toute l'année.
14. Encourager la participation de personnes (OR gens) de tous les âges
15. est devenu un des objectifs principaux du Maire OR de la mairie de Paris.

Allocation of marks

Communication

15 marks (AO2) for communicating the ideas contained in each section. Half marks may be awarded where the meaning has been partially or imperfectly transmitted. Half marks are added up and rounded up to the nearest full mark.

10 marks (AO3) are awarded for Accuracy (see below).

Accuracy (AO3)

- 10-9** Excellent command of grammar and syntax. Consistently correct use of language despite a few errors, some corrected. High degree of accuracy.
- 8-7** Evidence of sound grasp of grammar and syntax. Occasional errors, some of which may be repeated, indicating a particular weakness.
- 6-5** The basic principles of grammar are applied in factual contexts, but the level of accuracy tends to suffer in abstract, argumentative use of the target language. A number of recurring errors (genders, pronouns, verb endings, tenses, agreement) tend to detract from an otherwise convincing performance.
- 4-3** A degree of accuracy is evident in brief factual statements only, usually in pre-learned responses. Few, if any compound tenses. High incidence of elementary errors.
- 2-1** Very limited evidence of applying basic grammatical rules. Erratic use of simple grammatical forms in a few straightforward utterances. May appear careless.
- 0** Rudimentary grasp of basic grammar evident in short main clauses only. Fragmented and incomplete sentences. No sense of structure. Meaning unclear.

ESSAY MARK SCHEME UNIT 4

N.B. MUST ANSWER QUESTION SET

Quality of Response (AO2)

- 15-13** Full and direct response to the question set. Able to focus on the task immediately and without deviation. Clear organisation, systematic and coherent. Shows excellent command/judgement in the use of source material. Imaginative approach, Clear viewpoint, sense of purpose and analysis. Concise, matching exposition/conclusion. Argument fully supported by evidence.
- 12-10** Competent, but lacks some flair, imagination, sparkle, analysis. Sound argument, not always exhaustive, with appropriate examples to illustrate a point; a little obliqueness, a few relevant conclusions not drawn or poorly supported by evidence; some inappropriate description. But generally well balanced and supported, coherent exposition/conclusion.
- 9-7** Some sense of direction and some originality, but also some deviation/triviality. Insufficient focus on central aspects of the task. Strong tendency to describe rather than analyse, and to supplement pre-learned information which is not directly related to the given context. But also **some** independence of thought. Occasional mismatch between argument and evidence/information; inappropriate/unconvincing conclusions.
- 6-4** Some sense of shape, but with flaws and lack of purpose. Limited success in trying to answer specific points. Confused responses/comments tend to distort/dissipate the argument presented. Repeated misunderstandings/misinterpretations of materials and/or questions. Some second-hand ideas. General lack of analysis and overall organisation. Argument unclear, poorly supported by evidence.
- 3-1** Little or no indication that the scope of the task has been understood. Response rambling, disjointed, leading nowhere; information presented for no apparent purpose, important aspects/evidence ignored; pre-learned/'adapted' passages, poorly incorporated; narrow scope, largely irrelevant.
- 0** Totally unfocused. Responses/statements out of context. Barely more than a list of disconnected items. No connection with the task in hand.

Knowledge of film and texts (AO1, AO2)

- 10-9** Candidate is thoroughly familiar with the chosen topics/texts. Answers, views and statements demonstrate sound factual knowledge and judgement. Able to draw easily on source material relevant to support a view or argument or to compare/contrast aspects of the subject under discussion.
- 8-7** Evidence of good factual knowledge and judgement despite one or two inconsistencies in presenting particulars from topics/texts studied. Evidence of good scope of sources studied, with no significant misrepresentation of facts.
- 6-5** Evidence of some general knowledge with limited factual detail of topics/texts studied, focused on content rather than judgement. Candidate may confuse certain aspects because they have been 'learned' without being fully assimilated. Prone to misrepresentation/misinterpretation of facts. Views and opinions, such as there are, tend to be unsupported by evidence.
- 4-3** Superficial knowledge, confused presentation of unrelated facts which may have little or nothing to do with the subject under discussion and may lead to misunderstanding/misinterpreting certain issues or questions. No evidence of a range of sources studied. Some inappropriate vocabulary, repetition of 'learned' key statements without genuine argument/understanding
- 2-1** Distinct lack of factual knowledge, lack of corresponding vocabulary. No evidence that the topics/texts have been studied in any depth, neither in French nor the mother tongue. May present pre-learned isolated statements out of context, incorrect references to names or places. Frequent misunderstandings.
- 0** No information conveyed that is relevant to the task in hand, no evidence that topic/text has been studied.

Accuracy (AO3)

- 10-9** Excellent command of grammar and syntax. Consistently correct use of language despite a few errors, some corrected. High degree of accuracy.
- 8-7** Evidence of sound grasp of grammar and syntax. Occasional errors, some of which may be repeated, indicating a particular weakness.
- 6-5** The basic principles of grammar are applied in factual contexts, but the level of accuracy tends to suffer in abstract, argumentative use of the target language. A number of recurring errors (genders, pronouns, verb endings, tenses, agreement) tend to detract from an otherwise convincing performance.
- 4-3** A degree of accuracy is evident in brief factual statements only, usually in pre-learned responses. Few, if any compound tenses. High incidence of elementary errors.
- 2-1** Very limited evidence of applying basic grammatical rules. Erratic use of simple grammatical forms in a few straightforward utterances. May appear careless.
- 0** No rewardable language.

Range and Idiom (AO3)

- 10-9** Wide, at times adventurous range of appropriate structures and vocabulary. Firm grasp of French idiom. Able to adapt to changing linguistic demands and to handle a variety of appropriate structures with ease. Assured sense of register. Uses language imaginatively to achieve desired effect. Evidence of style, nuance.
- 8-7** Good range of structures and vocabulary to suit a variety of linguistic situations, but some limitation in abstract contexts. Appropriate use of 'French' structures. Reasonable feel for register appropriate to the situation. Less common topic-specific vocabulary used to good effect.
- 6-5** Able to use a limited range of structures appropriately. Range of tenses limited but sound. Evidence of some English/Welsh structures used inappropriately. Some vocabulary lacking or used inappropriately.
- 4-3** Evidence in straightforward factual contexts of understanding some basic principles of idiomatic usage. Range of structures and vocabulary limited to the most common. Short sentences predominate, but some pre-learned phrases used appropriately.
- 2-1** Range of structures and vocabulary adequate only for factual statements. Evidence of a sense of grammatical structure only in short phrases.
- 0** No rewardable language.

**GCE FRENCH
FN4 TAPESCRIPT
SUMMER 2014**

QUESTION 1

Des questions à Renault Trucks

Female:

Alors ce camion Maxity Électrique, qu'est-ce que c'est?

Male:

C'est un petit camion électrique qui s'adresse aux applications urbaines. C'est un véhicule de livraison de faible tonnage (3,5 tonnes), qu'il s'agisse de livraisons de marchandises, de la propreté urbaine, de l'entretien des espaces verts ou encore de la collecte des déchets.

Female:

Quels sont ses avantages?

Male:

Le Maxity Électrique est une réponse aux nuisances urbaines. Il est silencieux, ce qui permet son utilisation pendant la nuit. En plus, il respecte l'environnement car il ne rejette ni polluants ni gaz de serre.

Female:

Quelles sont les perspectives de Renault Trucks en matière de mobilité électrique?

Male:

Les perspectives pour 2015 restent très difficiles à évaluer car nous sommes sur un nouveau marché. Néanmoins le doublement du marché nous semble réaliste. En matière de transport de marchandise, Renault Trucks ne croit pas en une solution unique et miraculeuse. La démarche globale de Renault Trucks peut se résumer ainsi: "Le bon camion, avec la bonne énergie, au bon endroit."



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