

Mark Schemes for the Units

June 2007

3861/7861/MS/R/07

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

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

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MARK SCHEMES FOR THE UNITS

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Mark Scheme 2651/01/02/03
June 2007

Marking Scheme: Unit 2651 (French), 2661 (German), 2671 (Spanish)**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, eg 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, eg 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 2007**

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 $\frac{1}{2}$, 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.

Modern Languages at Advanced Subsidiary**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 right-hand* 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 left-hand 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 marksheet enter **the final total only**.

2652 – Summer 2007
Markscheme**Tâche 1** – 1 mark for each correct answer

- a) B
- b) C
- E
- H
- c) B
- d) A
- e) C
- f) C
- g) A
- h) C

Tâche 2 – 1 mark for each correct answer

Première partie

- 1 F
- 2 C
- 3 G
- 4 E
- 5 A

Deuxième partie

- b
- e
- f
- h
- i

Tâche 3 – 1 mark for each correct answer

- 1 H - *Example – no mark*
- 2 G
- 3 B
- 4 L
- 5 F
- 6 D
- 7 A
- 8 C
- 9 I
- 10 E
- 11 J

Tâche 4 - Section 2A

COMMENTS / NOTES

a)	1	RI5	Reject : 22.15
	1	10.15	
	1	2	
b)	1	Elle est <u>trop</u> petite (pour la famille Lewis)	Bracket attempts at <i>pour eux</i>
	1	C'est la seule (péniche) / il n'y en a pas d'autre / il n'y en a pas de <u>disponible</u>	Incorrect version of disponible INV
	1	Jusqu'à demain / avant demain / il y en aura une autre / on pourra la remplacer demain	NB – depending on how (ii) is phrased, « aujourd'hui » may be acceptable. Reject two word attempts at <i>demain</i>
c)	1	Apprennent les / sont initiés / s'initient aux	NB: Noun to INV; give any tense for communication, but mark as lang error Meaning important: must not suggest that participants are doing the initiation
	1	présente / montre / donne / explique / enseigne	
d)	1	à bord t.c. / dans / sur / avec la péniche	Reject : abord (one word), aboard, a board, au bord, en bord la péniche
e)	1	Elle a réservé des chambres	Ignore singular. Word for accommodation needed
	1	parce que la famille ne pourra pas dormir sur la péniche / la péniche est trop petite	NB other valid answer : Elle a parlé avec la famille parce qu'il y a un problème = 2
f)	1	(ii) - veut accepter la suggestion	
	1	(iii) - ne veut rien payer de plus	
g)	1	Si l'assurance (de Holibarges) va payer / si Holibarges est couvert / assuré (pour ça) / elle doit payer / la famille doit payer	Idea of <u>financial</u> responsibility required Must not imply that family's own insurance will pay out Reject : si l'assurance est couverte, rembourser except in passive Accept : insurance
	1	Ce qu'elle <u>doit</u> faire / ce qu'il faut qu'elle <u> fasse</u> Qui va payer	Any 2

Task 2A has 5 non-verbal marks out of 15

n→ i↓	1	2	3	4	5	6	7	8	9	10
5	4½	4	3½	3	2½	2	1½	1	½	0
4	4	3	3	2	2	2	1	1	0	0
3	3	2	2	2	1½	1	1	1	0	0
2	2	2	1	1	1	1	1	0	0	0
1	1	1	1	1	½	0	0	0	0	0

i is the initial mark awarded for quality of language under Grid 2A.

n is the total number of marks for language-productive questions **not attempted** by the candidate

Grid 2A: Listening

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 area and/or a number of minor errors in spelling in transcriptions from the spoken word.
5	<i>Very Good</i>	High and consistent level of accuracy. Only minor errors and slips. Confident and correct use of a range of structures. Virtually no problems in transcriptions from the spoken word.

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.

If role of Monique is misunderstood and she is thought to be a representative of the customers rather than the firm, penalize the first incorrect instance. If there are further inconsistencies, penalize at the beginning of each paragraph

1	1	Overall / generally,	
	1	reactions were <u>very</u> positive.	
	1	Very little dissatisfaction	Accept : appropriate negative reaction
	1	<u>only</u> (a few) regrets / issues / concerns	Reject : some Reject: complaints, requests, problems
	1	which are <u>in fact</u> / <u>rather</u> suggestions	Appropriate rendering of plutôt required, eg mostly, merely, more like etc early INV
	1	(aiming) to improve	
	1	an (already) excellent service	
	1	(going even) beyond their expectations.	Must refer to service
	1	Of course	
	1	there are / were differences	Accept singular
	1	<u>according to</u> the holiday / option / package they had chosen:	Reject : all the following t.c.:formula / type / design / style / format / programme / plan Reject : itinerary, stay
	1	cruising or	
	1	hiring (a barge/boat)	
(any up to max 10)			
2	1	What they liked / appreciated:	Accept : present tense
	1	the comfort(able) (of the) <u>accommodation / rooms / boat / cabin</u>	Reject : lodgings, stay, residence
	1	and the quality (of the) <u>equipment / fittings / amenities / facilities</u> of the boat.	Reject : boating equipment
	1	The virtual / 3D visits / tours / presentations of the barges on our website	Reject : cabin, on site
	1	enabled them to feel	
	1	at home / at ease <u>straightaway / instantly.</u>	Reject : <u>more</u> comfortable

	<p>1 The information leaflets / packs / files / cards</p> <p>1 with their <u>advice</u> on piloting / steering / navigating / driving / sailing the boat,</p> <p>1 maps and guide books</p> <p>1 for visits (all) along the way / route / banks / shores</p> <p>1 Friendly / warm / welcoming staff /crew</p> <p>1 (and) technical help / expert assistance around the clock / always available.</p> <p>(any up to max 10)</p>	<p>Idea of document needed Reject : forms, practical, things Accept : helpful, convenient</p> <p>Reject : running</p> <p>Reject : cards</p> <p>Reject : stay, idea of length, course</p> <p>Reject : personal / helpful Need idea of positive attitude towards clients</p> <p>Reject : every day</p>
3	<p>1 What they <u>would</u> have liked:</p> <p>1 (That) bikes (be) included</p> <p>1 in the deal / package / price / fee / bill</p> <p>1 They are (an) indispensable (add-on / a must).</p> <p>1 (That we offer) a <u>wider</u> range</p> <p>1 of thematic / specialist cruises / trips</p> <p>1 horse riding, fishing, painting etc.</p> <p>1 (That) pets be allowed (on board).</p> <p>1 (That the) transfer / transporting / movement of vehicles</p> <p>1 <u>from</u> (the) starting point / base (of the trip)</p> <p>1 <u>to</u> final destination / disembarking point</p> <p>1 be done automatically at no cost.</p> <p>(any up to max 10)</p>	<p>Accept : want</p> <p>Watch out of consequential errors</p> <p>Reject : forfeit, deposit</p> <p>Complimentary INV Must convey idea of essential</p> <p>Reject : activities</p> <p>Reference to countryside INV Reject : for company, as companions, mascots</p> <p>Reject : freely Both elements needed</p>

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.

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"> we are delighted (to know) that his recent cruise with Holibarges was such a success 	
2	<ul style="list-style-type: none"> we run a range of similar packages in Britain and in Ireland in the summer 	
3	<ul style="list-style-type: none"> we could arrange cruises for large groups at a special rate 	
4	<ul style="list-style-type: none"> we need 3 months notice to ensure that we have enough boats available 	
5	<ul style="list-style-type: none"> if he wants us to send our brochure with the prices for next year 	

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

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, eg irregular verb 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.

Transcript**Tâche 1 - La vie à la campagne – 1 minute**

- Philippe Antoine, bonjour ! Alors, d'abord, qui part à la campagne ?
- Des couples entre 30 et 50 ans, des couples avec enfants ; il y a aussi des chefs d'entreprises et ceux qui s'installent en rachetant un magasin.
- Alors, pourquoi part-on ?
- Parce qu'on préfère vivre à un rythme plus satisfaisant et élever ses enfants dans un lieu sans problèmes avec des écoles plus « familiales ». Et puis les loyers qui montent, ça, c'est une raison de départ de plus en plus fréquente.
- Il y a des conseils essentiels ?
- Le premier conseil, c'est la réflexion : comptez deux ans entre le projet de partir et l'installation. Ensuite, il faut s'adresser aux collectivités locales pour voir si on peut bénéficier d'aides. Enfin, il faut tester la vie à la campagne. Souvent, les gens choisissent un endroit qu'ils ont connu pendant les vacances ; ce n'est pas la même chose à longueur d'année.

Tâche 2 – La Tour Eiffel – 1 minute**Première partie**

La Tour Eiffel est le monument payant le plus visité au monde. Gustave Eiffel envisageait 0,5 million de visiteurs par an, mais à son inauguration en 1889, la Tour en a reçu 1,9 million. L'année dernière, 6.2 millions sont venus, mais malgré cela, 2006 n'a pas dépassé l'an 2000.

Deuxième partie

La Tour attire surtout des Français, principalement venus de province. Les Britanniques, longtemps au deuxième rang, sont maintenant devancés par les Espagnols et se retrouvent à la quatrième place, derrière les Américains. Quant aux Chinois, ils viennent en nombres croissants donc un tiers du personnel d'accueil apprend leur langue.

Pour séduire les Parisiens, on leur propose des attractions. L'hiver dernier, on a installé une patinoire au premier étage et on prévoit aussi, entre autres, des salles de cinéma.

Tâche 4 - Message – 1 minute

Allô ! Ici Monique. Problème avec la famille Lewis – référence R15. Ils sont bien arrivés ce matin à 10 heures et quart. Il y a quatre adultes et deux enfants, mais sur la fiche de réservation que j'ai reçue, c'est l'inverse. La péniche que j'avais pour eux est trop petite et il n'y en a pas d'autre de disponible avant demain.

Comme la première journée nous avons une initiation à la navigation suivie d'une présentation de l'itinéraire, ils pourraient suivre le programme normal. Bien sûr, ils ne pourront pas passer la première nuit à bord, mais j'ai réussi à réserver des chambres en ville. Mais qui va payer les frais supplémentaires ? Les Lewis sont prêts à aller à l'hôtel, mais disent que c'est nous qui sommes responsables. Sommes-nous couverts par notre assurance pour ce genre de problème ? Dites-moi vite ce qu'il faut que je fasse.

**Mark Scheme 2653
June 2007**

(a) (i)

- could fall in water (crossing river on stepping stones)
[Allow: fleuve, ruisseau etc.]
- difficult path / route
- the boys annoyed her [Reject: she hated them]
- didn't like dictations
- because she made mistakes
- would prefer to eat in canteen* (instead of outside / in classroom)

(ii)

- nice teacher
- single sex school / not mixed / boys in another school
- good food in canteen*

* ONE canteen point only

(b)

- social / family events
- fête
- discussion between parents and teachers
- on important issues / on issues like violence
- cinema visit
- farm visit
- picnic
[Distortion if incorrect age of child]
- art exhibition [Allow: musée]

N.B. If only category given rather than specific activity give 1 point each for:

- social activities
- cultural activities
- excursions

Grids 3A 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, eg 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

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 part of question “c” is answered, the maximum possible: 8 marks.

Tâche 4**15 marks**

- a) C
- b) B
- c) A
- d) C
- e) C
- f) A
- g) A
- h) B
- i) C
- j) A
- k) B
- l) C
- m) C
- n) A
- o) B

**Mark Scheme 2654
June 2007**

Unit 2654 (French), 2664 (German), 2674 (Spanish)**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, eg 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 2007**

French Unit 2655

June 2007

Listening, Reading and Writing 2

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

- 1 Tick each relevant point for which a whole mark is awarded and put a cross next to the wrong answers.
 - 2 Draw a single line under any language errors [in parts of the examination where language is to be marked] and circle consequential errors. Put a circle over a letter where the accent is missing or wrong. Put an L above good language points. Bracket direct lift.
 - 3 Indicate omitted information by a caret sign ^.
 - 4 Indicate superfluous information by a wavy line.
 - 5 Where candidates give alternative answers, only the first one written, or the one on the line should be marked.
 - 6 For each question or section, write the mark awarded in the right-hand* margin. At the end of the exercise write the total marks, **and ring this figure**.
- *Left-handed markers may use the left-hand margin.
- 7 At the end of Sections A and B, write the mark awarded for Quality of language as 5A or 5B and ring this mark.
 - 8 In the extended writing exercise in Section C, show the mark for Grammatical Accuracy (G) and then the mark for Range, variety and appropriateness (R).

For the Range mark in cases where answers are irrelevant or there are gaps:

- 10 or more of the relevant points covered + a personal response – assess on full range of 5 marks
- 5 to 9 of the relevant points covered + a personal response – assess on maximum of 3 marks
- less than 5 of the relevant points covered + a personal response – assess on maximum of 2 marks
- If no attempt at a personal response then deduct 1 mark from total awarded for this grid
- If the answer is totally irrelevant then award 0 marks

Transfer the totals for each task to the front cover, insert the Quality of language mark after the appropriate question. On the OMR marksheet enter **the final total only**.

Section A

Tâche 1 : L'égalité hommes femmes, on y va, mais à tout petits pas.

ACCEPT	REJECT
<p>a) - De plus en plus/plus de femmes travaillent/le nombre de femmes qui travaillent augmente [1] accept : a augmenté [Idea of more women working]</p> <p>- et les inégalités <u>reculent/diminuent</u> (dans tous les domaines) [1] [Idea of less inequalities] Also accept : il y a moins d'inégalités / il y a plus d'égalité entre les hommes et les femmes / les inégalités sont plus petites / les inégalités ont pratiquement disparu</p>	<p>La situation est meilleure pour la femme (too vague)</p> <p>[Transcription error that does not communicate]</p> <p>ont complètement disparu</p>
<p>b) - le chômage [1] Also accept : il y a plus de femmes au chômage</p> <p>- et l'emploi à temps partiel <u>non choisi</u> [1]</p>	<p>Plus de femmes travaillent à temps partiel</p>
<p>c) (i) la différence entre le salaire d'un homme et d'une femme <u>qui ont les mêmes qualifications / à qualifications égales</u> [1] Also accept as alternative to the first part of the answer: les femmes gagnent 20% de moins que les hommes [inequality in earnings between men and women with same qualifications]</p> <p>(ii) le nombre / pourcentage de femmes qui sont chefs d'entreprise [1] Also accept : 15% des chefs/directeurs d'entreprise sont des femmes</p> <p>Accept : <u>enter</u>prise for communication</p>	<p>15% des/de femmes sont des chefs d'entreprise 20% de moins que les hommes avec qualification égale (no mention of salary)</p> <p>directeur t.c.</p>
<p>d) (dans) la Fonction publique [1] Accept for communication transcription error : la fonctionne publique</p>	<p>Les fonctions publiques F<u>un</u>ction publique Fonction au public Secteur public</p>
<p>e) - après le bac / les examens [1]</p> <p>- à l'arrivée du <u>deuxième</u> enfant [1] Accept if they have transcribed correctly the whole paragraph</p>	<p>Quand elles auront un bébé</p>
<p>f) aux travaux domestiques / travail domestique [1] Also accept : les tâches et corvées au foyer les tâches ménagères faire le ménage ménage t.c.</p>	<p>'Élever les enfants' – if added = distortion</p> <p>choses domestiques</p>

Tâche 2 : Une espérance de vie qui ne cesse d'augmenter !

ACCEPT	REJECT
1) Aux vaccinations / à la vaccination [1] Also accept : Aux progrès médicaux/de la médecine / au(x) vaccin(s)	Aux <u>premières</u> vaccinations = distortion
2) 4/1000 / 4 sur 1000 / quatre sur mille [1] Also accept 0,4% / 0.4% A number is required	
3) mourait / mouraient / mourir / survivre / seraient morts [1] Accept a different past tense for communication Accept : mourraient [language error]	Present, future, mort = ambiguous mort t.c.
4) traiter / guérir / soigner / prévenir / lutter contre / *éviter [1] *d' = lang error if 'de' not changed to 'd' ' Also accept for communication : traitement	Treatment vivre avec arrêter cesser
5) moins [1] Also accept :une baisse / une diminution / réduction Idea of less / of a decrease	
6) de tabac / de cigarettes / d'alcool / De tabac et d'alcool [1] [Take first answer] Accept: alco <u>h</u> ol for communication	alcoolisme / tabagisme addition of 'drogue' invalidates
7) manger sain(ement) / bien manger / Manger bien/ une bonne alimentation [1] (idea of eating healthily) Also accept: de ne pas manger de fast food / contrôler/surveiller son alimentation	
8) du sport / un sport / de l'exercice / des exercices / plus de sport / *le sport [1] *language error Accept: exerci <u>s</u> e(s) for communication	
9) plus longtemps / centenaire / jusqu'à cent ans / *pour cent ans [1] *language error Also accept : plus vieux / plus long / plus de 100 ans / environ 100 ans	plus de 82 ans plus t.c.
10) le Japon [1] *Japon t.c. = language error	Japan / Japane

In addition 5 marks to be awarded for AO3 Grid 5A (see following)

Remember to write your 5A language mark after task 2 and to record it on the front page in the box next to the mark for task 2.

The marks on the mark scheme are awarded for communication, for showing that the candidate has understood what he/she has heard. Hence if the answer is comprehensible to a French speaker and conveys the required message marks can be awarded. Beware of the use of English words, which would be comprehensible to an examiner but would not be comprehensible to a French person with no knowledge of English. The candidate will be penalized for inappropriate use of language in the 5A mark. However if the language impairs the communication to the extent that it makes the message incomprehensible or changes the meaning then no marks can be awarded.

If a question is wrong or not answered, put 0 in the margin. Don't leave it unmarked.

Grid 5A: Listening**5 marks****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

Tâche 3 :

Mark up to the number of items required and ignore the rest

ACCEPT	REJECT
<p>a) - old-fashioned [1] accept archaic / outdated</p> <ul style="list-style-type: none"> - threatened / close to disappearing / close to extinction / it seemed they were disappearing / it seemed that they would disappear [1] - (symbol of) punishment [1] 	<p>Ready to disappear Symbol of punishment They have disappeared old</p>
<p>b) - when they live <u>in the middle/heart</u> of the countryside also accept: far out in the countryside / deep in the countryside [1]</p> <ul style="list-style-type: none"> - when they take / study <u>a (very) rare /specialised / more unusual / an obscure</u> subject / course / option [1] 	<p>(open) countryside t.c. 'follow' invalidates they are following a rare option they follow through a rare option</p>
<p>c) - when they have problems with work [1] idea of concentration on the work</p> <ul style="list-style-type: none"> - when they have family problems / want to escape family problems / they have problems at home [1] - <u>staff and living in a group</u> can help them (both elements needed) [1] Accept [supervision / pastoral care] or [housemasters/housemistresses] for [staff] 	<p>Parents have problems at work idea of difficulty with subject matter learning difficulties support (for staff)</p>
<p>d) - motivation [1]</p> <ul style="list-style-type: none"> - (readiness / willingness) to accept (all the) school rules[1] Accept: must not disrespect the school rules 	<p>They have to behave</p>
<p>e) - they hang around / spend time [idea of loitering] in the playground / they go and relax in the yard [1]</p> <ul style="list-style-type: none"> - or in the smoking area (accept smoke)[1] 	<p>Wind down on the <u>banks</u> of the smoking area / under the <u>bank</u> for a place to smoke / in a smoky place gather / wait t.c. / stay grounds</p>
<p>f) - They are not swots / they are not addicted to studying / they are not workaholics.[1]</p> <ul style="list-style-type: none"> - they are not delinquents / criminals [1] - they (are likely to) work more (in this type of school) [1] 	<p>Geniuses / intellectuals / brainboxes</p>
<p>g) - She was (too) tired to work [1]</p> <ul style="list-style-type: none"> - after one and a half hour / long journey home [1] 	<p>less tired t.c. 1h30 travel to and from school</p>
<p>h) - (at home) he could not find the motivation / energy / willpower to work / he could not be bothered / he did not have the self-discipline to work [1]</p> <ul style="list-style-type: none"> - for <u>more than</u> 15 minutes each evening [1] - now he has to work / he is obliged to work [1] 	<p>He is not brave enough to / doesn't have the courage to... Incentive [as alternative for 'motivation'] concentrate [as alternative for 'work']</p>

Tâche 4 :

- a) chargé [1]
 b) pion [1] reject : un pion
 c) fait taire [1] reject : (fait) taire les élèves / les bavards
 d) (bulletins de) notes [1] reject : bulletins t.c.
 e) feux [1]

Any spelling mistake = [0]

Tâche 5 :

Do not reward if communication is impaired. Do not reward lifts in the language mark.
 Bracket direct lifts.

ACCEPT	REJECT
<p>a) est bénéfique [1][idea of beneficial / better for him] Also accept: manquait aux élèves / n'existe pas dans les familles des élèves / a plein de bienfaits / est mieux / est meilleur / donne aux élèves une hygiène de vie qu'il ne trouverait pas en vivant chez eux. Accept : bénéficie for comprehension</p>	<p>bénéficial / bénéficielle essentiel à / nécessaire / utile</p>
<p>b) - qui veulent / voulant s'éloigner de leur famille / prendre des distances [idea of distance / separation] - qui n'ont jamais connu de routine - parce qu'ils ont des problèmes avec leur famille /pendant des moments difficiles [idea of a difficult time] Accept: illustration of difficult time any 2 out of 3 for 2 marks</p>	<p>Ils veulent échapper les difficultés d'<u>une</u> famille</p>
<p>c) - la fin/l'arrêt/l'apaisement des disputes/des conflits[1] - la joie de retrouver leur enfant / de se retrouver le week-end [1] [idea of happiness together] - passer un bon week-end avec leur enfant [1] [idea of a good time / good weekend]</p>	<p>Ils sont contents de voir leurs parents Ils s'entendent mieux la paix t.c. que leurs enfants ont une meilleure hygiène de vie.</p>
<p>d) - (devoir) <u>répondre</u> à des questions [1] [idea of <u>answering</u> question] - raconter / discuter tout ce qu'il fait / comment s'est passé la semaine [1] [idea of giving information about their week (at school)]</p>	<p>les questions que ses parents lui jettent</p>
<p>e) enfreindre / ignorer les règles/désobéir [1] Accept for comprehension : il faut respecter le règlement du lycée Also accept : ignorer les règles</p>	<p>Casser les règles Régulations / réglementation</p>
<p>f) l'indulgence/la complicité/la fatigue/la négligence / gentillesse / l'indifférence des surveillants/des pions / des responsables [1] Also accept : les surveillants l'ignorent / les laissent s'amuser / s'endorment</p>	<p>La fermeture des yeux des pions Les surveillants ne font pas attention t.c.</p>

Tâche 6 : if several alternatives are given only mark the first one

ACCEPT	REJECT
a) restent / traînent plus longtemps / long [1]	restent t.c.
b) horaires (des cours) / heures <u>de cours</u> [1]	heures de travail
c) distraire (les élèves de leurs études) [1] also accept : offrir le divertissement	changer l'attention distracter / casser leur attention pour prendre leur attention de leurs devoirs
d) <u>le temps</u> passé à faire les devoirs [1]	la salle
e) on fait part de ses sentiments à quelqu'un / on dit ce qu'on a sur le cœur [1] also accept : ils partagent leurs secrets / dire à quelqu'un en secret / parler en <u>toute</u> confiance	parle / discute en secret / en confiance parle avec un ami [too vague] se raconter des histoires entre amis parler en confiance

In addition 5 marks to be awarded for AO3 Grid 5B (see following)

Remember to write your 5B language mark after task 6 and to record it on the front page in the box next to the mark for task 6.

As in the listening tasks the marks on the mark scheme are awarded for communication, for showing that the candidate has understood what he/she has read. Hence if the answer is comprehensible to a French speaker and conveys the required message marks can be awarded. Beware of the use of English words, which would be comprehensible to an examiner but would not be comprehensible to a French person with no knowledge of English. The candidate will be penalized for inappropriate use of language in the 5B mark. However if the language impairs the communication to the extent that it makes the message incomprehensible or changes the meaning then no marks can be awarded.

If a question is wrong or not answered, put 0 in the margin. Don't leave it unmarked.

Grid 5B: Reading Comprehension**5 marks****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, eg 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.

3 Adequate

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.

4 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. Ambitious in use of a variety of complex sentence patterns but not always able to maintain correct usage.

5 Very Good

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.

Section C

Tâche 7: (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 plus one personal response, which is 10 points plus at least one opinion. If less than 10 points have been covered the maximum mark for Range will be 3/5. Below 5 points the maximum mark for Range would be 2/5. Deduct one mark from the total if there is no personal response.

ACCEPT	REJECT
<p>a)</p> <ul style="list-style-type: none"> introduire de nouvelles mesures contre l'immigration clandestine / être stricte avec les immigrants aucune amnistie pour les immigrants clandestins (also accept a valid explanation as an alternative) 	
<p>b)</p> <ul style="list-style-type: none"> les amnisties de 1981 et 1997 avaient encouragé l'arrivée de nombreux clandestins ce phénomène est devenu inquiétant à cause des liens entre la mafia et les criminels qui organisent l'immigration clandestine 	[lieux] for [lien] = distortion
<p>c)</p> <ul style="list-style-type: none"> Ils arrivent en France avec un visa de touriste ils ne repartent pas / y restent / restent là illégalement ils évitent l'expulsion en disant qu'ils n'ont pas de papiers et qu'ils ne connaissent pas leur nationalité 	<p>Un immigrant peut se déguiser en touriste</p> <p>ne savent pas d'où ils viennent ne savent pas où ils sont nés</p>
<p>d)</p> <ul style="list-style-type: none"> ces mesures/les plans du premier ministre ne tiennent pas compte de la complexité de la migration mondiale / le premier ministre ne tient pas compte de la complexité de la migration mondiale elles ne résoudre rien elles inciteront les gens à protester (de façon extrême) comme à faire la grève de la faim / les jeûnes / or a valid explanation of a hunger strike 	<p>ne rend pas compte</p> <p>faire des protestes (plus extrêmes)</p>
<p>e)</p> <ul style="list-style-type: none"> les mariages <u>à l'étranger</u> entre Français et étrangers ne seront pas forcément reconnus en France on vérifiera si le mariage est réel introduction de visa biométrique (avec empreintes digitales) pour empêcher quelqu'un d'autre d'utiliser le visa création d'une police d'immigration indépendante création d'un service pour le contrôle de l'immigration 	

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, eg 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 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 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 Very Good

High and consistent level 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 sentence 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 structures 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 sentence 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.

Transcript task 1

L'égalité hommes femmes, on y va, mais à tout petits pas.

Eh oui, il ne suffit pas d'organiser une fois par an une Journée de la femme, pour que la parité entre les deux sexes progresse à pas de géant. En France, il y a pourtant de l'amélioration car depuis trente ans le nombre de femmes qui travaillent est en constante augmentation et dans tous les domaines les inégalités reculent quoiqu'elles n'aient pas encore complètement disparues. Vous avez plus de femmes que d'hommes au chômage et plus de femmes ont un emploi à temps partiel qu'elles n'ont pas choisi. À qualification égale, elles gagnent toujours 20 % de moins que les hommes. Parmi les cadres, il n'y a qu'un tiers de femmes et parmi les chefs d'entreprises seulement 15 % de femmes. Beaucoup de professions leur sont encore fermées. 60 % des femmes travaillent dans six secteurs : employées, ouvrières non qualifiées, services aux entreprises, enseignantes, professions de santé et professions sociales. Et la Fonction publique est encore plus misogyne : 13 % seulement des postes de direction sont occupés par des femmes.

Dans une vie féminine, ça commence plutôt bien. À l'école les filles sont meilleures que les garçons. Mais plus tard il y a deux moments de rupture : le premier, après le bac quand la majorité des filles se dirige vers l'université, alors que les garçons vont plus volontiers vers les classes préparatoires, les grandes écoles, les carrières scientifiques, qui mènent aux postes de direction. La seconde rupture, c'est l'arrivée du deuxième enfant. Beaucoup de femmes sacrifient alors leur carrière professionnelle pour s'occuper de leur famille. Et il y a les travaux domestiques, qui leur prennent quatre heures et demie par jour, elles y consacrent donc deux fois plus de temps que les hommes qui, en vingt ans, y consacrent tout de même six minutes de plus. Bel effort, n'est-ce pas !

Cela dit, depuis quelques années, ça bouge, lentement. Les entreprises multiplient les accords sur l'égalité professionnelle. Une trentaine a même obtenu le "label égalité", décerné par la ministre de la parité Nicole Ameline. C'est donc un début, il y a deux millions et demi d'entreprises en France !

Transcript task 2**Une espérance de vie qui ne cesse d'augmenter !**

La mortalité due aux maladies infectieuses qui frappait beaucoup les enfants a énormément diminué. Ce sont des progrès qui ont commencé à la fin du dix-huitième siècle avec les premières vaccinations. Depuis, la mortalité infantile n'a cessé de chuter. Elle est aujourd'hui à 4 sur 1000 alors qu'au dix-huitième siècle un enfant sur deux ne passait pas le cap des 10 ans. Maintenant il existe une autre cause à la rapide augmentation de l'espérance de vie ces dernières années, ce sont les progrès de la médecine pour les personnes âgées, des progrès essentiellement dans le traitement des maladies cardiovasculaires et des cancers responsables d'un décès sur trois dans cette population. Les Français ont gagné dix ans de vie ces deux dernières années grâce aussi à la baisse des accidents de la route et à une diminution des comportements à risque comme le tabagisme ou l'alcoolisme.

Alors on s'interroge déjà sur les limites biologiques de l'allongement de la vie mais il ne faut pas croire que c'est un progrès garanti. En effet, on n'est pas à l'abri d'un renversement de tendance dans les pays occidentaux. Les progrès de la médecine ne garantissent pas une longue vie. Aux États-Unis par exemple, la tendance commence à se renverser en raison de l'obésité causée par le fast-food. Et en Allemagne où on fait moins de sport, on vit moins longtemps qu'en Grèce malgré un niveau de vie supérieur. Ce qui prouve que l'alimentation et la pratique d'un sport sont aussi des éléments déterminants.

En attendant, les démographes de l'Institut National des Études Démographiques, dessinent pour nos enfants et nos petits enfants des avènements de centenaires. En effet, une petite fille sur dix qui naît aujourd'hui a des chances de vivre plus de cent ans, c'est un petit peu moins pour les hommes. Enfin, sachez que les Français sont deuxième sur le podium mondial de la longévité derrière les Japonais dont l'espérance de vie atteint les 82 ans.

**Mark Scheme 2656
June 2007**

Unit 2656 (French), 2666 (German), 2676 (Spanish)**Culture and Society (written paper)****Total: 60 marks****MARKING SCHEME**

Information about and understanding of topics, texts and issues 40 marks for each essay (AO4) [Grid 6A]

Quality of Language 20 marks for each essay (AO3)[Grid 6B]

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 on both grids.

- 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.

eg

6A	15	17	32
6B	6	7	13
			45

Add the two totals out of 60 together to get an overall mark out of 120. Divide this by two (rounding up any ½ marks) to get a final total out of 60. Indicate this on the front cover of the answer script.

eg

$$45 + 38 = 83 = 42$$

Grid 6A (1): Information about topics, texts, relevance and appropriateness of response
40 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 organise 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**10 marks****Grammatical accuracy****10 marks****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, eg 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**10 marks****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.

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 Subsidiary GCE French 3861
June 2007 Assessment Series**

Unit Threshold Marks

<i>Unit</i>		Maximum Mark	a	b	c	d	e	u
2651/01	Raw	60	47	41	36	31	26	0
	UMS	90	72	63	54	45	36	0
2651/02	Raw	60	47	41	36	31	26	0
	UMS	90	72	63	54	45	36	0
2651/03	Raw	60	47	41	36	31	26	0
	UMS	90	72	63	54	45	36	0
2652	Raw	80	63	56	49	42	35	0
	UMS	120	96	84	72	60	48	0
2653	Raw	60	49	44	40	36	32	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 (Agg Code)	300	240	210	180	150	120	0

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

	A	B	C	D	E	U	Total Number of Candidates
3861 (Agg Code)	27.97	49.05	66.47	80.96	91.29	100.0	3272

3272 candidates aggregated this series

For a description of how UMS marks are calculated see;
http://www.ocr.org.uk/exam_system/understand_ums.html

Statistics are correct at the time of publication

**Advanced GCE French 7861
June 2007 Assessment Series**

Unit Threshold Marks

<i>Unit</i>		Maximum Mark	a	b	c	d	e	u
2654/01	Raw	60	48	43	38	33	29	0
	UMS	90	72	63	54	45	36	0
2655	Raw	80	59	52	46	40	34	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
7861 (Agg Code)	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
7861 (Agg Code)	35.18	64.99	82.82	94.26	98.77	100.0	2351

2351 candidates aggregated this series

For a description of how UMS marks are calculated see;
http://www.ocr.org.uk/exam_system/understand_ums.html

Statistics are correct at the time of publication

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