



GCE MARKING SCHEME

**FRENCH
AS/Advanced**

SUMMER 2015

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2015 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) - General Conversation

AS	
20/19/18	High degree of spontaneity. High level of fluency. High information content. Articulate and to the point.
17/16/15	Good degree of spontaneity. Good interactive atmosphere. Occasional hesitations. Good flow of information.
14/13/12	Interaction and spontaneity limited. Fair degree of fluency with some pauses to think. Has some difficulty responding to unexpected questions. Some reliance on pre-learnt material.
11/10/9	Little spontaneity or natural exchange. Fluency limited because of limited lexis and range of idiom.
8/7/6	No spontaneity. Unable to clearly formulate views, future plans. Limited flow of information.
5/4/3	Very hesitant with long pauses. Inadequate responses, lack of everyday lexis and structures. Not a meaningful exchange.
2/1	A rambling disjointed performance.
0	Nothing of value.

Communication (AO1/AO2) - Topic-based conversation (oral cards)

AS

10/9

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.

Appropriate level of fluency and initiative. Feel of 'natural' exchange despite occasional hesitation.

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

8/7

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.

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.

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.

6/5

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.

Fluency limited through lack of understanding, limited range of lexis and idiom; imperfect recall of memorised answers.

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.

4/3

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.

Lacks fluency. Pronounced hesitations, patchy. Short standard responses may generate semblance of fluency, examiner may have to resolve embarrassing silences.

Limited flow of information. May only present one or two unrelated aspects of issue under discussion or in stimulus material.

2/1

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.

Communication (AO1/AO2) - Structured discussion and exposé

A2

10/9 **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.

High level of fluency, in all linguistic situations, with just a few 'natural' hesitations.

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.

8/7 **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 pre-learned statements appropriately in context.

Appropriate level of fluency and initiative. Feel of 'natural' exchange despite occasional hesitation.

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

6/5 **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.

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.

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.

4/3 **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.

Fluency limited through lack of understanding, limited range of lexis and idiom; imperfect recall of memorised answers.

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.

- 2/1 **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.
- Lacks fluency.** Pronounced hesitations, patchy. Short standard responses may generate semblance of fluency, examiner may have to resolve embarrassing silences.
- Limited flow of information.** May only present one or two unrelated aspects of issue under discussion or in stimulus material.
- 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 pre-learned 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, pre-learned and frequently used inappropriately. Difficult to follow gist.
- 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.

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
10/9	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.
8/7	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.
6/5	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.
4/3	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.
2/1	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.
0	0 No evidence of correct pronunciation and Intonation. Frequently unintelligible.

GCE FRENCH
FN2 MARK SCHEME SUMMER 2015
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. 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: LISTENING, READING AND WRITING**

MARK SCHEME - SUMMER 2015

NB Second verb infinitives MUST be correct throughout.

- Q.1** L'association « STOP À LA DROGUE » a été fondée par des parents soucieux d'aider leurs enfants. Ils proposent un partenariat avec les collèges et lycées. Écoutez cette interview entre un parent et un journaliste.

Écoutez le CD et indiquez si les phrases sont **vraies (V)** ou **fausses (F)**.
Cochez la bonne case. Corrigez les phrases qui sont fausses.

[8]

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) Toutes les drogues sont d'origine naturelle. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Correction si nécessaire:
Elles sont fabriquées / faites par les chimistes / chemistes / Elles sont artificielles.
NOT chemist(s) NOR drogues | | |
| (ii) Les drogues peuvent affecter les relations personnelles. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Correction si nécessaire: | | |
| (iii) Les drogues dures sont plus dangereuses que les drogues douces. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Correction si nécessaire:
Elles sont dangereuses toutes les deux / Toutes les drogues sont dangereuses. | | |
| (iv) Même le cannabis peut mener à la mort. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Correction si nécessaire: | | |
| (v) Il est facile de savoir si une personne se drogue. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Correction si nécessaire:
Il est difficile de voir / reconnaître si une personne se drogue / Il n'y a pas d'évidence. | | |

(vi) L'usage de cannabis commence vers quinze ans.

	✓
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Correction si nécessaire:

Ça commence **vers** / à treize ans. **NOT** age (English)

(vii) Les usagers de drogue se retrouvent dans toutes les couches sociales.

✓	
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Correction si nécessaire:

(viii) On peut arrêter la drogue sans aide.

	✓
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Correction si nécessaire:

On a besoin d'aide (d'un professionnel/de la famille) / On doit chercher de l'aide / Avec l'aide professionnelle

Q.2 Écoutez la **DEUXIÈME PARTIE** de l'interview puis mettez la forme correcte du mot qui manque dans les blancs:

[5]

DEUXIÈME PARTIE

PARENT:

C'est un peu le même problème. Ou bien c'est un **1) copain** qui cherche à entraîner un jeune dans sa consommation, ou bien c'est un dealer **2) professionnel** dont il faut pouvoir stopper la vente. Un seul conseil, pour arrêter on doit s'adresser à son médecin de famille ou à une association qui peuvent aider. Pour les ados, le problème ne se **3) pose** pas au niveau du produit, mais au niveau des raisons qui les ont fait continuer à se droguer.

Tout dépend des produits utilisés. Il est **4) donc** souvent nécessaire d'être aidé par des gens **5) connaissant** le problème et dont c'est le métier.

Q.3 (a) Lisez le texte « **Votre premier emploi – entretien d’embauche** » puis indiquez les **CINQ** phrases qui sont **VRAIES** dans le texte.

[5]

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

- | | | |
|--------|---|--------------------------|
| (i) | Le recruteur reçoit le CV avant l’interview. | <input type="checkbox"/> |
| (ii) | On doit arriver avec deux minutes d’avance. | <input type="checkbox"/> |
| (iii) | On conseille aux femmes de porter un pantalon. | <input type="checkbox"/> |
| (iv) | Utiliser son portable est interdit pendant l’interview. | <input type="checkbox"/> |
| (v) | On doit toujours montrer du respect envers le recruteur. | <input type="checkbox"/> |
| (vi) | Il n’est pas nécessaire de s’informer sur les règles de l’entreprise. | <input type="checkbox"/> |
| (vii) | Le manque de motivation est un bon signe. | <input type="checkbox"/> |
| (viii) | Il faut toujours dire la vérité pendant l’entretien. | <input type="checkbox"/> |
| (ix) | Les champions de sport savent bien surmonter le stress. | <input type="checkbox"/> |
| (x) | On doit poser une question sur le salaire pendant l’entretien. | <input type="checkbox"/> |

- (b) Relisez le texte « **Votre premier emploi – entretien d'embauche** » 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).
- (i) Qu'est-ce qu'un candidat doit faire pour préparer l'entretien? [1]
 (On doit **OR** il faut **OR** il doit) **se** renseigner **OR** chercher **OR** obtenir des renseignements sur l'entreprise (et sa culture) **OR** préparer **OR** faire une présentation.
NOT entreprise **NOR** votre/vos
- (ii) Que doit-on faire si l'on arrive en avance? [1]
 (On doit **OR** il faut **OR** on peut) sortir **OR** lire **OR** on lit un magazine **OR** une revue **OR** parler avec le/la réceptionniste **OR** sourire au réceptionniste / à la réceptionniste.
NOT magasin
- (iii) Que faut-il faire si l'on risque d'arriver en retard? [1]
 Téléphoner **OR** passer un coup de téléphone pour prévenir.
NOT imperative : téléphonez **NOR** passez
- (iv) Quel look est conseillé pour les hommes et les femmes? [2]
MUST INCLUDE AN INFINITIVE OTHERWISE VOCABULARY IS A DIRECT LIFT.
 Les hommes: (Il faut **OR** on doit) **porter OR mettre OR choisir** un costume (des chaussures confortables) Accept les vêtements.
 Les femmes: (Il faut **OR** on doit) **porter OR mettre OR choisir** un tailleur **OR** des chaussures noires **OR** des vêtements élégants **OR** une jupe **OR** opter pour **OR** choisir un look d'élégance et de discrétion.
- (v) Donnez un exemple d'une attitude arrogante. [1]
MUST NOT USE AN INFINITIVE OTHERWISE VOCABULARY IS A DIRECT LIFT UNLESS A DIFFERENT VERB.
 Si l'on consulte son portable **OR** oublie de mettre son portable sur silencieux **OR** reçoit un appel durant l'interview **OR** l'entrevue **OR** l'entretien **OR** regarder son portable **OR** croiser les bras **OR** l'impatience / être impatient.
- (vi) Quelle attitude peut faire la différence entre un candidat et un autre? [1]
 Une attitude motivée **OR** avoir (de la) motivation **OR** la motivation peut faire la différence.
NOT «MOTIVATION» ON ITS OWN (NO VERB) - VOCABULARY IS A DIRECT LIFT.
NOT être sûr de soi **NOR** être honnête **NOR** être positif
- (vii) Qu'est-ce qu'il faut faire pour discuter du salaire avec le patron? [1]
 (Il faut) téléphoner **OR** (il faut) contacter le patron **OR** le recruteur **OR** les ressources humaines après l'interview **OR** l'entrevue **OR** l'entretien **OR** (il faut) parler avec ... **OR** téléphoner les / le...
NOT attendre un appel

- (c) Lisez le texte: « **L'espace touristique français** » puis répondez en français avec vos propres mots dans la mesure du possible.
- (You **MUST** answer in French in your own words as far as possible. Full sentences are not required). [11]
- (i) D'où vient la majorité des gens qui visitent la France? [1]
 (D')Europe **OR** (des) pays en Europe **OR** (des) pays européens **OR** ils viennent **OR** on / elle vient de l'Union européenne **NOT** (de) l'Union européenne (lift)
- (ii) Nommez **trois** raisons différentes pour leur choix. [3]
 Any **three** from the following:
 1. (pour) l'histoire **OR** pour le patrimoine
 2. (pour) la culture **OR** la culture riche **OR** (on peut) visiter des sites culturels
 3. (pour) la cuisine **OR** manger **OR** la nourriture
 4. (pour) les paysages **variés** **OR** divers **NOT** le paysage on its own
 5. (pour) le climat **OR** la météo **NOT** le temps
 NB Manipulation if changed son – le / sa – la / ses - les
- (iii) Où est-ce qu'on peut faire du tourisme bleu? [1]
 Au bord de la mer **OR** près de la mer **OR** sur la côte **OR** à une station balnéaire **OR** les plages
NOT le littoral **NOR** la mer **NOR** dans la mer **NOR** côté **NOR** méditerranéen (adj)
- (iv) Pourquoi le tourisme vert est-il devenu si populaire? [1]
 Les régions rurales offrent des activités touristiques **OR** participent aux activités touristiques **OR** on peut faire des activités touristiques à la campagne **OR** il permet + ...text
- (v) Quelle était l'importance de Marseille en 2013? [1]
 Marseille a été choisie pour être **OR** c'était la capitale de la Culture en 2013.
MUST HAVE PAST TENSE
NOT C'étais
- (vi) Comment les hôtels de Lille ont-ils réalisé des bénéfices en 2003 et en 2004? [1]
 Il y a eu une grande augmentation (de clients) dans les nuits passées dans les hôtels **OR** le nombre de visiteurs / touristes / étrangers dans les hôtels.
NOT visiteurs / étrangers on its own
- (vii) Donnez **un** exemple d'une activité de tourisme culturel. [1]
 Les visites des sites historiques **OR** la connaissance des traditions et coutumes **OR** voir / visiter des musées **OR** participer **OR** la participation aux festivals **OR** fêtes.
NOT les traditions on its own

(viii) Expliquez pourquoi les boutiques ont du succès pour les sites culturels. Donnez **deux** raisons.

[2]

Any **two** from the following:

1. Les touristes / les visiteurs sont obligés de les visiter
2. On peut acheter des souvenirs à tous les prix
3. Elles offrent **OR** il y a un grand choix de produits
4. Elles sont populaires chez les enfants et les jeunes

NOT la majorité des sites ont un magasin (no idea of 'success')

Q.4 Relisez le texte « **L'espace touristique français** » puis remplissez les blancs avec les mots ci-dessous.

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

[10]

- (a) Chaque année la France accueille des touristes qui **1 viennent** de tous les pays surtout ceux d'Europe. La diversité des paysages **2 français** continue à attirer les gens à passer **3 leurs** vacances dans l'hexagone. Les différences climatiques, l'histoire et la **4 cuisine** sont au cœur du tourisme en France.
- (b) Les côtes françaises sont toujours populaires pendant la saison **5 estivale**. **6 En** hiver les régions montagneuses sont idéales pour les sports de neige, et le tourisme rural a gagné en popularité chez les touristes qui veulent **7 participer** à la vie à la campagne.
- (c) Le succès de Lille a eu une très bonne influence sur l'économie. On a vu une grande augmentation dans le nombre de visiteurs **8 étrangers** dans les villes françaises et **9 belges**.
Ainsi les trains Eurostar ont dû partir plus **10 fréquemment** de Londres pour transporter davantage de voyageurs à Lille.

belge	belges	bizarres	cuisine	dans	en	estivale	
étrangers	français	françaises	fréquemment	haut	leur	leurs	participer
rapidement	restaurant	rester	vient	viennent			

- Q.5** Look back at the two French texts in the folder and then translate the sentences underlined into **ENGLISH**. [16]
- (i) Ne confondez pas / décrocher un job dans un bureau / et s'habiller / pour sortir en boîte. [4]
*Don't confuse **OR** mistake **OR** mix up / getting a job in an office / with dressing (up) **OR** getting dressed / to go to a (night) club **OR** to go clubbing.*
- (ii) Pas besoin / de vous inventer / des qualités ou des expériences imaginaires. [3]
*(There is) no need for you **OR** you don't need / to invent / imaginary **OR** made-up qualities **OR** experiences ... (about yourself).*
- (iii) Bon an mal an, / la France est la première / destination touristique mondiale. [3]
*Taking good years with bad years **OR** in good (years) and bad years / France is the world's leading **OR** top **OR** most visited **OR** France is the most popular **OR** number one / tourist destination **OR** destination for tourists in the world **OR** world-wide **OR** global **NOT** good year (or) bad year / first **NOR** prime / **NOR** touristic*
- (iv) Selon Marie-Odile Helme : / «Définir le tourisme culturel / n'est pas évident.. [3]
*According to Marie-Odile Helme : / "Defining **OR** finding a definition for cultural tourism / is not easy **OR** obvious **OR** clear **OR** apparent..." **OR** it is not easy to define cultural tourism. **NOT** To define / **NOR** evident*
- (v) ...les touristes sont maintenant obligés / de passer par la boutique / avant de sortir du site. [3]
*...tourists **now** have **OR** are obliged / to go (via) **OR** pass through the (gift) shop / before leaving the site. **NOT** touristes / **NOR** by the shop **NOR** boutique **NOR** premises / **NOR** off-site*

Q.6 Choisissez **UNE** des questions suivantes. Écrivez 200 - 250 mots en français.

[35]

- (a) Malgré tous les efforts mis en place pour les décourager, les jeunes continuent à boire à l'excès.
Discutez et justifiez vos opinions.

OU BIEN

- (b) La mode a-t-elle une bonne ou une mauvaise influence sur les jeunes?
Qu'en pensez-vous? Discutez et justifiez vos opinions.

OU BIEN

- (c) Les loisirs non-sportifs sont importants pour une vie équilibrée.
Discutez et justifiez votre réponse.

OU BIEN

- (d) Avoir un bon diplôme est la clé pour avoir une bonne carrière à l'avenir.
Croyez-vous que ce soit vrai? Donnez et justifiez vos raisons.

ESSAY MARK SCHEME - UNIT 2

Understanding/Quality of Response (AO2)

20/19/18	Direct and concise, clear and coherent, completely relevant to question, showing independent thought, knowledge and analysis.
17/16/15	Well-structured argument which focuses on main aspects of the question, but not exhaustively. Lacks a little concision and analysis.
14/13/12	Tendency to focus on information rather than present analysis or argument. Evidence of a lack of precision and clarity with some meanings unclear.
11/10/9	Some lack of focus on central themes of question with some irrelevance. May use pre-learned information not appropriate to question set. Lacks overall precision and clarity.
8/7/6	Significant lack of focus on central themes of question and inability to communicate clearly. Large amount of irrelevant information.
5/4/3	Clear evidence of misunderstanding or misinterpretation of question set. Lack of organization, confused statements, unclear meaning.
2/1	A rambling, disjointed, irrelevant essay.
0	Nothing of value presented.

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: LISTENING, READING AND WRITING**

TAPESCRIPT - SUMMER 2015

Q.1 PREMIÈRE PARTIE

Journaliste:

Qu'est-ce qu'une drogue?

Parent:

C'est un produit contenu dans une plante, ou encore fabriqué par des chimistes, produit qui se fixe sur les cellules nerveuses du cerveau et en perturbe profondément le fonctionnement.

Journaliste:

Quelles en sont les conséquences?

Parent:

Les drogues perturbent le fonctionnement cérébral. Tout ce qui dépend du cerveau est donc touché: les sensations, la mémoire, les rapports avec les autres.

Journaliste:

Drogues dures et douces, quelles sont les différences?

Parent:

Aucune. Il n'y a pas de drogue douce; drogue et douce sont incompatibles. Le mot "doux" évoque la drogue sans risque. Toutes les drogues sans exception sont dangereuses. Chaque drogue a ses inconvénients et ses dangers.

Ce qui est dangereux, c'est de chercher à comparer la drogue douce et la drogue dure. On peut aussi se tuer en moto, ou en voiture, ou tuer quelqu'un parce qu'on vient de fumer un joint de cannabis...

Journaliste:

Peut-on reconnaître une personne qui se drogue?

Parent:

Le plus souvent, non. Il n'y a pas de signes évidents.

Journaliste:

Quelles sont les tranches d'âge les plus touchées?

Parent:

On peut devenir héroïnomane à 17 ans, mais toujours après plusieurs années de cannabis et de haschisch. La consommation de cannabis peut débuter vers l'âge de 13 ans le plus souvent. Les adolescents sont de bons clients potentiels pour les vendeurs de cannabis.

Journaliste:

Quel est le milieu social le plus touché?

Parent:

Tous les milieux sont touchés. Il n'existe aucune différence entre les classes sociales.

Journaliste:

Quels moyens utiliser pour arrêter la consommation?

Parent:

On conseille aux jeunes de se faire aider par des professionnels ou par leur famille.

Q.2 DEUXIÈME PARTIE

Journaliste:

Comment réagir lorsque l'on nous propose de la drogue? Faut-il le dire à quelqu'un?

Parent:

C'est un peu le même problème. Ou bien c'est un copain qui cherche à entraîner un jeune dans sa consommation, ou bien c'est un dealer professionnel dont il faut pouvoir stopper la vente. Un seul conseil pour arrêter, on doit s'adresser à son médecin de famille ou à une association qui peuvent aider. Pour les ados, le problème ne se pose pas au niveau du produit mais au niveau des raisons qui les ont fait continuer à se droguer. Tout dépend des produits utilisés. Il est donc souvent nécessaire d'être aidé par des gens connaissant le problème et dont c'est le métier.

**GCE FRENCH
FN4: LISTENING, READING AND WRITING**

MARK SCHEME - SUMMER 2015

	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 «**La question du soir**» and answer the following questions on it in English. **[6]**
1. What bright idea has the department of the Var had for New Year's Eve? [1]
*To give (a petrol coupon worth) 20 Euros for / of petrol to every (completely) sober driver, (stopped / checked by the police)
 NOT not drunk*

 2. What does Madame Loison think has not worked in the past? [1]
*Adverts (such as) videos of accidents designed to frighten/shock motorists
 OR nasty/frightening/shocking accidents.
 NOT publicity*

 3. What **two** reasons does she give for supporting this plan? [2]
 Any two of the following:
 (i) *It rewards drivers.*
 (ii) *The Var has ideas that work OR Var has reduced the percentage / number of accidents OR deaths OR injuries between 2012 and 2013.*
 (iii) *The price of petrol has increased OR is (still) increasing.*
 (iv) *There **will /would be** fewer/less accidents (in Toulon/the Var) (this year)*

 4. What does Monsieur Briche think? [1]
That drivers / we are thought to be fools OR 20 Euros won't do the trick OR OR won't work OR it's a disgrace OR stupid OR it's a bad idea OR scandalous.

 5. What apparent principle does he think has been applied by the Var administration? [1]
*That money will solve everything OR people can be paid money OR be bribed not to commit crimes.
 NOT not for being criminals*

- Q.2** (a) Read the passage entitled « **À Calais, des migrants syriens prêts à mourir pour gagner l'Angleterre.** » 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. What action have Syrian migrants taken? [1]
They have blocked access OR an access (point) to the Calais Ferry (terminal/port).
2. How long do they intend carrying on with this action? [1]
Until they're allowed to enter the UK / England.
3. According to Maël Galisson, what have forty of them already started?[1]
A hunger strike OR they have stopped eating OR they have decided not to eat.
4. Why do they want to leave France? [1]
*They don't like / blame / find fault with the living conditions there.
OR They have not felt welcome in France.
OR They have been badly treated by French officials.
OR They have been expelled from their temporary homes.*

NOT find fault with the conditions of asylum
5. What specific demand do they make of a British government representative? [1]
That he / she / the representative/ government 'studies' / looks into their case(s).

NOT a British minister NOR to take on his case NOR to ask for asylum

DEUXIÈME PARTIE

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

6. Qu'est-ce qui a incité ces actions de la part des Syriens, selon Mohamed Ouahab? [1]

*Le désespoir OR les expulsions (cruelles etc.) des familles syriennes OR Les Syriens n'en peuvent plus = shows manipulation OR Ils ne pouvaient pas faire autre chose.
NOT ils n'en peuvent plus*

7. Pourquoi Mohamed Ouahab dit-il que les autorités ont agi de façon illégale? [1]

*Les autorités n'ont pas suivi la procédure judiciaire (requis) OR les autorités n'ont pas eu l'autorisation OR les autorités ont évacué/expulsé les immigrants d'une façon illégale OR les expulsions ne sont pas légales.
NOT 'ces expulsions...' or copying out of text.*

8. Qu'est-ce qui inquiète surtout Mohamed Ouahab? Donnez **deux** raisons. [2]

Any **two** of:

- (i) *Les Syriens (not 'ils' = copying out) ont passé la nuit OR ont dormi dehors (accept present tense).*
(ii) *Il a plu pendant l'après-midi' (do not accept if 'déjà' or 'cet après-midi' are included in the answer).*
(iii) *Le groupe comprend des enfants et des femmes OR il y a des enfants et des femmes dans le groupe (women and children is one reason, not two) OR les/des enfants / les/des femmes sont dehors.*

NOT 'le groupe compte sept enfants....est enceinte' = copying out)

9. Pour quelle raison Mohamed Ouahab n'est-il pas content de l'aide que les Syriens ont reçue? [1]

*L'aide ne suffit pas OR Ce n'est pas suffisant OR les Syriens ont reçu seulement OR n'ont reçu que (must have 'seulement' or 'ne...que' + name one from 'des couvertures' / 'des sacs de couchage' / 'deux tentes'.
NOT 'dérisoire'*

- Q.2 (b)** Lisez «Les Initiatives Océanes» puis répondez **en français** aux questions suivantes **en utilisant vos propres mots dans la mesure du possible**. [12]
1. Comment savons-nous que l'organisme, 'Les Initiatives Océanes' n'est pas un organisme récent? [1]

*Il existe depuis 18 ans (OR il date de 1997) OR il a été établi OR créé OR fondé OR il a 18 ans.
NOT l'organisme a créé (active) NOR il date de 18 ans*
 2. Comment savons-nous que 'Les Initiatives Océanes' est un organisme international? [1]

*Il y a des initiatives / des bénévoles partout dans le monde OR du monde entier (accept à travers le monde if rest of answer shows manipulation).
NOT dans beaucoup de pays*
 3. Comment savons-nous que ses activités ont été un grand succès en 2012? [1]

*Il y a eu 1200 opérations OR 50000 bénévoles OR ses activités ont collectionné plus de 2500m³ de déchets.
(NOT 'mobilisation sans précédent' - which is the operation rather than results of the operation.) Past tense required.*
 4. À part la collecte des déchets quel est l'autre rôle de cet organisme? [1]

*Il sensibilise (les gens / la société etc.) aux problèmes (des déchets aquatiques).
L'organisme informe OR renseigne OR donne des informations / des renseignements sur les problèmes des déchets dans la mer et les océans.*
 5. Quels sont les rôles de cet organisme en ce qui concerne les individus? [2]
 - (i) De les sensibiliser OR sensibiliser les individus / les gens.
 - (ii) De donner des conseils pratiques sur l'écologie / la consommation durable.
 6. Comment cet organisme essaie-t-il d'influencer les collectivités? [1]

*Il les cible / il cible les organisations et les institutions OR
L'organisme cible les sociétés pour les influencer à ne plus polluer les océans OR pour les impliquer OR les concerner dans la protection de l'environnement aquatique OR leur montrant les conséquences de la pollution aquatique.*
 7. Pourquoi l'organisation 'Les Initiatives Océanes' s'intéresse-t-elle surtout à la défense des océans? [1]

*On décharge les déchets principalement dans l'océan
OR Cela vient des résultats / statistiques obtenu(e)s par les sondages/ recherches de l'organisme OR à cause de l'augmentation des déchets dans les eaux.*

8. Comment 'Les Initiatives Océanes' peuvent-elles maintenir que 75% des déchets aquatiques collectés sont du plastique? [1]
L'organisme a obtenu le résultat OR d'après les bilans OR selon le(s) résultat(s) des recherches / des bilans OR selon le(s) résultat(s) obtenu(s) OR Grâce au(x) résultat(s) obtenu(s) OR Greenpeace a dit cela OR d'autres organismes ont dit / affirmé cela.
9. Quel est le but de la campagne des 'Initiatives Océanes' pour 2013? [1]
La campagne veut sensibiliser les gens au besoin de réduire / diminuer / minimaliser l'usage du plastique.
10. Quel usage particulier du plastique l'organisme cible-t-il surtout? [1]
Le plastique à usage unique / les sacs plastiques.
11. À quoi servent les 'cartes postales' de l'association? [1]
À sensibiliser les gens OR les cartes postales servent à éduquer OR renseigner OR informer OR sensibiliser OR influencer les gens OR à encourager / inciter les gens à agir.

Q.3 Translate into French**[25]**

A group of about sixty Syrian immigrants, // twenty of whom are still on hunger strike // have been occupying a part of the port of Calais // since Wednesday. [4]

They have asked for the right to go to England // where they all have a family // so that they can ask for refuge there. [3]

The Syrians do not agree with the Prefect's suggestion // that they seek asylum in France. // "You cannot imagine // what we have suffered here in Calais", // said their representative. [5]

"We left our country to save our lives", // he explained //. The immigrants are waiting for a delegation from the British embassy. [3]

Fair Copy

1. Un groupe d'une soixantaine de / d' OR environ soixante migrants OR immigrants OR immigrés syriens,
NOT soixante
2. dont 20 sont toujours en grève de la faim,
NOT sur la grève de la faim
3. occupent OR occupe une partie du port de Calais
4. depuis mercredi.
NOT mecredi
5. Ils ont demandé / réclamé le droit de se rendre en Angleterre,
6. où tous ont de la famille,
7. pour pouvoir y demander l'asile OR le refuge.
8. Les Syriens n'approuvent pas la proposition du Préfet
9. qu'ils cherchent asile en France.
10. "Vous n'imaginez pas OR vous ne pouvez pas imaginer OR on ne peut pas imaginer OR tu ne peux pas imaginer
11. par quoi nous sommes passés ici à Calais (ce que nous avons souffert)",
12. a dit leur représentant.
13. "Nous avons quitté OR Nous sommes partis de notre pays (natal) pour sauver OR sauvegarder notre vie",
14. a-t-il expliqué.
15. Les migrants attendent une délégation de l'ambassade britannique.

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.

Q4 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.

1. (a)
 - She is the “mother of the village”, respected and admired
 - Head of school, relationship with children
 - Relationship with Popaul
- (b)
 - Jarring and discordant at the beginning
 - Contrast with lively wedding music and baroque dance music
 - Portent of the tragic events of the film
2. (a)
 - Religion very important to father – pilgrimage
 - Réda shuns the religion of his family, prefers a more secular life
 - Contrasts in religious attitudes between father and son (e.g. in Turkey) – this changes when they reach Mecca
- (b)
 - He feels excluded in France, still speaks his own language, retains home culture
 - Great conflict with his son (*la génération beur*) – resolved during the journey
 - Has his own firm convictions and reasons for pilgrimage
3. (a)
 - Les Juifs – forced to hide their religion, live in fear
 - Exemplified by actions and attitudes of Jean Bonnet
 - Reaction of the French, Père Jean, *les milices*, “*les collabo*”
- (b)
 - Family – Julien, his background, family relationships
 - Contrast with Jean, family vanished
 - Idea of the “*internat*” as “family” – Père Jean
4. (a)
 - Reflects the lack of hope in “*la banlieue*”
 - Represents the characters and society in the film
 - Lack of colour - menacing and threatening
- (b)
 - Without hope for young people, the physical environment and the social climate
 - Reflection of society’s attitudes and its failure to address the problem
 - Dysfunctional families and effect of this
5. (a)
 - Total contrast between the two men as exemplified in film: good v evil, hope v despair, optimism v pessimism
 - Grudging acceptance for the choir by Rachin, but for his own benefit
 - Influence of both men on the boys
- (b)
 - A lot of orphans, one parent families in post-war period. Need for “*les internats*”
 - Problems of working women
 - Poverty, lack of money and lack of opportunity
6. (a)
 - Needs to keep theatre going during L’Occupation
 - Hiding Lucas in cellars- everyday danger and fear
 - Relationship with Bernard Granger
- (b)
 - Curfew (cf title), rationing and deprivation
 - Fear of betrayal and discovery
 - Collaboration – Daxiat

7. (a)
- Music reflects the action
 - Has same fairy tale /folk tale elements as parts of the plot
 - Exemplifies the mood and actions of the characters
- (b)
- Mme Wallace, M. Collignon et Lucien, M. Dufayel and their roles
 - How Amélie tries to help or punish them
 - How they influence her and the results
8. (a)
- Music reflects the action
 - Guillaume and the effect the music has on him
 - All the relationships and dynamics are affected by the music
- (b)
- Step-mother and son – difficult relationship
 - Is she trying to poison him?
 - What was Mika’s role in the death of Guillaume’s mother?

FN4 2015 INDICATIVE CONTENT FOR THE WORLD OF LITERATURE

1. (a)
 - Everything changes – the power of the sun, Meursault’s enemy strikes him
 - Physical discomfort, his senses are assaulted, sound (*les cymbales du soleil*, touch (heat, sweat), - this overpowers him, reminds him of day of funeral
 - Language changes – figurative and metaphorical – shakes him out of his indifference to commit murder
- (b)
 - Portrayed as “un monstre moral” “monsieur l’Antéchrist”
 - Does not cry or show emotion at his mother’s funeral, behaves in a non-conformist way (coffee, cigarette, refusal to see the body)
 - Condemned for not conforming (*il ne joue pas le jeu ...*) and not for the crime he committed
2. (a)
 - Post –war “depression” seen though their lives, mundane, small town mentality
 - Reasons for marriage more practical than romantic, no mention of attraction
 - Mother discontented with her life and role. (*je vaux bien ces gens-là*) more intelligent than her husband
 - Common interest – Annie, but no sign of affection, « *devant moi, il l’embrassait d’un geste brusque, comme par obligation, sur la joue* »
- (b)
 - Sign of post-war social mobility. Parents rise from very humble beginning
 - “la place” in society very important, but they will never be more than “*petits commerçants*”
 - Education is the key to social and financial success as portrayed by Annie
3. (a)
 - Ugolin is obsessed with Manon, her rejection serves to feed his madness and despair and drives him to suicide
 - She finds him revolting and repugnant. Overhears and see things which enhance this
 - She saw him and Le Papet blocking the stream and she wants revenge
- (b)
 - The priest’s sermon – has an effect on everyone, especially Ugolin
 - “*Les mécréants*” – “*le cercle républicain* » - anti-religious
 - Superstition and religious fervour – Baptistine
4. (a)
 - Flirtatious, starts as “father/daughter” type relationship
 - Jessica plays up to Hoederer to make Hugo jealous, to be more of a man
 - Hugo shoots Hoederer when he finds him with Jessica – political assassination or crime of passion?
- (b)
 - Wants to be “engagé” and to deny his upbringing.
 - Seen as a “poor little rich boy”, mocked by Slick and Georges and members of the Party
 - Fails to achieve his aim and is “*non-récupérable*”
5. (a)
 - Use of symbolism to convey this - Germany “*le taureau trapu*”, “*la Belle et la Bête*” the beast as opposed to France, the beauty “*fragile*”
 - Werner’s optimism and altruism v the reality of Hitler’s plans
 - Werner’s fiancée - German cruelty
- (b)
 - Represents the resistance of France during the Occupation
 - Attitude and stance of l’oncle et la nièce towards Werner
 - Success? Victory for “*la résistance*”, but doomed love

6. (a)
- Older woman – seduces Phil
 - Contrast with Vinca
 - Represents an artificial world v the natural world of the teenagers
- (b)
- Youthful innocence, long-term friends but everything changes on this holiday
 - Vinca, mature, becoming a woman, preparing for her role in life
 - Phil, still young, immature, easily led and influenced
7. (a)
- Mental desire and drive vs. physical strength and stamina
 - Busard and le Bressan – different reasons for the “challenge”
 - Very different – contrasting personalities and attitudes
- (b)
- Bionnas – small industrial town in 1950s – hardship of post war years
 - Factory workers – monotony and lack of aspiration/opportunity
 - Busard’s desire to buy and run a snack bar on N7 route
8. (a)
- Hardships of war – not just for French, but for Prussians too
 - Lack of essentials – food, money but praise of patriotism
 - Social class and difference exemplified by the characters
- (b)
- Idea of mocking Prussians – exaggerating their behaviour and attitudes
 - Some “sympathetic” characters, e.g. Walter Schnaffs
 - Treatment of the French, callous and cruel

FN4 2015 INDICATIVE CONTENT FOR REGIONS OF FRANCE AND FRANCOPHONE COUNTRIES

1. (a)
 - Principal industries – tourism, *agro-alimentaire*, perfume, fishing, petro-chemical
 - Effects of employment, unemployment, seasonal effects
- (b)
 - *Parcs naturels* – flora and fauna, environmental issues
 - Heritage issues – historical sites and monuments. Local culture
2. (a)
 - Economic importance for the region – *tourisme blanc*
 - Environmental problems, global warming, erosion – impact on economy
- (b)
 - Unemployment, homelessness, immigration, crime, social unrest
 - Governmental and regional responses – funding, job creation, social integration
3. (a)
 - Fishing and related sectors, agriculture *agro-alimentaire*, tourism
 - Effects of employment, unemployment, seasonal effects, youth migration
- (b)
 - Arthurian and Celtic links. Druidic sites, Carnac, Forêt De Brocéliande , Ker Ys, local culture and traditions celebrated - tourism
 - Associated with the sea and sailors – many superstitions and tales
4. (a)
 - Urban pollution – heavy traffic , geographical location « *le carrefour de l'Europe* »
 - Solutions - Strasbourg pedestrianisation measures. "Clean" transport
- (b)
 - Main tourist attractions – Germanic influence « *le carrefour de l'Europe* »
 - TGV – greatly increased numbers visiting region, popularity of short and weekend breaks
5. (a)
 - Main industries – tourism, printing, automobile, agriculture (crops)
 - Effects of employment, unemployment, seasonal effects
- (b)
 - *Parcs naturels* – flora and fauna, environmental issues, use of natural resources
 - Heritage issues – historical sites and monuments. Local culture
6. (a)
 - Principal industries – tourism, agriculture, fishing, “*le jardin de la France*”, viticulture, ship-building
 - Effects of employment, unemployment
- (b)
 - *Parcs naturels* – flora and fauna, environmental issues
 - Heritage issues – historical sites and monuments. Local culture
7. (a)
 - Unemployment, homelessness, linguistic issues, crime, social unrest
 - Governmental and regional responses – funding, job creation, social integration.
- (b)
 - *Parcs naturels* – flora and fauna, environmental issues
 - Heritage issues – historical sites and monuments. Local culture
8. (a)
 - Principal industries – tourism.....particular to the DOM/TOM chosen
 - Effects of employment, unemployment
- (b)
 - *Parcs naturels* – flora and fauna, environmental issues, use of natural resources
 - Heritage issues – historical sites and monuments. Local culture

GCE FRENCH
FN4: LISTENING, READING AND WRITING
TAPESCRIPT - SUMMER 2015

Q.1 La question du soir

Intervieweur:

Voici la question du soir. Pour limiter les accidents de la route lors de la nuit de la Saint-Sylvestre, le département du Var a eu une idée lumineuse: offrir un bon d'essence de 20 euros à chaque automobiliste complètement sobre, contrôlé par la police dans l'agglomération de Toulon entre deux heures trente et six heures du matin. Vous trouvez ça génial ou vraiment léger? Peut-on vous acheter? On fait le tour de la question! Madame Loisin, qu'en pensez-vous?

Madame Loison:

Pour une fois qu'on récompense les bons conducteurs, je trouve qu'il s'agit d'une excellente idée. Les campagnes de pub qui nous terrorisent (comme les vidéos d'accidents causés par l'alcool) ne servent à rien, mieux vaut miser sur quelque chose de plus drôle et sympathique. J'adhère totalement.

Le Var est apparemment plein d'idées qui fonctionnent: d'après le préfet du département, le nombre de morts des suites d'accidents de la route en 2013 a baissé de 4% par rapport à 2012. Et le nombre de blessés a baissé de 8% ! Je suis sûre que grâce à cette mesure originale, il y aura moins d'accidents sur les routes à Toulon cette année.

... En plus ...L'essence n'arrête pas d'augmenter: ce dernier mois, 86% des stations service en France ont augmenté leurs prix. Alors pour une fois qu'on peut m'aider à faire le plein, moi je dis oui!

Intervieweur:

Alors Monsieur Briche, quel est votre avis?

Monsieur Briche:

Non! On nous prend pour des imbéciles.

Je trouve ça scandaleux que la préfecture du Var considère qu'on puisse tout régler avec un petit bon d'essence. Et que l'argent peut tout acheter, finalement. Si les gens ont envie de boire et de conduire le soir du réveillon, ce n'est pas 20 euros qui vont faire la différence! Et si on payait les gens pour qu'ils ne commettent pas de crime ? Combien pour les voleurs? Combien pour les meurtriers? Non mais... on marche sur la tête!

le Point 1/1/2014

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