

Mark Schemes for the Units

June 2006

3861/7861/MS/R/06

OCR (Oxford, Cambridge and RSA Examinations) is a unitary awarding body, established by the University of Cambridge Local Examinations Syndicate and the RSA Examinations Board in January 1998. OCR provides a full range of GCSE, A level, GNVQ, Key Skills and other qualifications for schools and colleges in the United Kingdom, including those previously provided by MEG and OCEAC. It is also responsible for developing new syllabuses to meet national requirements and the needs of students and teachers.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by Examiners. It does not indicate the details of the discussions which took place at an Examiners' meeting before marking commenced.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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

© OCR 2006

Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annersley
NOTTINGHAM
NG15 0DL

Telephone: 0870 870 6622
Facsimile: 0870 870 6621
E-mail: publications@ocr.org.uk

CONTENTS

Advanced GCE French (7861)

Advanced Subsidiary GCE French (3861)

MARK SCHEMES FOR THE UNITS

Unit	Content	Page
2651A/B/C	French: Speaking	1
2652	French: Listening, Reading and Writing 1	9
2653	French: Reading and Writing	23
2654A/C	French: Speaking and Reading	33
2655	French: Listening, Reading and Writing 2	39
2656	French: Culture and Society (Written Paper)	53
*	Grade Thresholds	59

Mark Scheme 2651/01/02/03
June 2006

Components 01, 02 and 03 Speaking**Total: 60 marks****Section A Role-play**

Response to written text	5 marks (AO2)	[Grid 1A]
Response to Examiner	5 marks (AO1)	[Grid 1B]
Quality of Language	5 marks (AO3)	[Grid 1C]

Section B

Topic presentation	20 marks (AO4)	[Grid 1D]
Topic discussion		
Spontaneity and fluency	15 marks (AO1)	[Grid 1E]
Pronunciation and intonation	5 marks (AO1)	[Grid 1F]
Quality of Language	5 marks (AO3)	[Grid 1C]

Section A Role-play: Grids 1A and 1B**10 marks****Grid 1A: Response to written text****0-1 Very Poor**

Little use made of stimulus material. Supplies one or two of the key points, but with many gaps and no detail.

2 Poor

Some attempt made to use the stimulus material, but covers less than half the key points. Many omissions or points not conveyed clearly.

3 Adequate

Performance is inconsistent. Makes a reasonable attempt to use the stimulus material. Covers about half of the key points, but there are some gaps.

4 Good

Makes good use of stimulus material. Covers over half the key points with some detail, but does not extend quite far enough to qualify for very good.

5 Very Good

Makes full use of the stimulus material. Covers virtually all the key points clearly supported by detail.

Grid 1B: Response to Examiner**0-1 Very Poor**

Barely able to respond to many of the Examiner's questions. Shows very little initiative or imagination. Unable to react to Examiner's comments.

2 Poor

Some attempt to carry out the task but with limited success. Responses to the Examiner frequently inadequate. Shows little initiative or imagination.

3 Adequate

Inconsistent. Responds satisfactorily to the Examiner, but does not extend a great deal. Some quite good replies but some omissions.

4 Good

Completes the task successfully, showing initiative and imagination most of the time. Is able to keep the momentum going. Extends quite well, but could have gone a little further.

5 Very Good

Completes the task successfully, responding fully to the Examiner's questions and showing initiative and imagination throughout. Takes charge of the conversation. A convincing performance.

Grid 1C: Quality of Language**5 marks****0-1 Very Poor**

Little evidence of grammatical awareness. Persistent serious and elementary errors. Only simplest sentence patterns.

2 Poor

Evidence of gaps in basic grammar. Frequent errors of an elementary kind, e.g irregular verbs frequently not known. Some attempt at use of subordinate clauses and more complex sentence patterns, but errors still even in common structures.

3 Adequate

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language but not always successfully. Expression rather forced and problems with correct word order.

4 Good

Accuracy generally good. Shows sound grasp of AS structures list. Tenses and agreements sound although there may be errors in more complex areas. Ambitious in use of complex sentence patterns but not always able to maintain correct usage.

5 Very Good

High and consistent level of accuracy. Only minor errors and slips. Confident and correct use of a range of structures.

Section B**45 marks****Topic presentation: Grid 1D****20 marks**

Note: The Examiner awards a mark for this grid on the basis of candidates' presentations. Candidates are initially placed in the middle of the mark band, which is considered to be appropriate to their performance in the presentation. Following the subsequent discussion the mark may be adjusted within the band or even into a higher or lower band.

Note that it is not possible to be specific in the following grid because of the diversity of topics presented. The Examiner should adapt the general statements below to the specific topic being addressed. Grid 1D focuses on (i) knowledge and factual information; (ii) evidence of planning and preparation; (iii) quality of exposition and presentation. Other issues, such as ideas, opinions and the ability to enter into debate about the topic are dealt with when assessing the discussion (see Grid 1E).

0-4 Very Poor

Conveys very little information about the subject. Material very thin and vague. Much waffle or superficiality. Gives the appearance of not having studied the subject seriously, and not to have planned with care. Poor and hesitant presentation.

5-8 Poor

Little information beyond the obvious or commonplace. Material thin, rambling, repetitious. Some evidence of planning and preparation, but presentation is pedestrian.

9-12 Adequate

Solid base of information with evidence of preparation and planning. Material is factually adequate, but with no evidence of wider reading. Material may not always be relevant. Exposition of topic is worthy but somewhat stilted.

13-16 Good

Good exposition and sound organisation of the topic. Makes relevant factual points. Well-informed with a range of relevant factual information. Well planned and organised material. Good exposition of topic.

17-20 Very Good

Shows well-informed and consistently well-illustrated factual knowledge of the subject. Knowledge is allied to a clear grasp of the subject and understanding of the context and wider issues. Detailed planning evident and topic presented with style and flair.

Note: If candidates fail to relate the Presentation/Discussion to aspects of the society or culture of the country or community where the language is spoken then the maximum mark that can be achieved is 8/20 on Grid 1D.

If, in response to the Examiner's questions, there is some superficial reference subsequently made then this could rise to a maximum of 9/20. If more than a superficial reference is made then the full range of marks in the Adequate band can be accessed.

Topic discussion: Grids 1E, 1F and 1C **25 marks**

Grid 1E: Spontaneity and fluency **15 marks**

0-3 Very Poor

Has very little to offer by way of ideas and opinions. Much irrelevance or superficiality. Cannot really cope with Examiner's non-factual questions. Slow, with frequent pauses. Fluency confined to pre-learnt material.

4-6 Poor

Beginning to develop ideas and opinions, but very patchy. Can respond intelligently to a few of Examiner's non-factual questions. Beginnings of fluency but with some inconsistency or hesitancy.

7-10 Adequate

Shows some ability to develop ideas and opinions and can respond intelligently to a number of the Examiner's non-factual questions. Reasonably fluent and spontaneous.

11-13 Good

Increasing ability to develop ideas and opinions. Can respond intelligently to almost all the Examiner's non-factual questions. Fluent and spontaneous much of the time.

14-15 Very Good

Able to develop ideas and opinions well. A very fluent and spontaneous performance throughout.

Grid 1F: Pronunciation and intonation **5 marks**

0-1 Poor

Only comprehensible with difficulty. Heavily influenced by mother tongue. Many sounds mispronounced.

2-3 Adequate

A number of errors, with particular problems with more difficult sounds. Otherwise intonation and pronunciation mostly acceptable.

4 Good

Pronunciation and intonation mostly correct, although there may be occasional mispronunciation with more difficult sounds.

5 Very Good

Only occasional errors of pronunciation and intonation. Sounds authentic most of the time.

Grid 1C: Quality of Language**5 marks****0-1 Very Poor**

Little evidence of grammatical awareness. Persistent serious and elementary errors. Only simplest sentence patterns.

2 Poor

Evidence of gaps in basic grammar. Frequent errors of an elementary kind, e.g irregular verbs frequently not known. Some attempt at use of subordinate clauses and more complex sentence patterns, but errors still even in common structures.

3 Adequate

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language but not always successfully. Expression rather forced and problems with correct word order.

4 Good

Accuracy generally good. Shows sound grasp of AS structures list. Tenses and agreements sound although there may be errors in more complex areas. Ambitious in use of complex sentence patterns but not always able to maintain correct usage.

5 Very Good

High and consistent level of accuracy. Only minor errors and slips. Confident and correct use of a range of structures.

**Mark Scheme 2652
June 2006**

UNIT 2, Listening, Reading and Writing, and UNIT 3, Reading and Writing

The following general principles apply to the marking of Units 2 and 3 in French, German and Spanish.

- 1 Obliques indicate alternatives, any one of which scores the marks indicated.
- 2 Bracketed points indicate information or words not essential to score the full marks.
- 3 Alternatives: The award of marks is not necessarily dependent on the specific wording in the mark scheme; other wordings will score the marks, provided they are semantically equivalent. Acceptable alternatives will be discussed at the examiners' meeting and the mark scheme amplified accordingly.
- 4 Copying of material: Candidates are instructed that they may use expressions of up to 5 words from the text **unchanged**. In practice, there is likely to be little opportunity for extensive "lifting" to occur (only in extended writing exercises); where it does happen, the general rule is that the lifted material should be bracketed and discounted for the purpose of assessing the quality of the language.
- 5 Grammar and spelling: In **UNIT 2, Section 2C** and in **UNIT 3, Section B** the quality of the FL in which the Writing task is expressed is assessed under the appropriate assessment grids. In the English exercise in **UNIT 2, Section 2B**, spelling, punctuation and grammar should be assessed under grid 2B.
- 6 Rubric infringements: The most likely rubric infringement in these papers would be answering in the wrong language. Where this occurs, no marks should be awarded.

Any other rubric infringements should be drawn to the attention of the Principal Examiner.

- 7 Particular points relating to Unit 2
 - 7.1 If some of the verbal questions have been omitted, Quality of Language (grid 2A) should be assessed as normal and then the resulting mark will be reduced pro rata (see additional grid in mark scheme).
 - 7.2 Incorrect answers in the target language: assess the language element provided that the candidate has attempted a response to the question.
 - 7.3 Totally irrelevant, or pre-learnt all-purpose answers should score no marks.
 - 7.4 Answers in English, other than in Unit 2, Section 2B, should score no marks.
 - 7.5 The use of the familiar pronoun in the Writing task should be regarded as a "serious error" in the language criteria
 - 7.6 Transfer of meaning exercise: if a candidate has only attempted part of the translation, assess as follows:
 - if they have attempted 50%+ of the translation, assess the 2B mark as normal and do not adjust
 - if they have attempted 25-50%, maximum 2B mark = 3
 - if they have attempted less than 25%, maximum 2B mark = 2

- 7.7 The 'sympathetic English reader' should be **very** sympathetic in assessing comprehension. ½ marks to be allowed in comprehension questions (to be rounded up at the end of the **paper**).
- 7.8 Fluency of style and appropriateness of vocabulary should be ignored under grid 2B but will be discussed under the details of the comprehension points.
- 7.9 Transfer of meaning into the target language (grid 2C). For each point not attempted, deduct ½, **after** arriving at the overall language mark.
- 7.10 Vocabulary should be considered under 'structure'.
- 7.11 Do not penalise candidates who write more than 100 words.
- 7.12 Inappropriate register should be reflected in the language mark.
- 8 Particular points relating to Unit 3
- 8.1 To avoid penalising candidates twice for the same fault, the language must be marked fully, even where the mark under 3B / 3C is very low or zero. In the case of a totally irrelevant piece of writing, the script should be referred to the Team Leader.
- 8.2 Annotation of scripts: mark with a circled number any content point (show the mark in the right-hand margin). Mark with a tick in the left-hand margin any personal additions or imaginative points made by the candidate
- 8.3 Rubric infringements are unlikely to occur. Refer any problems of this kind to the Team Leader or Principal Examiner.
- 8.4 Allow 'lifting' of up to 5 words (from the original stimulus or from the cloze test) in Task 4. Put brackets round lifted sections. Discount lifted sections when assessing grid 3A.
- 8.5 Quality of vocabulary should be rewarded under structure.
- 8.6 Responses that are irrelevant to the task and / or text should be assessed only for language.
- 8.7 Comprehension (grid 3B).
For 'Adequate', the candidate should refer to c.40% of the content points.
For 'Good', the candidate should refer to 50%+ of the content points.
- 8.8 Content points can be precise, factual points **or** allusions. This will depend on the text. Points do not need to come from the entire passage - they can come from only a section of the text.
- 8.9 Response (grid 3C). 'Insight' and 'originality' refer to anything that was not in the original text.

UNIT 2, Listening, Reading and Writing, and UNIT 3, Reading and Writing

Please use the following symbols on all scripts to indicate marks awarded and any deductions.

- 1 Tick each point for which a whole mark is awarded. Write ½ for a half-mark if necessary.
- 2 Cross any incorrect answer for which no content marks are awarded. (Write a zero to indicate no marks.)
- 3 **Underline all language errors in Section 2.**
- 4 Use **X INV** to indicate an item that invalidates an answer
- 5 Indicate omitted information by a caret sign ^.
- 6 Indicate superfluous information or clumsiness in language by a wavy line ~.
- 7 In translation exercises, the end of each sub-section may be indicated by the symbol //.
- 8 Where candidates give alternative answers, only the first one written, or the one on the line should be marked.
- 9 In the exercise where a response in English is required, inaccuracy should be shown by **a single underline** for individual items and **a wavy line** should be used for inaccurate / clumsy sections
- 10 For each question or section, write the mark awarded in the righthand* margin. At the end of the exercise write the total marks, **and ring this figure**. Allow any half-marks to stand.

* Left-handed markers may use the lefthand margin.

- 11 In Unit 3, section B, Writing, show the mark for Grid 3A (Quality of Language) first and then the mark for 3B (Comprehension), then the mark for 3C (Response) eg

$$A4 + B3 + C3 = 10$$

Individual content points made should be numbered consecutively and ringed, either in the body of the text or in the right-hand margin. Any personal or imaginative additions by the candidate should be ticked in the left-hand margin.

- 12 At the end of each exercise total the marks awarded, **and ring this figure**. Allow any half marks to stand.

Arriving at the final mark

Add the ringed totals for each exercise, and write this figure at the end of the script. Round UP a half-mark remaining. Ring the final total, and transfer it to the box on the front cover. On the OMR mark sheet enter **the final total only**.

Tâche 1 – 1 mark for each correct answer

- 1 B
- 2 C
- 3 B
- 4 A
- 5 B
- 6 A
- 7 C
- 8 B
- 9 A
- 10 C

Tâche 2 – 1 mark for each correct answer

- 1 Laurent + Maëlle
- 2 Ni l'un ni l'autre
- 3 Laurent + Maëlle
- 4 Maëlle
- 5 Maëlle
- 6 Laurent +Maëlle
- 7 Laurent

Tâche 3 – 1 mark for each correct answer

3A

- 2
- 3
- 6
- 7
- 9

3B

- 11 F (example – no mark)
- 12 H
- 13 E
- 14 D
- 15 C
- 16 A

Tâche 4 - Section 2A

Scaling should be applied for failure to attempt to answer language productive questions. This also applies to parts of Questions 7 and 9, unless there is a clear attempt at a double or triple answer.

ACCEPT			COMMENTS
1	1	A (sa sœur)	
2	1	pour son anniversaire <u>de mariage</u>	Reject: <i>anniversaire</i> t.c. Reject: <i>anni versaire</i> - two words
3	1	(que) le bouquet serait / sera / est comparable à un bouquet français	MUST have idea of comparison. mistranscription of <i>serait comparable</i> probably invalidates
4	1	B (75)	
5	1	la variété	la variance noun required
	1	la qualité <i>NB : Also accept la couleur (any two)</i>	Colour/ color Ignore renderings of <i>complémentaires</i> .
6	1	C (harmonie)	
7	1	a) les/ces fleurs étaient ordinaires/ on peut / on pourrait acheter les/ces fleurs n'importe où	Idea of type of flowers
	1	b) la valeur / le prix des fleurs ne correspondait pas à ce qu'elle avait payé <i>NB : Also accept les fleurs sont arrivées en retard (any two)</i>	la value Idea of value for money NB : idea that lady received flowers INV, so 1 mark max for Q7 NB : accept <i>tard / plus tard</i> = language error
8	1	A (la livraison)	
9	1	a) (que) son fleuriste / <u>il</u> n'est pas responsable	Idea that it is not his fault Reject : <u>ce</u> n'est pas responsable
	1	b) (qu') il a transmis ses instructions / les instructions de la cliente	Reference to instruction and correction OR passed on Reject transcriptions of <i>transmis</i> and <i>que mes</i> (e.g. trans mis, trente mises ; commis)
	1	c) (qu') <u>elle</u> doit se plaindre en Angleterre	Accept: <i>Transplant est responsable</i>

			as an alternative
10	1	a) elle a (déjà) envoyé une lettre	Past tense required
	1	b) pour demander un remboursement / pour expliquer la situation / pour se plaindre (any two)	Allow <i>pour se plaindre</i> if not already given in Q.9 Reject: <u>se</u> rembourser

Grid 2A: Quality of French**5 marks**

0-1	<i>Very Poor</i>	Little evidence of grammatical awareness. Persistent serious and elementary errors in spelling, agreements and transcriptions from the spoken word.
2	<i>Poor</i>	Evidence of gaps in basic grammar. Frequent errors of an elementary kind, in spelling, agreements and transcriptions from the spoken word.
3	<i>Adequate</i>	Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Still recurrent errors in spelling, agreements and transcriptions from the spoken word.
4	<i>Good</i>	Accuracy generally quite consistent, but there may be errors in more complex areas and/or number of minor errors in spelling and transcriptions from the spoken word.
5	<i>Very Good</i>	High and consistent level of accuracy. Only minor slips. Confident and correct use of a range of structures. Virtually no problems in transcriptions from the spoken word.

Task 4 has 4 non-verbal marks out of 15

n→ i↓	1	2	3	4	5	6	7	8	9	10	11
5	5	4	4	3	3	2	2	1	1	0	0
4	4	3	3	3	2	2	1	1	1	0	0
3	3	2	2	2	2	1	1	1	1	0	0
2	2	2	1	1	1	1	1	1	0	0	0
1	1	1	1	1	1	0	0	0	0	0	0

I - initial mark awarded for quality of language under Grid 2A

n - total number of marks for language-productive questions not attempted

Tâche 5: Section 2B

1 mark for each component, up to the maximum for each paragraph. The total for each paragraph is to be divided by 2. No rounding up at the end of this task.

1	1	CF is a well-known	Accept <i>renowned</i> . Reject: <i>renamed</i> .
	1	family firm / business	Reject: <i>enterprise</i> . <i>Large INV</i>
	1	started by (DG's) / [my] grandfather	
	1	who opened a shop	Reject: <i>funded</i>
	1	(next to the "Parc de Choisy") 39 years ago.	
	1	DG's / his / [my] father carried on / followed on	Reject: <i>succeeded with</i>
	1	and <u>tried</u> to enlarge the firm	Reject: <i>basis</i>
	1	through / by opening	Reject: <i>while</i>
	1	(a number of) branches in Paris / the capital (city)	Reject: <i>chains</i>
	1	In 1998 DG / [I] took over;	Reject: <i>relieved</i>
	1	today CH is <u>one</u> of the / a main / leading	Reject: <i>first</i>
	1	<u>French</u> florist (networks / chains)	Incorrect rendering of <i>réseau</i> = INV. Reject: <i>a florist</i>
	1	with <u>more than</u> 70 shops in the country / nationwide.	Reject: <i>boutiques</i> .
	1	DG is/ [I am] now trying to develop	
	1	the <u>network</u> / <u>chain</u> throughout Europe.	Accept <i>in</i> . Reject: <i>organisation / business</i>
	1	DG is / [I am] (writing to) offer us [you]	
1	the chance of joining in	NB: idea of sharing + growth of organisation Reject: idea of partner company / creating an association / being a partner	
1	the growth of his / [my] firm. (any up to max 16)	Reject: <i>growing organization</i>	

2	1	Through developing	Reject: <i>while/whilst</i>
	1	a purchasing system	
	1	without equal in Europe	Accept "unique" only when linked to Europe (<i>unique in Europe</i>)
	1	CF <u>manages</u> to get	Reject: <i>come</i>
	1	the <u>widest</u> / <u>greatest</u> / <u>best</u> choice	
	1	at the <u>most</u> competitive rates.	
	1	CF has <u>cheaper</u> prices	Comparative required
	1	than supermarket / hypermarket chains.	Reject: <i>department stores</i>
	1	This is why they / [we] are / it is (so) successful.	
	1	with a turn over / takings / sales figures	Reject: <i>profits / business figures</i>
	1	<u>in excess of</u> / <u>greater than</u> 54 million euros.	Reject: <i>superior to</i>
	1	<u>The</u> other reason for their / [our] / its success	Reject: <i>Another</i>
	1	is that they [we] are / it is computerized.	
	1	They [we] have invested a lot in their [our] system	Reject: <i>we have a lot invested in</i>
1	and all the (shop) managers	Reject: <i>patrons / owners</i>	
1	in / with CF (network / group) benefit / are benefiting from this.		
		(any up to max 14)	

Grid 2B: Quality of Written English**5 marks**

0-1	<i>Very Poor</i>	Major and persistent errors in grammar, punctuation and spelling.
2	<i>Poor</i>	Frequent serious errors in grammar, punctuation and spelling.
3	<i>Adequate</i>	Still a number of errors in grammar, punctuation and spelling, some of them serious.
4	<i>Good</i>	Very accurate with only a few minor errors in grammar, punctuation and spelling.
5	<i>Very Good</i>	Excellent, almost faultless grammar, punctuation and spelling.

- 1 mark for each component, up the maximum for each paragraph. The total for each paragraph to be divided by 2.
- The important principle is that of transferred meaning without undue ambiguity.
- *NB: use of pronouns must be consistent within a paragraph. Transfer of meaning – rather than translation is also acceptable.*

Tâche 6: Section 2C

½ mark to be deducted for each sub-component that has not been attempted.

1	<ul style="list-style-type: none"> • thank you for your letter • it is a very exciting offer 	
2	<ul style="list-style-type: none"> • we already belong to a group of shops • we benefit from similar advantages 	
3	<ul style="list-style-type: none"> • however, we would like to find out more • especially about your computerized system 	
4	<ul style="list-style-type: none"> • what rules are there for those • who run the shops in your organisation? 	
5	<ul style="list-style-type: none"> • what do your managers do • with unsold or damaged goods? 	

Work to be assessed for quality of language – Grid 2C

Grid 2C: Writing

10 marks

0-2	<i>Very Poor</i>	Little evidence of grammatical awareness. Persistent serious and elementary errors in endings, tenses, genders. Only simplest sentence patterns, and those mainly incorrect.
3-4	<i>Poor</i>	Evidence of gaps in basic grammar. Frequent errors of an elementary kind, e.g. irregular verbs frequently not known; adjectival agreements and common genders faulty. Some attempt at use of subordinate clauses and more complex sentence patterns, but errors still even in common structures.
5-6	<i>Adequate</i>	Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language and shows some ability to produce syntax and structures appropriate to the task but work is characterised by being inconsistent and with variable accuracy. Expression rather forced and problems with correct word order.
7-8	<i>Good</i>	Accuracy generally consistent. Shows sound grasp of AS and/or A2 structures list. Tenses and agreements sound although there may be some inconsistency and errors in more complex areas. Ambitious in use of a variety of complex sentence patterns but not always able to maintain correct usage.
9-10	<i>Very Good</i>	High and consistent level of accuracy. Mainly minor errors. The overall impression is one of competence. Confident and correct use of a varied range of structures.

Transcripts of listening passages

Tâche 1 - Les nouveaux magazines télé

Aujourd'hui, les magazines ont le droit de faire de la publicité à la télévision et cela permet de faire connaître plus rapidement un titre. Les éditeurs en ont la preuve avec « Télé 2 Semaines » qui a vendu près d'un million d'exemplaires au premier numéro. Le nouveau titre a battu les records de vente pour un lancement, record qui appartenait jusqu'à présent à « Salut les Copains ». Mais cette réussite ne plaît pas à tout le monde. Les hebdomadaires télé qui, pour un prix comparable, offrent en fait deux fois moins de programmes, ont perdu des centaines de lecteurs. Quant aux annonceurs qui recherchent une efficacité immédiate sur les ventes, « Télé 2 Semaines » n'a pas d'inquiétudes à avoir ; son fort tirage va sûrement les rassurer.

Tâche 2 - Le marathon de Paris

Reporter : Laurent Arnaud, quelles impressions retiendrez-vous du marathon de Paris ?

Laurent : Moi, j'ai été impressionné par le gigantisme de la course et par le monde massé tout le long du parcours. Quel enthousiasme ! Ce que je retiendrai, c'est la chaleur humaine et les encouragements du public. Je n'avais jamais ressenti ça auparavant. À Londres où j'ai déjà couru, le public est plus distant. Je garderai un souvenir inoubliable de mon premier marathon à Paris.

Reporter : Et vous, Maëlle ?

Maëlle : Il y a la souffrance, bien sûr, mais tellement de plaisir qu'on l'oublie vite ! Pour moi, l'image dominante de ce marathon, c'est celle de la star que j'ai eu l'impression d'être. C'était vraiment une première ! Des milliers de personnes nous encourageaient, les caméras, les photographes semblaient être là que pour nous. On se sentait porté et soutenu par la foule. C'est ça qui m'a permis d'aller jusqu'au bout.

Tâche 4 - Message

La semaine dernière, j'ai fait envoyer un bouquet de fleurs à ma sœur dont c'était l'anniversaire de mariage. Mon fleuriste m'a dit que le bouquet serait comparable à un bouquet français. En France, pour 75 euros, on a un bouquet de fleurs variées et de qualité, dans des couleurs complémentaires.

Ce n'est pas ce qu'elle a reçu. Le bouquet se composait de fleurs qu'on aurait pu acheter sur n'importe quel marché et dont la valeur ne correspondait pas à ce que j'avais payé. Mais ce n'est pas tout : les fleurs sont arrivées avec un jour de retard ! Ici en France, mon fleuriste dit qu'il n'est pas responsable et que mes instructions ont été transmises correctement. Selon lui, c'est auprès de la société Trans-Plant en Angleterre que je dois me plaindre.

J'ai expliqué tout cela dans une lettre que je vous ai envoyée et où je vous demande de me rembourser. Je vous saurais gré d'y répondre au plus vite.

**Mark Scheme 2653
June 2006**

UNIT 2, Listening, Reading and Writing, and UNIT 3, Reading and Writing

The following general principles apply to the marking of Units 2 and 3 in French, German and Spanish.

- 1 Obliques indicate alternatives, any one of which scores the marks indicated.
- 2 Bracketed points indicate information or words not essential to score the full marks.
- 3 Alternatives: The award of marks is not necessarily dependent on the specific wording in the mark scheme; other wordings will score the marks, provided they are semantically equivalent. Acceptable alternatives will be discussed at the examiners' meeting and the mark scheme amplified accordingly.
- 4 Copying of material: Candidates are instructed that they may use expressions of up to 5 words from the text **unchanged**. In practice, there is likely to be little opportunity for extensive "lifting" to occur (only in extended writing exercises); where it does happen, the general rule is that the lifted material should be bracketed and discounted for the purpose of assessing the quality of the language.
- 5 Grammar and spelling: In **UNIT 2, Section 2C** and in **UNIT 3, Section B** the quality of the FL in which the Writing task is expressed is assessed under the appropriate assessment grids. In the English exercise in **UNIT 2, Section 2B**, spelling, punctuation and grammar should be assessed under grid 2B.
- 6 Rubric infringements: The most likely rubric infringement in these papers would be answering in the wrong language. Where this occurs, no marks should be awarded.

Any other rubric infringements should be drawn to the attention of the Principal Examiner.

- 7 Particular points relating to Unit 2
 - 7.1 If some of the verbal questions have been omitted, Quality of Language (grid 2A) should be assessed as normal and then the resulting mark will be reduced pro rata (see additional grid in mark scheme).
 - 7.2 Incorrect answers in the target language: assess the language element provided that the candidate has attempted a response to the question.
 - 7.3 Totally irrelevant, or pre-learnt all-purpose answers should score no marks.
 - 7.4 Answers in English, other than in Unit 2, Section 2B, should score no marks.
 - 7.5 The use of the familiar pronoun in the Writing task should be regarded as a "serious error" in the language criteria
 - 7.6 Transfer of meaning exercise: if a candidate has only attempted part of the translation, assess as follows:
 - if they have attempted 50%+ of the translation, assess the 2B mark as normal and do not adjust
 - if they have attempted 25-50%, maximum 2B mark = 3
 - if they have attempted less than 25%, maximum 2B mark = 2

- 7.7 The 'sympathetic English reader' should be **very** sympathetic in assessing comprehension. ½ marks to be allowed in comprehension questions (to be rounded up at the end of the **paper**).
- 7.8 Fluency of style and appropriateness of vocabulary should be ignored under grid 2B but will be discussed under the details of the comprehension points.
- 7.9 Transfer of meaning into the target language (grid 2C). For each point not attempted, deduct ½, **after** arriving at the overall language mark.
- 7.10 Vocabulary should be considered under 'structure'.
- 7.11 Do not penalise candidates who write more than 100 words.
- 7.12 Inappropriate register should be reflected in the language mark.
- 8 Particular points relating to Unit 3
- 8.1 To avoid penalising candidates twice for the same fault, the language must be marked fully, even where the mark under 3B / 3C is very low or zero. In the case of a totally irrelevant piece of writing, the script should be referred to the Team Leader.
- 8.2 Annotation of scripts: mark with a circled number any content point (show the mark in the right-hand margin). Mark with a tick in the left-hand margin any personal additions or imaginative points made by the candidate
- 8.3 Rubric infringements are unlikely to occur. Refer any problems of this kind to the Team Leader or Principal Examiner.
- 8.4 Allow 'lifting' of up to 5 words (from the original stimulus or from the cloze test) in Task 4. Put brackets round lifted sections. Discount lifted sections when assessing grid 3A.
- 8.5 Quality of vocabulary should be rewarded under structure.
- 8.6 Responses that are irrelevant to the task and / or text should be assessed only for language.
- 8.7 Comprehension (grid 3B).
For 'Adequate', the candidate should refer to c.40% of the content points.
For 'Good', the candidate should refer to 50%+ of the content points.
- 8.8 Content points can be precise, factual points **or** allusions. This will depend on the text. Points do not need to come from the entire passage - they can come from only a section of the text.
- 8.9 Response (grid 3C). 'Insight' and 'originality' refer to anything that was not in the original text.

UNIT 2, Listening, Reading and Writing, and UNIT 3, Reading and Writing

Please use the following symbols on all scripts to indicate marks awarded and any deductions.

- 1 Tick each point for which a whole mark is awarded. Write ½ for a half-mark if necessary.
- 4 Cross any incorrect answer for which no content marks are awarded. (Write a zero to indicate no marks.)
- 5 Underline all language errors in Section 2.**
- 4 Use **X INV** to indicate an item that invalidates an answer
- 5 Indicate omitted information by a caret sign ^.
- 6 Indicate superfluous information or clumsiness in language by a wavy line ~.
- 7 In translation exercises, the end of each sub-section may be indicated by the symbol //.
- 8 Where candidates give alternative answers, only the first one written, or the one on the line should be marked.
- 9 In the exercise where a response in English is required, inaccuracy should be shown by **a single underline** for individual items and **a wavy line** should be used for inaccurate / clumsy sections
- 10 For each question or section, write the mark awarded in the righthand* margin. At the end of the exercise write the total marks, **and ring this figure**. Allow any half-marks to stand.

* Left-handed markers may use the lefthand margin.

- 11 In Unit 3, section B, Writing, show the mark for Grid 3A (Quality of Language) first and then the mark for 3B (Comprehension), then the mark for 3C (Response) eg

$$A4 + B3 + C3 = 10$$

Individual content points made should be numbered consecutively and ringed, either in the body of the text or in the right-hand margin. Any personal or imaginative additions by the candidate should be ticked in the left-hand margin.

- 12 At the end of each exercise total the marks awarded, **and ring this figure**. Allow any half marks to stand.

Arriving at the final mark

Add the ringed totals for each exercise, and write this figure at the end of the script. Round UP a half-mark remaining. Ring the final total, and transfer it to the box on the front cover. On the OMR mark sheet enter **the final total only**.

Tâche 1 (7 points)

- a) Régis Franc
- b) Ségolène Royal
- c) Guillaume Durand, Jean-Christophe Rufin
- d) Inès de la Fressange
- e) Guillaume Durand, Régis Franc

Tâche 2 (8 points)

- 2. C
- 3. K
- 4. I
- 5. H
- 6. B
- 7. L
- 8. J
- 9. D

Tâche 3

10 marks for Quality of Language Grid 3A

10 marks for Comprehension Grid 3B

10 marks for Personal Response Grid 3C

Grid 3B: Comprehension 10 marks

This grid is intended to assess the candidate's comprehension of the content of the text. This grid should be read in conjunction with the possible points for (a) and (b).

0		Work undeserving of any marks (e.g. blank, irrelevant).
1-2	<i>Very Poor</i>	Includes only one or two points from the original passage.
3-4	<i>Poor</i>	Merely transcribes sections from the original passage.
5-6	<i>Adequate</i>	Includes a reasonable number of points from the original passage.
7-8	<i>Good</i>	Includes a good number of points from the original passage.
9-10	<i>Very Good</i>	Provides a comprehensive summary of the original passage.

(a) Possible points

ACCEPT	REJECT or COMMENT
(Many) young (French) people overweight	Accept "in schools" in place of "young" Reject "du monde" in place of "Français"
(School) vending machines contain sweetened products / foods / drinks	
Possibility of getting rid of machines selling sweet things <u>in schools</u>	Reject: éviter Accept "these machines" if "sweet things" has already been mentioned
Take away any machines containing drinks with added sugar	
And (remove machines with) <u>high content</u> of fats and/or salt	
Draw up list of <u>forbidden</u> products	Reject: <i>mal</i> or <i>mauvais</i> t.c.
Keep / allow machines selling healthy products / foods/drinks	
e.g. water / fruit (ONE example)	

(b) Possible points

ACCEPT	REJECT or COMMENT
Eat well / balanced diet	
Eat a varied diet	
Eat something from each group of foods every day	
Eat sweet snacks (precise example of sweet snack) <u>in moderation</u>	
Eat (at least) three meals per day	Reject: <i>au moins de</i>
Don't skip meals	
Breakfast is important / eat breakfast	
Drink lots of liquid / water	
Unsweetened example	
Take regular exercise	Reject: <i>play sport; everyday</i>

Grid 3C Personal Response

10 marks

0		No attempt to provide a personal response.
1-2	<i>Very Poor</i>	Only briefly indicates a personal opinion.
3-4	<i>Poor</i>	Two or three personal opinions indicate the beginnings of a response.
5-6	<i>Adequate</i>	A number of personal views expressed, but little flair or imagination.
7-8	<i>Good</i>	A range of personal views, with a certain originality and imagination.
9-10	<i>Very Good</i>	Responds with a wide range of views which show insight and imagination.

NB: If only one (1) part of question “c” answered, maximum score possible: 8 marks.

Grids 3B and 3C

These two grids should be applied jointly to the assessment of the candidate’s work. For example, a candidate might omit any significant reference to the passage and yet provide an imaginative response. The best candidates score highly on each grid.

Grid 3A: Quality of Language**10 marks**

0-2	<i>Very Poor</i>	Little evidence of grammatical awareness. Persistent serious and elementary errors in endings, tenses, genders. Only simplest sentence patterns, and those mainly incorrect.
3-4	<i>Poor</i>	Evidence of gaps in basic grammar. Frequent errors of an elementary kind, e.g. irregular verbs frequently not known; adjectival agreements and common genders faulty. Some attempt at use of subordinate clauses and more complex sentence patterns, but errors still even in common structures.
5-6	<i>Adequate</i>	Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language and

		shows some ability to produce syntax and structures appropriate to the task but work is characterised by being inconsistent and with variable accuracy. Expression rather forced and problems with correct word order.
7-8	<i>Good</i>	Accuracy generally consistent. Shows sound grasp of AS and/or A2 structures list. Tenses and agreements sound although there may be some inconsistency and errors in more complex areas. Ambitious in use of a variety of complex sentence patterns but not always able to maintain correct usage.
9-10	<i>Very Good</i>	High and consistent level of accuracy. Mainly minor errors. The overall impression is one of competence. Confident and correct use of a varied range of structures.

NOTE

'L' indicates particularly good use of language

Tâche 4

(15 points)

- a) B
- b) C
- c) A
- d) A
- e) A **or** C. Accept A **or** C **or both**.
If both A and C are ticked do NOT penalise - award only one (1) mark.
- f) B
- g) C
- h) A
- i) C
- j) C
- k) A
- l) C
- m) B
- n) B
- o) B

**Mark Scheme 2654
June 2006**

Components 01 and 03: Speaking and Reading**Total: 60 marks****Section A: Discussion of Article**

Response to and understanding of article	10 marks (A02)	(Grid 4A)
Comprehension of and response to examiner	10 marks (A01)	(Grid 4B)

Section B: General conversation

Spontaneity, comprehension, responsiveness, fluency	15 marks (A01)	(Grid 4C)
Pronunciation and intonation	5 marks (A01)	(Grid 1F)
Quality of language	10 marks (A03)	(Grid 4D)
Factual knowledge, ideas and opinions	10 marks (A04)	(Grid 4E)

Section A: Discussion of article: Grids 4A and 4B**20 marks****Grid 4A: Response to and understanding of article****10 marks**

0-2	<i>Very poor</i>	Minimal understanding shown of article. Ideas largely superficial.
3-4	<i>Poor</i>	Limited knowledge shown of article. Considerable gaps in understanding.
5-6	<i>Adequate</i>	A reasonable level of understanding. Needs encouragement to develop ideas.
7-8	<i>Good</i>	Article generally well understood, but ideas rather limited.
9-10	<i>Very Good</i>	Excellent understanding of all aspects of the article.

Grid 4B: Comprehension of and response to Examiner**10 marks**

0-2	<i>Very Poor</i>	Severe problems of comprehension. Very marked hesitation. Limited responsiveness.
3-4	<i>Poor</i>	Has general difficulty in understanding. Limited response to the majority of topics raised.
5-6	<i>Adequate</i>	Understands questions on basic concepts but has difficulty with more complicated ideas. Some delay in response.
7-8	<i>Good</i>	Few problems of comprehension. Responds readily and without undue hesitation. Quite forthcoming.
9-10	<i>Very Good</i>	No problems of comprehension. Prompt response to questions. Takes initiative in developing themes.

Section B: General conversation: Grids 4C, 1F, 4D and 4E 40 marks

Grid 4C: Spontaneity, comprehension, responsiveness, fluency 15 marks

0-3	<i>Very poor</i>	Severe problems of comprehension, Very marked hesitation. Limited responsiveness. No fluency or feel for the language.
4-6	<i>Poor</i>	Has general difficulty in understanding. Limited response to questions on majority of topics raised. Little fluency or feel for the language. Translates literally from the mother tongue.
7-10	<i>Adequate</i>	Understands questions on basic situations and concepts but has difficulty with more complicated ideas. Some delay in response. Needs encouragement to develop topics. Reasonable fluency and feel for the language with occasional use of relevant idiom. Limited expression of ideas.
11-13	<i>Good</i>	Few problems of comprehension. Responds readily and without undue hesitation. Reasonably forthcoming but tends to follow examiner's lead. Good fluency and feel for the language. Shows competent use of relevant idiom.
14-15	<i>Very Good</i>	No problems of comprehension. Prompt response to examiner's questions. Very forthcoming in developing topics. Able to guide the discussion and lead the examiner, offering and seeking opinions as appropriate. Very good feel for the language and is able to express concepts fluently and in the appropriate idiom.

Grid 1F: Pronunciation and intonation

5 marks

0-1	<i>Poor</i>	Only comprehensible with difficulty. Heavily influenced by mother tongue. Many sounds mispronounced.
2-3	<i>Adequate</i>	A number of errors, with particular problems with more difficult sounds. Otherwise intonation and pronunciation mostly acceptable.
4	<i>Good</i>	Pronunciation and intonation mostly correct, although there may be occasional mispronunciation with more difficult sounds.
5	<i>Very Good</i>	Only occasional errors of pronunciation and intonation. Sounds authentic most of the time.

Grid 4D: Quality of language**10 marks**

There is a mark out of 5 for grammatical accuracy and another mark out of 5 for range, variety and appropriateness.

Grammatical accuracy

0-1	<i>Very poor</i>	Little evidence of grammatical awareness. Persistent serious and elementary errors in endings, tenses, genders.
2	<i>Poor</i>	Evidence of gaps in basic grammar. Frequent errors of an elementary kind, e.g. irregular verbs frequently not known; adjectival agreements and common genders faulty.
3	<i>Adequate</i>	Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language, but work is characterised by being inconsistent and with variable accuracy. Expression rather forced and problems with correct word order.
4	<i>Good</i>	Accuracy generally consistent. Shows sound grasp of A2 structures list. Tenses and agreements sound although there may be some inconsistency and errors in more complex areas.
5	<i>Very good</i>	High and consistent level of accuracy. Mainly minor errors. Confident and correct use of the full range of structures contained within the specification.

Range, variety and appropriateness

0-1	<i>Very poor</i>	Very limited vocabulary. Frequent anglicisms. Very limited range of structures. Only simplest sentence patterns.
2	<i>Poor</i>	Narrow range of vocabulary. Frequent repetition of common words. Some attempt at more complex sentence patterns, but errors still even in common structures.
3	<i>Adequate</i>	Some attempt to extend range of vocabulary but still rather repetitive. Shows some ability to produce syntax and structures appropriate to the task.
4	<i>Good</i>	Good range of vocabulary with little repetition. A positive attempt to introduce variety. Ambitious in use of a variety of complex sentence patterns but not always able to maintain correct usage.
5	<i>Very good</i>	Apt use of a wide range of vocabulary. Able to use idiom appropriately. Confident use of a wide range of complex sentence patterns and structures.

Grid 4E: Factual knowledge, ideas and opinions**10 marks**

Note that it is not possible to be specific in the following grid because of the diversity of topics presented. The examiner should adapt the general statements below to the specific topics being addressed by the candidate. Grid 4E focuses on (i) knowledge and factual information; (ii) evidence of reading and preparation; (iii) ideas and opinions. Note that response to the examiner is assessed as AO1 in Grid 4C. The concern here is with knowledge and opinions.

0-2	<i>Very Poor</i>	Conveys very little information about the topics. Material very thin and vague. Much waffle or superficiality. Gives the appearance of not having studied the subject seriously. Insubstantial and hesitant delivery. No, or very few, ideas or opinions expressed.
3-4	<i>Poor</i>	Little information beyond the obvious or commonplace. Material thin, rambling, repetitious. Some evidence of preparation, but delivery is pedestrian, as are the one or two ideas expressed.
5-6	<i>Adequate</i>	Solid base of information with evidence of preparation. Material is factually sound, but with no evidence of wider reading. Material may not always be relevant. Exposition of topics is serious but somewhat stilted. Has begun to think about the issues and express ideas.
7-8	<i>Good</i>	Detailed exposition of the topics. Well-informed with a range of relevant factual information. Well prepared material. Interesting ideas and observations.
9-10	<i>Very Good</i>	Shows well-informed and consistently well-illustrated factual knowledge of the subject. Knowledge is allied to a clear grasp of the subject and understanding of the context and wider issues, and is expressed in a range of opinions and observations. Detailed preparation evident and topic presented with style and flair.

Note: In cases where candidates fail to offer some factual knowledge, ideas and opinions related to the country where the language is spoken, a maximum of 4 marks (Poor) will be available on Grid 4E.

**Mark Scheme 2655
June 2006**

Section A: Listening Comprehension

Tâche 1 Le Parlement des Enfants

[10 marks]

			REJECT
a)	1	Inoubliable / mémorable /ils ne sont pas près de l'oublier	Très impressionnés / ils ont aimé la journée / ils ne veulent pas oublier la journée
b) (i)	1	éducation civique/travailler comme un député Accept: passer une journée comme un député explanation of <i>éducation civique</i> / cours / leçons d'éducation civique	10 propositions de loi Une leçon d'éducation politique t.c.
(ii)	1	discussion(s) / débat(s)	
	1	réunion(s) Note: if answer to (i) is given at the beginning of (ii) ignore it and mark what comes after.	
c)	1	les propositions des enfants peuvent devenir des lois / une loi. Accept: ...sont devenues des lois the example from the text as an alternative answer	prépositions les changements dans la loi
d) (i)	1	être écoutés par les adultes	
	1	s'engager et agir (both needed for one mark)	
(ii)	1	rendre le monde meilleur / (agir pour) que leur monde devienne plus juste et solidaire / Lutter contre/réduire <u>le racisme, l'indifférence et la misère</u> (all 3 elements needed) Accept: (d') habiter dans un monde juste et solidaire	
e)	2	rendre les rivières plus propres mieux entretenir les forêts avoir des pistes cyclables plus sûres/des voies plus sûres pour circuler à vélo (any 2 out of 3 for 2 marks)	singular form of <i>rivières, forêts, pistes cyclables</i> but penalise only once Augmentation de l'usage des vélos. plus d'initiatives qui encouragent l'utilisation du vélo voix

	Note: Looking for the idea of cleaner rivers, better maintained forest / safer cycle paths	
--	--	--

**Tâche 2 : Le coup de chaud
marks]**

[10

a)	1	il va faire <u>de plus en plus</u> chaud / une augmentation des températures / le réchauffement du monde	Les températures vont augmenter peu à peu pendant les années qui viennent.
	1	pendant (au moins) 15 000 ans	15 millions d'années au moins de
b)	(i) 1	la longueur de l'échantillon / morceau de glace Note: need the idea of size / measurement + of sample of ice.	English words e.g. le measurement and bad transcription e.g. le chantillon
	(ii) 1	la profondeur jusqu'à laquelle les scientifiques sont descendus Note: need the idea of depth/distance to which scientists went down to	profondeur t.c.
c)	1	comparable à celui d'aujourd'hui / le même qu'aujourd'hui / comme aujourd'hui	Use of future tense
d)	1	il y a 420 000 ans l'homme n'avait aucune influence sur <u>le climat</u> / l'homme d'il y a 420 000 ans n'affectait pas <u>le climat</u> .	il y a 420 000 ans l'homme n'avait aucune affluence sur le climat / aucune influence sur l'environnement
	1	aujourd'hui l'homme rejette du dioxyde de carbone/du CO2 / aujourd'hui les voitures et les industries rejettent du CO2	a des voitures et des industries t.c.
	1	les rejets de l'homme contribuent / ce qui contribue <u>au réchauffement de la planète</u> / ce qui crée l'effet de serre Note: Need the idea of planet warming	<i>charbon</i> not accepted for <i>carbone</i>
e)	1	parce que la pollution y est grave <u>à cause de</u> la chaleur (both points required) Accept: Il y a des alertes à la pollution à cause de la chaleur	Idea that the pollution is responsible for the heat
f)	1	réduire leur vitesse (<u>de</u> 30km/h)	Réduire leur vitesse à / par 30km/h / ils doivent conduire à 30km/h / réduire leur vitesse + wrong information

In addition 5 marks to be awarded for AO3 Grid 5A

Grid 5A:**0-1 Very Poor**

Little evidence of grammatical awareness. Persistent serious and elementary errors in spelling, agreements and transcriptions from the spoken word.

2 Poor

Evidence of gaps in basic grammar. Frequent errors of an elementary kind, in spelling, agreements and transcriptions from the spoken word.

3 Adequate

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Still recurrent errors in spelling, agreements and transcriptions from the spoken word.

4 Good

Accuracy generally quite consistent, but quite a number of minor errors in spelling and agreements and one or two more serious lapses in transcriptions from the spoken word.

5 Very Good

High and consistent levels of accuracy. Only minor errors and slips in spelling and agreements and virtually no problems in transcriptions from the spoken word.

Section B: Reading Comprehension:**Pour les mères au foyer, travailler c'est se revaloriser****Tâche 3****[6 marks]**

			REJECT
a)	1	mœurs	<u>les</u> mœurs
b)	1	manifester	
c)	1	distingue	<u>qui</u> distingue
d)	1	souhaite	aimerait
e)	1	coupe (du monde extérieur)/coupe du monde	coup
f)	1	gosses	<u>les</u> gosses

Tâche 4

[9 marks]

			REJECT
a)	1	veulent avoir une place dans la société Accept: Veulent être membre de la société / faire partie de la société / être acceptée par la société / veulent être reconnues dans la société/ veulent jouer un rôle dans la société / veulent s'intégrer dans la société / souhaiteraient avoir une position plus importante dans la société	Veulent faire une partie / part de la société. A wrong answer followed by the correct answer. Answers relating to financial matters
b)	1	au <u>travail</u> / à l' <u>activité</u> / à la <u>tâche</u> de mère au foyer Note: Need the idea of the mother's work	Aux mère qui restent chez elles Rôle de mère au foyer Idea of « status » of house-wife
c)	1	<u>de garder</u> / <u>maintenir</u> leur équilibre / de ne pas être coupées de l'extérieur Accept : De ne pas se sentir isolées. De se sentir équilibréesde trouver leur équilibre maintenir leur santé mentale Note : Need the idea of well being/inner balance and not the idea of an organised life.	Idea of making them happy. équilibre t.c. De se sentir équilibre / normales Une connection essentielle avec la société Maintenir leur santé t.c. Pour avoir une vie équilibrée
d) (i)	1	fréquentant les <u>clubs</u> / <u>organisations</u> / <u>sociétés</u> de sport	Les activités sportives t.c. En faisant du sport.
(ii)	1	ou en fréquentant les associations de parents (d'élèves) (Idea of meeting people is required) Note: A verb is needed. If both pieces of information are correct and there is no verb 1 mark	
e)	1	retourner au travail / avoir un salaire / gagner de l'argent Accept: Travailler / gagner plus d'argent	
f)	1	ont plus de diplômes / qualifications / ont une éducation supérieure / sont bien diplômées	
	1	ont des emplois de cadres / ont des emplois avec beaucoup de responsabilités/ ont des positions plus supérieures	
	1	ont un mari avec un travail à haute	

		qualification / qui est cadre aussi / qui a un emploi prestigieux / ayant une forte position dans son métier Accept: Une sur dix travaillait en intérim	
--	--	--	--

As a principle throughout the paper, when 1 answer is required if more than one is given mark only the first one, if 3 answers are required and more are given mark the first 3 etc...

Tâche 5

[5 marks]

			REJECT
a)	1	rémunération (pour un travail) / argent qu'on gagne / la paye / la paie Note: Need the idea of <u>earning</u>	source d'argent / argent l'argent qu'on peut recevoir t.c. revenu(s) t.c.
b)	1	(des emplois qui ne sont) pas sûrs / (qui sont) sans avenir / sans stabilité / temporaires	des emplois qui ne sont pas très bons/ avec des risques / dangereux / travail à mi-temps
c)	1	sont moins qualifiées / ont moins de diplômes Accept : ont moins de formation / ont un niveau d'éducation moins haut / elles ont un manque d'éducation / elles ne sont pas allées à l'université.	N'ont pas les qualifications
d)	1	personnes qui ont des fonctions de direction/qui sont chef / personnel de direction / personnel d'encadrement Accept : poste à responsabilité/ un emploi très haut / la direction / gens qui travaillent dans la gestion	exécutifs haute classe position importante
e)	1	mari / époux / homme	a feminine word (e.g. femme/épouse) partner / partenaire / petit ami

Tâche 6

[9 marks]

			REJECT
a)	1	moving house	the movement of a home / a move
	1	unemployment / They can't find a job	redundancy / laid off
	1	health (problems) / They are not healthy	
		Accept: pregnancy / childbirth as one alternative	
b)	1	they regret having given up working	
c)	1	terms of employment (contractual idea) / Accept: The rules of their work / the conditions of employment	the condition of the workplace / of work /of their job
	1	may not find the same job Accept: They may have a less important job when they return	
	1	childcare (explanation / availability of childcare) Accept: the ways of looking after children / availability of crèches	What their children do
	1	nurseries are expensive (idea of cost of childcare) Accept: the cost / price of child care / crèche	
d)	2	it was created 25 years ago to help women who are <u>going back</u> to work (The idea of returning to work is essential) Samuel Plateau is a trainer/instructor there (any two of three but mark the first two answers only)	An organisation which <u>accompanies</u> women going back to work To help women taking on a job "It was founded by S. Plateau" is an invalidating distortion
e)	1	their relationship with the world has changed Accept: verb in the present tense	

	1	<p>their connection / link with the world...</p> <p>their social network <u>has shrunk / is disappearing</u> [</p> <p>Accept: no longer have the social and work network which they had before they see people less and less links with friends disappear</p> <p>Note: Need to convey the idea of a reduction and not of total loss.</p>	<p>no longer have a / any social and work network t.c. their social knowledge disappear little by little their social life suffers their social skills have gone down</p>
	1	the work place is where you meet	
	1	<u>(the) most</u> people	more of the world
f)	1	<p>lack of training</p> <p>Accept: lack of skills due to absence of training missed training</p>	
	1	the job has changed	
	1	difficult to make up for the time spent <u>with their children</u> / Years spent looking after the children are hard to compensate	The time they spent with their children is difficult to catch up work wise having taking time off t.c
g) (i)	1	women with responsible jobs	
(ii)	1	<p>they will not get their job back / the <u>same</u> / a <u>similar</u> job</p> <p>Accept: Can't find again a post of responsibility They <u>can't</u> return to it</p>	<p>they are not taken back by their employer they can't have a good job they are not allowed to return to the same job they will have fewer responsibilities</p>
(iii)	1	<p>because they are less available</p> <p>Accept: Less flexible</p>	Women could be a liability / are less reliable

In addition 5 marks to be awarded for AO3 Grid 5B

Grid 5B: Reading Comprehension**0-1 Very Poor**

Little evidence of grammatical awareness. Persistent serious and elementary errors in endings, tenses, genders. Only simplest sentence patterns, and those mainly incorrect.

2 Poor

Evidence of gaps in basic grammar. Frequent errors of an elementary kind, e.g. irregular verbs frequently not known; adjectival agreements and common genders faulty. Some attempt at use of subordinate clauses and more complex sentences patterns, but errors still even in common structures.

3 Adequate

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts at more complex language and shows some ability to produce syntax and structures appropriate to the task but work is characterised by being inconsistent and with variable accuracy. Expression rather forced and problems with correct word order.

4 Good

Accuracy generally quite consistent. Shows a sound grasp of A2 structures list. Tenses and agreements sound although there may be some inconsistency and errors in more complex areas. Ambitious in use of a variety of complex patterns but not always able to maintain correct usage.

5 Very Good

High and consistent levels of accuracy. Mainly minor errors. The overall impression is one of competence. Confident and correct use of a varied range of structures.

Tâche 7

[10 marks]

Marked for language only according to grids 5C.

Ticks to be awarded for content include:

		Reject
a)	<ul style="list-style-type: none"> ▪ le passe-temps préféré de beaucoup de Français ▪ la France a le plus grand nombre de chasseurs du monde ▪ en déclin de 20 % depuis 10 ans ▪ 83 % des moins de 15 ans / des enfants sont contre la chasse ▪ 95 % des moins de 15 ans / des enfants n'ont pas l'intention de commencer ▪ 30 millions d'oiseaux (et d'animaux) tués chaque année** 	
b)	<ul style="list-style-type: none"> ▪ ont une influence politique ▪ amoureux de la nature ▪ veulent préserver une (vieille) tradition française ▪ devenue une façon de vivre ▪ disent qu'elle réduit le nombre d'animaux nuisibles à l'agriculture 	
c)	<ul style="list-style-type: none"> ▪ nombre élevé / 30 millions d'oiseaux (et d'animaux) tués chaque année** ▪ beaucoup d'espèces / d'oiseaux sont en danger/ de la mort de beaucoup d'espèce d'oiseaux ▪ la chasse est permise durant la saison de reproduction et de migration 	
d)	<ul style="list-style-type: none"> ▪ pétition / campagne contre les lois de chasse françaises ▪ protéger les oiseaux durant la saison de reproduction et de migration* ▪ demander le changement de la loi ▪ demander le raccourcissement de la période de chasse 	manifestation
e)	<ul style="list-style-type: none"> ▪ protéger la faune (sauvage) / animaux / oiseaux ▪ défendre les droits des ceux qui sont opposés à la chasse ▪ s'opposer à la cruauté dont souffrent les animaux / (or an example from the text) ▪ et à la disparition de beaucoup d'oiseaux si on continue à les tuer 	

* Credit this point only **once**, either in (c) or in (d), also both element are required

Credit this point only **once, either in (a) or in (c)

Marked according to grid 5C

In order to have access to the full range of marks in the Range criteria the candidate must have covered a minimum of 10 points + one personal opinion.

If 5-9 points have been covered + one personal opinion the maximum mark for Range will be 3.

Below 5 points + one personal opinion the maximum mark for Range would be 2.

If there has been no attempt at giving a personal opinion, deduct 1 mark from the marks awarded for Range

Grid 5C: Quality of language**[10 marks]**

There is a mark out of 5 for grammatical accuracy and another mark out of 5 for range, variety and appropriateness.

Grammatical Accuracy**0-1 Very Poor**

Little evidence of grammatical awareness. Persistent serious and elementary errors in endings, tenses, genders.

2 Poor

Evidence of gaps in basic grammar. Frequent errors of an elementary kind, e.g. irregular verbs frequently not known; adjectival agreements and common genders faulty.

3 Adequate

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts at more complex language, but work is characterised by being inconsistent and with variable accuracy. Expression rather forced and problems with correct word order.

4 Good

Accuracy generally quite consistent. Shows a sound grasp of A2 structures list. Tenses and agreements sound although there may be some inconsistency and errors in more complex areas.

5 Very Good

High and consistent levels of accuracy. Mainly minor errors. Confident and correct use of the full range of structures contained within the specification. Only minor errors of spelling which do not affect the morphology.

Range, variety and appropriateness**0-1 Very Poor**

Very limited vocabulary. Frequent anglicisms. Very limited range of structures. Only simplest sentence patterns.

2 Poor

Narrow range of vocabulary. Frequent repetition of common words. Some attempt at more complex sentences patterns, but errors still even in common structures.

3 Adequate

Some attempt to extend range of vocabulary but still rather repetitive. Shows some ability to produce syntax and structure appropriate to the task.

4 Good

Good range of vocabulary with little repetition. A positive attempt to introduce variety. Ambitious in use of a variety of complex patterns but not always able to maintain correct usage.

5 Very Good

Apt use of a wide range of vocabulary. Able to use idiom appropriately. Confident use of a wide range of complex sentence patterns and structures.

Listening Transcripts

Tâche 1: Le Parlement des Enfants

Laureline et Thomas ont 10 et 11 ans, et comme 575 autres écoliers de leur âge ils ne sont pas près d'oublier leur journée au Palais Bourbon, siège de l'Assemblée Nationale.

Hier, ils ont eu droit à une véritable leçon d'Éducation Civique au plus grand niveau politique. Ils ont fait une journée de travail comme un député, entre réunions le matin et discussions l'après midi, autour de 10 propositions de loi. Dix textes choisis parmi les centaines, élaborés tout au long de l'année scolaire par des écoliers de cours moyen 2 de métropole et d'outre-mer ; et au bout du débat, une seule proposition qui sera peut-être reprise un jour par les députés.

Car depuis que ce Parlement des Enfants a été mis en place en 1994 par Philippe Séguin, plusieurs propositions sont devenues de vraies lois de la République, comme celle, par exemple, qui visait à interdire l'achat par les écoles de produits fabriqués par des enfants dans des pays qui les exploitent et qui ne respectent pas leurs droits.

Dans ce Parlement des Enfants nous avons de jeunes citoyens lucides qui aimeraient être plus souvent écoutés par les adultes et qui veulent s'engager et agir pour que leur monde devienne plus juste et plus solidaire.

En fait, bon nombre des mesures qu'ils suggèrent concernent la lutte contre le racisme, l'indifférence, la misère. Et ils réclament aussi des rivières plus propres, des forêts mieux entretenues, des voies plus sûres pour circuler à vélo.

Tâche 2 : Le coup de chaud

Pas de panique, le coup de chaud actuel ne préfigure en rien une canicule pour cet été. On peut très bien avoir un mois de juin très chaud et un été pourri, voilà la mise au point hier de Météo France pour une prévision disons à court terme. À long terme, on peut d'ores et déjà vous annoncer que le thermomètre n'est pas près de redescendre, il va faire chaud et peut-être même de plus en plus, paraît-il, pendant encore au moins 15 000 ans. Ce sont les conclusions très sérieuses d'une étude de scientifiques qui sont allés explorer les profondeurs de la terre dans les glaces de l'Antarctique. Ils ont analysé un échantillon de glace qui mesure 3 km et cela leur a permis de lire l'évolution de notre climat sur des milliers d'années.

Les glaces de l'Antarctique sont la mémoire du climat. Lorsque la neige tombe elle emprisonne avec elle des bulles d'air témoins de la météo passée et puis elle se transforme en glace. Les prélèvements effectués dans la glace sont donc des machines à remonter le temps. Les scientifiques sont descendus jusqu'à 3 200 mètres de profondeur. L'échantillon vieux de 7 400 ans que viennent d'étudier les scientifiques a permis de découvrir que la terre a connu huit cycles climatiques, une succession de périodes glacières et inter-glacières plus chaudes. Or il y a 420 000 ans le climat était comparable à celui que nous connaissons aujourd'hui. À cette époque-là, la fièvre de la planète était due, comme aujourd'hui, aux conditions astronomiques : l'inclinaison de la planète par rapport au soleil était identique, mais dans ces temps préhistoriques, la planète était habitée par des hommes qui n'avaient aucune influence sur le climat. L'homme d'aujourd'hui avec ses automobiles et ses industries rejette du dioxyde de carbone. L'étude de ces glaces confirme qu'en effet l'atmosphère terrestre n'a jamais contenu autant de CO₂, gaz à effet de serre capable à long terme de réchauffer la planète.

Oui et justement, en parlant de la pollution de l'automobile et des industries, aujourd'hui ... alerte en raison de la chaleur en Alsace et dans les Bouches-du-Rhône. Dans la région de Marseille par exemple, la préfecture exige que les automobilistes réduisent de 30 km /heure leur vitesse.

**Mark Scheme 2656
June 2006**

The following general principles apply to the marking of the Culture and Society paper in all languages.

1 **Assessment criteria:** All scripts are to be marked in accordance with the assessment criteria below (Grids 6A and 6B).

2 **Marking:** Examiners are asked:

- (a) to single underline all language errors
- (b) to indicate omissions by a caret sign
- (c) to indicate superfluous or unclear material by a wavy line.

3 **Comments:** Examiners are asked to write **no comments** at all on the scripts. However, in certain cases it may be helpful to attach comments on a separate sheet when an explanation of the allocation of marks may be deemed necessary.

4 **Length:** There is no limit on the number of words to be written per essay, no penalties, therefore, are to be imposed.

Essays which are too short should be assessed as normal; the shortness will usually be self-penalising.

5 **Rubric infringements:**

Where candidates write their essays based on the same text or topic, only the better of the two should be marked.

In such cases the action taken by the examiner must be clearly shown at the foot of the essay, and the words **RUBRIC INFRINGEMENT** written on the front cover. There is no need to mark such scripts for the attention of the Team Leader.

Any other cases of rubric infringements should be drawn to the attention of the Team Leader.

6 **Reference to the country:** Both the Aims and the Assessment Objectives of the specification indicate that essays in Section C must relate to "**a country where the language studied is spoken**". It is acknowledged that some of the topic titles have international application, but each title in the specification specifically refers to the country/countries in question. There is, therefore, no excuse for essays which do not refer to the country/countries studied. It should be noted in this respect that, with the exception of those topic areas asterisked in the specification, **any** country where the language is spoken is acceptable for the purposes of this paper (eg Francophone Africa, Austria, Latin America).

Essays which make no or little reference to the country/countries in question may be awarded no more than 7 marks for grid 6A.

7 **Indication of marks:** At the end of each essay, the examiner must show the mark awarded under each separate grid, and the resulting total, which should be ringed.

e.g.

6A1	16	<input type="checkbox"/>	36
6A2	12	<input type="checkbox"/>	
6B	5 + 3	<input type="checkbox"/>	

Add the two totals out of 60 together to get an overall mark out of 120. Divide this by two (rounding up any $\frac{1}{2}$ marks) to get a final total out of 60. Indicate this on the front cover of the answer script.

e.g.

$$36 + 38 = 74 = 37$$

Grid 6A (1): Information about topics, texts, relevance and appropriateness of response

20 marks

0-3	Very Poor	Extremely brief and/or very inadequate answer. Little or no knowledge of the text/topic. Frequent irrelevance. A very superficial treatment of the task.
4-7	Poor	The candidate has a limited grasp of the text/topic. Some material but little attempt to organise it or answer the question. There are omissions and some irrelevancy in completing the task.
8-11	Adequate	Evidence that the candidate has understood the text/topic presented. The essay has a preponderance of content but there is evidence of ability to recognise the central issues. Rather dull treatment of the task.
12-15	Good	Evidence of thought and preparation showing a sound knowledge of the text/topic, supported by factual knowledge. Mainly relevant to the task and demonstrating some imagination and/or originality (where appropriate).
16-18	Very Good	The text/topic is used and pointed to the question, the general issues pertinent to the text/topic have been taken into account in response to the question. There is evidence of an ability to produce an imaginative and/or original response to the task (where appropriate).
19-20	Excellent	Intelligent use of factual information, clarity, sense of control. Clear evidence of thoughtful evaluation of texts/topics. A precise and thorough response to the task showing insight into the text/topic.

Grid 6A (2): Understanding of topics, texts and issues, structure and development of ideas.

20 marks

0-3	Very Poor	May have great difficulty communicating at this level in the foreign language. Ideas presented at random. Sequence illogical with no development of an argument and no ability to draw conclusions.
4-7	Poor	Little attempt to structure the work. Some sequence in facts presented, but a weakness in paragraphing and no real build-up of an argument to a conclusion. Rambling and disjointed.
8-11	Adequate	Ideas generally organised in a structured way and some ability to organise into paragraphs and sequence the argument, although somewhat superficial.
12-15	Good	Some ability to develop ideas and opinions even if without much sophistication. Clear line of thought with competent development of argument. Ideas mostly well-linked and some ability to draw conclusions.
16-18	Very Good	The essay has an argument and develops a case but there may be some limitations in scope. There is a clear line of thought and/or evidence of an ability to draw conclusions.
19-20	Excellent	Well-balanced and coherent piece with an excellent introduction and good organisation with clarity and a sense of control. Ideas clearly linked and well-developed. Thoughtful work.

Grid 6B: Quality of language
20 marks

Grammatical accuracy

1-2	Very Poor	Little evidence of grammatical awareness. Persistent serious and elementary errors in endings, tenses, genders.
3-4	Poor	Evidence of gaps in basic grammar. Frequent errors of an elementary kind, e.g. irregular verbs frequently not known; adjectival agreements and common genders faulty.
5-6	Adequate	Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language but work is characterised by being inconsistent and with variable accuracy. Expression rather forced and problems with correct word order.
7-8	Good	Accuracy generally consistent. Shows sound grasp of A2 structures list. Tenses and agreements sound although there may be some inconsistency and errors in more complex areas.
9-10	Very Good	High and quite consistent level of accuracy. Confident and correct use of the full range of structures contained within the specification. Only minor errors of spelling which do not affect the morphology.

Range, variety and appropriateness

1-2	Very Poor	Very limited vocabulary. Frequent anglicisms. Very limited range of structures. Only simplest sentence patterns.
3-4	Poor	Narrow range of vocabulary. Frequent repetition of common words. Some attempt at more complex sentence patterns, but errors still even in common structures.
5-6	Adequate	Some attempt to extend range of vocabulary, but still rather repetitive. Shows some ability to produce syntax and structures appropriate to the task.
7-8	Good	Good range of vocabulary, with little repetition. A positive attempt to introduce variety. Ambitious in use of a variety of complex sentence patterns, but not always able to maintain correct usage.
9-10	Very Good	Apt use of a wide range of vocabulary. Able to use idiom appropriately. Confident use of a wide range of complex sentence patterns and structures.

**Advanced GCE (French) (7861/3861)
June 2006 Assessment Series**

Unit Threshold Marks

Unit		Maximum Mark	a	b	c	d	e	u
2651 01/02/03	Raw	60	47	41	36	31	26	0
	UMS	90	72	63	54	45	36	0
2652	Raw	80	62	55	48	42	36	0
	UMS	120	96	84	72	60	48	0
2653	Raw	60	49	44	39	34	30	0
	UMS	90	72	63	54	45	36	0
2654	Raw	60	48	43	38	33	29	0
	UMS	90	72	63	54	45	36	0
2655	Raw	80	57	50	43	37	31	0
	UMS	120	96	84	72	60	48	0
2656	Raw	60	46	41	36	31	26	0
	UMS	90	72	63	54	45	36	0
2657	Raw	60	50	45	40	35	30	0
	UMS	90	72	63	54	45	36	0

Specification Aggregation Results

Overall threshold marks in UMS (i.e. after conversion of raw marks to uniform marks)

	Maximum Mark	A	B	C	D	E	U
3861	300	240	210	180	150	120	0
7861	600	480	420	360	300	240	0

The cumulative percentage of candidates awarded each grade was as follows:

	A	B	C	D	E	U	Total Number of Candidates
3861	26.83	47.95	66.81	81.57	91.16	100.00	3193
7861	34.42	62.29	81.50	93.13	99.01	100.00	2432

For a description of how UMS marks are calculated see;
www.ocr.org.uk/OCR/WebSite/docroot/understand/ums.jsp

Statistics are correct at the time of publication

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Information Bureau

(General Qualifications)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: helpdesk@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity



OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2006