

## **Mark Schemes for the Units**

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**January 2008**

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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.

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Any enquiries about publications should be addressed to:

OCR Publications  
PO Box 5050  
Annesley  
NOTTINGHAM  
NG15 0DL

Telephone: 0870 770 6622  
Facsimile: 0870 870 6621  
E-mail: [publications@ocr.org.uk](mailto:publications@ocr.org.uk)

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**Advanced Subsidiary GCE French (3861)**

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# Unit 2651/01/02/03 French: Speaking

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.

# Unit 2652 French: Listening, Reading and Writing 1

## 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.
- 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 target 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 may be shown by a **single underline** for individual items and a **wavy line** may 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 marksheet enter **the final total only**.

## 2652 – January 2008

## Markscheme

**Tâche 1** – 1 mark for each correct answer

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

**Tâche 2** – 1 mark for each correct answer

- a) F
- b) V
- c) PM
- d) F
- e) F
- f) V

**Tâche 3** – 1 mark for each correct answer

- a)
- b)
- d)
- e)
- g)
- k)

**Tâche 4** – 1 mark for each correct answer

- a) P
- b) C
- c) H
- d) I
- e) G
- f) N
- g) E
- h) J
- i) A
- j) K

## Tâche 5 - Section 2A

## Additional guidance

<b>a)</b>	<b>1</b>	C (la femme)	
<b>b)</b>	<b>1</b>	B (est tombé)	
<b>c)</b>	<b>1</b>	B (ce matin)	
<b>d)</b>	<b>1</b>	<p>(i) Il est allé/on l'a conduit à l'hôpital</p> <p>Accept: il est à l'hôpital</p> <p>Allow jambre for jambe - language</p> <p><b>1</b></p> <p>(ii) pour qu'on lui mette la jambe dans le plâtre/parce qu'il a une jambe cassée/Il s'est cassé la jambe</p> <p>Accept: il a mal à la jambe</p>	<p>Reject: any suggestion that he drove</p> <p>Reject: use of elle</p> <p>Reject: outcome of misunderstanding "Qu'est-ce qui est arrivé à M Lafon" – e.g. une ambulance, les services d'urgence, un autre travailleur...) but allow « pour le conduire à l'hôpital » or similar in answer to « pourquoi » (consequential error)</p> <p>Reject: il était conduire / conduire à l'hôpital - language interferes</p> <p>Reject: Il a été pris / roulé à l'hôpital meaningless</p> <p>Reject: jambon</p> <p>Reject: pâtre</p> <p>Reject poor transcriptions showing lack of understanding (eg jambe d'une plâtre)</p> <p>NB: must answer "pourquoi", ie give a reason.</p> <p>Reject:</p> <ul style="list-style-type: none"> <li>▪ il a une jambe dans le plâtre</li> <li>▪ il s'y trouve maintenant or similar – irrelevant</li> <li>▪ Answers to (e) - irrelevant</li> </ul>
<b>e)</b>	<b>1</b>	<p>(i) Il ne pourra pas se déplacer (pendant plusieurs semaines)</p> <p>Accept present tense</p> <p><b>1</b></p> <p>(ii) Il doit annuler son voyage (à Édimbourg)/il ne pourra pas aller à Édimbourg</p>	<p>Idea of impossibility to travel needed</p> <p>Reject: placer / se placer</p> <p>Development of the idea of not being able to travel/ long term consequence</p>

f)	1	<p>(i) (Il voulait) rencontrer l'équipe (de M Scott) / son / votre / notre / son / leur équipe</p> <p>Accept: il aurait (tellement) aimé rencontrer ...</p> <p>Accept: il aurait rencontré ...</p> <p>Accept: verbs in infinitive / future</p>	<p>Reject: past tenses without modal verb</p>
	1	<p>(ii) (Il voulait) visiter les / nos / vos / ses / leurs locaux</p> <p>Accept: il aurait visité ..</p>	<p>Reject: past tenses without modal verb unless already penalized - consequential</p> <p>Reject: locos (cf locomotives)</p> <p>Reject: location</p> <p>Reject: anything which does not mean premises</p>
	1	<p>(iii) (Il voulait) observer la fabrication des / de nos / vos / ses / leurs produits</p> <p>Accept: il aurait observé ...</p>	<p>Reject: past tenses without modal verb unless already penalized</p>
g)	1	<p>ira / se rendra</p> <p>Accept: voudrait / peut / veut / pourra aller / voyager</p>	<p>NB: any of the answers to (f) in the <u>future tense</u> could be acceptable</p> <p>Reject: past tense or infinitive</p> <p>Reject: use of rentrer / retourner</p>
h)	1	<p>(i) (Elle aimerait) qu'il vienne / aille / se rende à Paris</p> <p>Accept use of vous (veniez ...)</p> <p>(ii) (Elle aimerait) qu'il <u>apporte</u> / avec des échantillons (de nos / vos / ses / leurs produits)</p> <p>Accept use of vous</p> <p><b>Accept: 'Qu'il lui envoie un fax ou un mail' is an acceptable alternative for either (i) or (ii)</b></p>	<p>Reject: idea of having a holiday in Paris</p> <p>Reject: visite / visiter unless clearly related to the company</p> <p>Idea of <u>bringing</u> essential</p> <p>At least on 'l' for échantillon</p> <p>Reject: importer / emporter / emmener / envoyer / prendre / porter</p>
i)	1	C (du logement)	

j)	1	le nombre / combien <u>il y aura</u>  Accept: la date d'arrivée des (visiteurs)  Accept: le numéro / total	Reject: combien t.c.
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**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.

**Task 5** 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 6: Section 2B

Throughout, ignore a consistent use of “we”

	Mark scheme	Additional guidance	
1	<p>For (nearly) 150 years, Chaumont has been able / managed to adapt</p> <p><b>Accept:</b> has adapted / has known (how) to adapt / has kept (on) adapting to</p> <p><b>Reject:</b> has been known to adapt (itself)</p> <p>Allow: has been adapted Allow: has had to adapt</p> <p>Reject: After unless on-going changes implied</p>	<p>Bracket “house”/ mansion / manor / business</p> <p>Wrong rendering of a <i>su</i> invalidates</p>	1
	<p><u>to</u> trends / fashions / flavour / tastes (of the day) while keeping / upholding / conserving / maintaining / remembering / keeping (true) to</p> <p><b>Accept:</b> the taste(s) of its/the time / today / of the week / current</p> <p><b>Reject:</b> all (for <i>tout</i>) by / in / in order to</p> <p>whilst / and (yet) / as well as</p>	<p>Ideas of maintaining the tradition and adapting to different requirements both needed but one not the consequence of the other</p> <p>Allow: to different tastes</p>	1
	<p>its founder’s (basic) principles.</p> <p><b>Accept:</b> belief(s) / aims principal ideas</p> <p>creator</p> <p><b>Reject:</b> wrong rendering of <i>base</i> base</p> <p>owner</p>	<p>Ignore confusion <i>Émile</i> / <i>Émilie</i> and consequential <i>elle</i> for <i>il</i></p>	1
	<p>He was (just) a greengrocer when he started and (then he) became a grocer</p> <p><b>Accept:</b> seller of fruit &amp; veg salesman / vendor merchant</p> <p><b>Reject:</b> marketing for selling market</p> <p>a spice shop any specific shop other than grocer’s</p>	<p>Must relate to the <u>man</u> not to the firm</p> <p>Must have idea of becoming / changing (became or then was)</p> <p>Ignore use of simple</p>	1

	<p>(When) <u>He</u> had the idea of opening / thought of / decided to open a shop</p> <p><b>Accept:</b>                      <b>Reject:</b></p>	<p>Must be clear it was <u>his</u> idea</p>	<p>1</p>
	<p>selling / that would sell / sold / with <u>quality</u> products with / of <u>authentic / genuine</u> (flavours).</p> <p><b>Accept:</b> saviours</p> <p>Allow: could for would (e.g. where one could sell)</p>	<p>“products” must be qualified.</p> <p>Allow authentic / genuine if related to products with “flavours” not rendered.</p> <p>Mis-rendering of flavours invalidates</p> <p>Allow: where one could buy ....</p>	<p>1</p>
	<p><u>of which</u> he would be proud. / He wanted to be proud <u>of his shop / products.</u></p> <p><b>Accept:</b> (of) it / them</p>	<p>French unclear as to the object of his pride (shop or products), so accept either but one or the other (or a pronoun) must be there to get the mark.</p>	<p>1</p>
	<p>He/it (soon) attracted / built up / got a <u>well-off</u> but <u>demanding</u> clientele.</p> <p><b>Accept:</b> captured discerning / fussy</p> <p><b>Reject:</b> captivated any mention “ease” exigeant</p>		<p>1</p>
	<p>He started with / after <u>regional</u> specialities and <u>luxury food</u> items.</p> <p><b>Accept:</b> local for <i>régional</i></p> <p><b>Reject:</b> specials as well as for <i>après</i> diet / healthy food (<i>for produits alimentaires</i>)</p>	<p>Idea of sequence needed between this component and the one below</p>	<p>1</p>
	<p>(then) looked / searched for / went in search of exotic products, <u>as yet / previously / hitherto / until then (now) / still / which had been</u> unknown.</p> <p><b>Accept:</b> he launched himself</p> <p><b>Reject:</b> any specific product research(ed)</p>		<p>1</p>

Paragraph 1: Any up to maximum of 8

2	<p><u>Today / nowadays / now / in our days / at the moment/ in our time(s) / these days</u> exotic products are (readily) available / within everyone's reach / mean.</p> <p><b>Accept:</b> exoticism doorstep exoticness</p> <p><b>Reject:</b> from our days exotism</p>	<p>Although exotism is an English word, it's use here would not show understanding of the text</p> <p>Allow mention of "door" t.c. (e.g. at everyone's door = everywhere)</p>	1
	<p>Chaumont provides / offers / concentrates on the quality of (its) products and service(s).</p> <p><b>Accept:</b> specializes guarantees assures</p> <p><b>Reject:</b></p>	<p>Both quality of products and services needed</p> <p>Idea that quality of products and service are both important</p>	1
	<p>By / while / in / through / establishing / creating / links / Chaumont has (established) <u>links / connections/contacts</u> with its <u>suppliers / providers / manufacturers</u></p> <p><b>Accept:</b> allow: after</p> <p><b>Reject:</b> whilst / on / when lines furnishers / factory runners / workers / business men</p>	<p>en + present participle already tested before – consequential error</p> <p>Allow: present or past tense</p>	1
	<p>by checking / overseeing / verifying the conditions under which / <u>how</u> products are made / produced / their production.</p> <p><b>Accept:</b> manufacture creation of the products</p> <p><b>Reject:</b> fabrication</p>	<p>Allow: present or past tense</p>	1
	<p>By looking for / Chaumont looks for /seeks the unusual / the new and uses its know-how / knowledge / experience / savoir-faire</p> <p><b>Accept:</b> originality uniqueness find(ing)</p> <p><b>Reject:</b> research looking at</p>	<p>If the use of 'research' for "<i>recherche</i>" has already been penalized in paragraph 1 (last element), do not penalize again – ie bracket – here</p> <p>Bracket any expansion on "<i>savoir-faire</i>" (eg knowledge of the business)</p>	1

Chaumont offers its customers a (varied) <u>range</u> of <u>quality / top rate / choice</u> products.  <b>Accept:</b>  <b>Reject:</b> products of choice	Ignore / bracket “to choose from” as long as it is clear that products are <b>quality</b> products (e.g. a range of products to choose from = 0)  Allow past tense	<b>1</b>
For all your parties / for any occasion: <u>business /professional</u> lunches, dinner/evening parties, family meals etc.  <b>Accept:</b> breakfast for lunch parties (t.c.) as one of the 3 examples	Insist on any two out of three examples but a total mis-translation of one example invalidates	<b>1</b>
you <u>only</u> need / <u>just</u> have to / it is enough to contact Chaumont  <b>Accept:</b>  <b>Reject:</b>		<b>1</b>
Chaumont’s/ its (highly qualified) personnel / staff will (be able to) advise you.  <b>Accept:</b> personal (as noun) assist/ help	“personal” counts as a language error as long as it clearly refers to people. Reject if used as an adjective  Its staff are/is (highly) qualified to advise you - OK	<b>1</b>

**Paragraph 2: Any up to maximum 7**

### Grid 2B: Quality of Written English

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 7: Section 2C**

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

1	<ul style="list-style-type: none"> <li>• I was very sad to hear about the accident</li> <li>• I hope M Lafon gets better soon</li> </ul>	
2	<ul style="list-style-type: none"> <li>• a trip to France would be very attractive</li> <li>• but our workload makes it impossible</li> </ul>	
3	<ul style="list-style-type: none"> <li>• our methods are traditional</li> <li>• so we don't produce very much</li> </ul>	
4	<ul style="list-style-type: none"> <li>• we may not be able to supply as much smoked salmon</li> <li>• as you require</li> </ul>	
5	<ul style="list-style-type: none"> <li>• what quantity would you wish</li> <li>• to import each month</li> </ul>	

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 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.

**Transcript of listening passages****Tâche 1 – SOLO, une association pour faciliter les rencontres**

Un Français sur trois vit en célibataire. Même si le mariage a recommencé à augmenter, c'est une proportion importante. Ce sont des gens de tous les âges, qui ont besoin et envie de trouver des activités à partager avec d'autres, et c'est ce que SOLO leur propose. Pour faciliter les rencontres, l'association organise une soirée mensuelle. L'objectif n'est pas de former des couples mais de rassembler une bande de copains. Le reste du temps, ce n'est pas le choix qui manque : randonnées, soirées cinéma ou sorties en ville, toutes sur l'initiative des adhérents. Au début, il y a cinq ans, ils n'étaient qu'une vingtaine, maintenant ils sont des milliers à faire partie de SOLO.

**Tâche 2 – Guillaume, chasseur d'appartement**

Guillaume, étudiant, s'est transformé en véritable chasseur d'appartement.

« On trouve plein d'annonces sur Internet et dans les journaux mais selon moi, il vaut mieux passer par une agence parce que comme ça on sait que l'appartement ne sera pas sale et comme ça, on est plus sûr. J'ai tout envisagé : logement étudiant, co-location - c'est sympa mais je préfère mon indépendance ... »

Il est organisé : Il a son budget (450 euros par mois plus 200 d'aide au logement) et il s'y prend à l'avance :

« C'est quand les autres ont fini les examens qu'il faut prendre leur place... »

Au rythme de 2 appartements par jour, Guillaume est optimiste.

**Tâche 3 – Problèmes à Valloire - Interview du maire**

A Valloire, on a une rivière qui traverse le village. Suite à des orages survenus en altitude mardi soir, les eaux ont commencé à monter et la rivière a même emporté des ponts. Le grand danger, c'est que cette rivière passe à proximité d'un camping qu'on a évacué, par précaution. Il y avait une centaine d'adultes et d'enfants et on les a logés dans l'école ou dans des hôtels qui étaient disponibles. Heureusement, les habitants de Valloire sont solidaires ; ils y ont tous mis la main. Et finalement, rien de grave, et ça c'est le plus important.

**Tâche 5 – Message de Patricia Lafon**

Bonjour M Scott ; Patricia Lafon à l'appareil.

Mon mari a été victime d'une chute en fin de matinée et a dû être conduit à l'hôpital où il se trouve encore maintenant. Ce n'est pas trop sérieux, mais il a une jambe dans le plâtre.

Il lui sera impossible de se déplacer pendant plusieurs semaines et il doit annuler son voyage à Édimbourg. Il voulait que je vous prévienne au plus vite.

C'est triste parce qu'il aurait tellement aimé rencontrer votre équipe, visiter vos locaux et aussi observer la fabrication de vos produits. Ce n'est que partie remise !

Vous pouvez peut-être venir à Paris ? On aimerait que vous apportiez quelques échantillons de vos produits. Pour l'hébergement, on s'occupera de tout.

Quand comptez-vous venir ? Combien serez-vous ? Envoyez-moi un fax ou un mail. Merci.

# Unit 2653 French: Reading and Writing 1

## Tâche 1      8 marks

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

## Tâche 2      7 marks

- (a) PM
- (b) V
- (c) V
- (d) F
- (e) V
- (f) V
- (g) F

## **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).

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



ACCEPT	REJECT/NOTES
a) similar to girls' activities upto age of two / in the beginning	up to age of 12
movement / physical / energetic activity	sport
violence / challenge	
desire to be accepted / respected / admired (by friends)	
(when reading) prefer SF / adventure / cartoons	
read for knowledge	
video games because of adventure / etc. (one reason)	no reason
b) games more oriented towards story-telling  and imaginary world / have more imagination  stop playing with toys <u>earlier</u>  want to grow up sooner	<u>too</u> quickly be taller
so turn to things that fit in with that / they buy perfume, jewellery etc.	
read more than boys	
prefer fiction	
have more emotional relationship with what they read / when reading	they are emotional <b>t.c.</b> they read more emotional books

NB Accept negative/positive version in other paragraph but once only.

- NB Penalise 'il' for 'elle' as language error only  
 Penalise 'homme' for 'garçon' as language error only  
 Penalise 'femme' for 'fille' as language error only

**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, 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

## Grid 3C Personal Response

10 marks

<b>0</b>		No attempt to provide a personal response.
<b>1-2</b>	<i>Very Poor</i>	Only briefly indicates a personal opinion.
<b>3-4</b>	<i>Poor</i>	Two or three personal opinions indicate the beginnings of a response.
<b>5-6</b>	<i>Adequate</i>	A number of personal views expressed, but little flair or imagination.
<b>7-8</b>	<i>Good</i>	A range of personal views, with a certain originality and imagination.
<b>9-10</b>	<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) B
- b) C
- c) A
- d) B
- e) C
- f) A
- g) B
- h) A
- i) C
- j) A
- k) B
- l) B
- m) C
- n) C
- o) B

## Unit 2655 French: 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.
- 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 mark sheet enter **the final total only**.

**Transcript task 1****Sécurité des enfants sur Internet**

**- Isabelle Falque, vous êtes la présidente du Forum des droits sur Internet et conseiller d'État. Alors pouvez-vous nous dire quels sont aujourd'hui les risques les plus fréquents pour les petits.**

- Alors pour eux, les dangers qui restent les plus fréquents sur Internet c'est d'abord de voir apparaître devant eux des images et contenus choquants, et même dans certains cas de rencontrer des personnes désagréables.

**- Ah oui, bien sûr.**

Et puis, les détails personnels d'identification, nom, adresse, âge, laissés sur Internet, peuvent ensuite être exploités par des personnes qui essaient de vendre aux enfants des produits sans l'accord des parents.

**- Alors Isabelle parmi tout ce qu'on peut faire sur Internet, entre les chats, les forums et les salons de discussions etc. quel est l'endroit le plus dangereux ?**

- Il ne faut pas nécessairement utiliser trop ce terme de dangereux. Internet est un espace ouvert, c'est comme une rue. Une rue ce n'est pas à priori dangereux. On ne parle pas à des gens qu'on ne connaît pas, on doit donc faire la même chose sur Internet. Ce qu'il faut c'est apprendre l'environnement et apprendre à le maîtriser. On le fait naturellement dans la rue et on doit le faire également sur Internet.

**- Justement est-ce que vous pouvez nous donner quelques conseils pour limiter au maximum ces risques-là ?**

- Il faut d'abord considérer l'âge de l'enfant. S'il a moins de dix ans, il faut que ses parents l'aident à comprendre et à apprendre. Un enfant qui voit une image choquante doit en parler à un adulte pour l'aider à comprendre pourquoi il l'a vue. De plus pour éviter qu'il en voie d'autres à l'avenir, et pour un enfant de cet âge il ne faut pas qu'il y ait de Webcam qui soit branchée sur l'ordinateur.

En revanche, si l'enfant est un adolescent, là le but du parent c'est progressivement d'autonomiser cet adolescent. Je crois aussi qu'il faut que l'ordinateur ne soit pas nécessairement dans la pièce de l'enfant mais qu'il soit dans une pièce commune de manière à ce que de temps en temps les parents puissent aller voir ce que l'adolescent fait. De temps en temps, il faut avoir aussi un historique de ses consultations sur Internet, pour voir où il est allé. En fait, les parents, ce sont eux qui sont supposés avoir l'esprit critique, la prudence et c'est ça qu'ils doivent apprendre à leur enfant.

**Transcript task 2****Un point sur la maladie d'Alzheimer**

**- Professeur Bruno Dubois, l'association France Alzheimer, dont vous êtes le président, a publié aujourd'hui son rapport concernant la recherche sur cette grave maladie dégénérative du cerveau qui affecte environ 85 000 personnes en France. Est-ce qu'on peut dire que c'est une maladie qu'on ne comprend toujours pas ?**

- Ce qu'on ne connaît pas encore de façon scientifique c'est la cause de cette maladie. Mais on en a bien identifié les facteurs et on peut espérer bloquer la cascade des événements biologiques qui se déroulent une fois que la maladie est déclenchée et pouvoir ainsi arrêter le développement de la maladie.

**- Les choses ont donc bien progressé, mais est-ce que cette progression veut dire qu'il est important de dépister et de traiter le plus tôt possible la maladie ?**

- Oui. C'est pour ça qu'on fait un gros effort pour essayer d'identifier les symptômes le plus tôt possible, dans la perspective d'avoir à notre disposition des médicaments qui vont bloquer le développement de la maladie.

**- Est-ce qu'on a aujourd'hui l'espoir de traitements plus efficaces, et même l'espoir d'un vaccin ?**

- Il y a aujourd'hui des médicaments plus efficaces et ça nous permet de suivre de plus près les patients. Il y a aussi des possibilités très intéressantes de médicaments qui vont jouer directement sur le développement de la maladie, c'est-à-dire non plus sur les symptômes mais sur la maladie elle-même. Ces médicaments sont toujours en cours de développement. De plus, nous n'avons pas encore eu la possibilité de les étudier sur les patients mais, à mon avis, ça va venir et ... dans les mois qui viennent. Et ces médicaments vont bientôt figurer sur l'ordonnance du médecin.

**- Et le vaccin ?**

Eh bien, il y a eu cet essai de ce que vous appelez le vaccin, c'est-à-dire l'immunothérapie qui a donné des résultats variables. C'est à dire à la fois positifs sur un certain nombre de points d'efficacité mais aussi négatifs en provoquant des effets secondaires sérieux qui nous ont obligé à arrêter le développement de cette approche. Mais les laboratoires ont contourné le problème et nous aurons bientôt la possibilité d'essayer de nouveau ce vaccin.

**- Est-ce qu'on peut donc espérer un jour pouvoir dire j'ai été frappé par la maladie d'Alzheimer et j'en ai guéri ?**

- C'est une question à laquelle il est difficile de répondre aujourd'hui. Dans quelques cas exceptionnels cette maladie est génétique, mais le plus souvent c'est un mécanisme complexe, donc je ne suis pas sûr qu'on puisse en trouver rapidement la cause. Cependant, on peut espérer bloquer le développement de la maladie et dans une certaine mesure guérir la maladie sans agir sur la cause elle-même.

## Section A

## Tâche 1 : Sécurité des enfants sur Internet

[10 marks]

Accept	Reject
<p><b>(a)</b>            (à) des images /photos <u>choquantes</u> / des contenus <u>choquants</u> [1]            [ignore addition of <i>unpleasant people</i>]</p>	images shockés
<p><b>(b)</b>            - on peut (ensuite) leur vendre des produits / ils peuvent être exploités            - sans l'accord de leurs parents            - on peut voler leurs coordonnées            any 2 out of 3 for 2 marks</p>	
<p><b>(c)</b>            (à) une/la rue [1]            allow: espace ouvert</p>	
<p><b>(d)</b>            (de) (ne pas) parler à des personnes qu'ils ne connaissent pas</p>	
<p><b>(e)</b>            (de les) <u>aider</u> à comprendre et à apprendre [1]            (idea of parents being facilitators)</p>	Parler t.c. Donner des conseils t.c. Implication of the parents understanding their children
<p><b>(f)</b>            2 answers out of the following 3 are needed for 2 marks:</p> <ul style="list-style-type: none"> <li>• (en s'assurant qu')il n'y a pas de Webcam (branchée sur l'ordinateur)</li> <li>• en plaçant l'ordinateur dans une pièce commune / l'ordinateur ne doit pas être dans la chambre/la pièce de l'enfant</li> <li>• en surveillant ce que fait l'enfant / le site qu'il consulte</li> </ul> <p>If the answer to (e) which has not been credited in (e) is given here accept as an alternative to any of the points above.</p>	
<p><b>(g)</b></p> <ul style="list-style-type: none"> <li>• la prudence /comment être prudent</li> <li>• l'esprit critique /comment critiquer</li> <li>• à devenir autonome/indépendant</li> </ul> <p>any 2 points out of 3 for 2 marks</p>	

## Tâche 2 : Un point sur la maladie d'Alzheimer

[10 marks]

Accept	Reject
<p><b>(a)</b>  <u>la publication</u> d'un rapport [1]</p>	
<p><b>(b)</b>  le nombre de personnes atteintes de /affectées par la maladie d'Alzheimer en France [1]</p>	infecté par Alzheimer
<p><b>(c)</b>  - un dépistage / une identification des symptômes / un traitement / bloquer la progression de la maladie [1]  - le plus tôt possible [1]</p>	
<p><b>(d)</b>  - ils sont en cours de / en plein développement [1]  - ils n'ont pas encore été étudiés / testés <u>sur des patients</u> [1]</p>	
<p><b>(e)</b>  - il s'est montré assez efficace / efficace dans certains cas /ont donné des résultats positifs sur certains points [1]  - <u>effets secondaires</u> sérieux [1]</p>	De efficacité / déefficacité (transcription errors showing a failure to understand)
<p><b>(f)</b>  - arrêter / bloquer le développement de la maladie [1] - pouvoir guérir la maladie [1]</p>	Guérer la maladie



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

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

[40 marks]

## Tâche 3 :

<b>accept</b>	<b>reject</b>
<b>(a)</b> l'ouverture [1]	ouvert a verb
<b>(b)</b> fondé / commencé [1]	fondu
<b>(c)</b> crime/assassinat/meurtre [1]	
<b>(d)</b> priait / faisait la prière du soir / mènait la prière [1] a verb is needed allow the present tense	
<b>(e)</b> religieux [1] allow [pendant la prière] if not credited in (d)	église / de l'église
<b>(f)</b> a succédé à / a remplacé / a pris la place de/remplace/ qui occupe la place de/ qui fait le travail du [1]	occupe t.c. a remplacé future tense conditional tense

## Tâche 4 :

<b>accept</b>	<b>reject</b>
<b>(a)</b> donner l'hospitalité (à quelqu'un) / recevoir (quelqu'un) / inviter des gens chez soi [1]	bienvenue t.c.
<b>(b)</b> contrôler / orchestrer / organiser [1]	administrer / diriger / aménager
<b>(c)</b> des personnes qui s'introduisent sans invitation /accord / des indésirables [1]	voleurs
<b>(d)</b> identifier / remarquer [1]	s'identifier

## Tâche 5:

accept	reject
<p><b>(a)</b> réconcilier tous les chrétiens / tous les hommes [1]</p>	
<p><b>(b)</b> - de cacher des réfugiés / de donner refuge / a accueilli des réfugiés [1] - qui fuyaient / venaient de la zone occupée [1]  Allow [pendant la guerre] as an alternative to the second point.</p>	
<p><b>(c)</b> - de vivre pour toujours/ toute leur existence [1] - dans le célibat [1] - en communauté / ensemble / la vie commune / la vie en commun [1] - de façon simple / une grande simplicité de vie [1]</p>	<ul style="list-style-type: none"> <li>- vie célibate</li> <li>- vie communale</li> <li>- simpliste / banale</li> </ul>
<p><b>(d)</b> sont donnés aux (plus) pauvres [1] (also accept as alternative :[ ne sont pas gardés]</p>	
<p><b>(e)</b> le nombre de <u>jeunes</u> qui viennent à Taizé / au concile des <u>jeunes</u> / prier [1] chaque année [1]</p>	

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

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

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, 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.

**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.

## Task 6:

accept	reject
<p><b>(a)</b></p> <ul style="list-style-type: none"> <li>- (a mixture of) spiritual experiences / moments / appeal [1]</li> <li>- celebration(s) / festivals / parties / fun / having a good time [1]</li> <li>- and openness <u>to</u> the world / the fact that it is open <u>to</u> every one / opening to the world / open-mindedness[1]</li> </ul>	<p>fairs/ fun days openness <u>of</u> the world</p>
<p><b>(b)</b></p> <ul style="list-style-type: none"> <li>- the way of praying [1]</li> <li>- together [1]</li> <li>- in silence [1]</li> </ul>	
<p><b>(c)</b></p> <ul style="list-style-type: none"> <li>- attendance is not compulsory [1]</li> <li>- you want to go [1]</li> <li>- you sit on the floor [1]</li> <li>- it is more relaxed than in the church at home/the parish / than in a church / than at church [1]</li> </ul>	<p>more peaceful than ... ...than in other places</p>
<p><b>(d)</b></p> <ul style="list-style-type: none"> <li>- it puts at ease / makes you feel relaxed and comfortable / it is welcoming [1]</li> <li>- it makes / renders religion <u>less</u> intimidating [1]</li> </ul>	
<p><b>(e)</b></p> <ul style="list-style-type: none"> <li>- <u>God*</u> does not judge [1]</li> <li>- <u>God*</u> accepts people as they are [1]</li> </ul> <p>(no reference to God is penalised only once)</p>	
<p><b>(f)</b></p> <ul style="list-style-type: none"> <li>- read the Bible [1]</li> <li>- discuss <u>life</u> [1]</li> <li>- eat [1]</li> <li>- play music / sing [1]</li> </ul>	<p>Break the bread together they take communion together get together t.c.</p>
<p><b>(g)</b></p> <ul style="list-style-type: none"> <li>- because she likes the place / she comes for the place [1]</li> <li>- and for herself / she did not go for Brother Roger('s sake) [1]</li> </ul>	<p>the area because she wants to</p>

**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 + 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 the range grade.

<b>accept</b>	<b>reject</b>
<p><b>(a)</b></p> <ul style="list-style-type: none"> <li>- ils ont réussi à arrêter le programme de réintroduction des ours (dans les Pyrénées)</li> </ul>	
<p><b>(b)</b></p> <ul style="list-style-type: none"> <li>- ils manifestent / ont lutté contre l'action .../ ont protesté</li> <li>- ils essayent de tuer les ours*</li> <li>- ils tendent des pièges / mettent du verre cassé dans des pots de miel</li> <li>- ou ils mettent du poison</li> </ul>	
<p><b>(c)</b></p> <ul style="list-style-type: none"> <li>- essayer de sauver les ours (en voie de disparition)</li> <li>- le nombre est descendu</li> <li>- parce qu'ils ont été tués par des chasseurs*/ à cause des chasseurs / à cause de la chasse</li> </ul>	
<p><b>(d)</b></p> <ul style="list-style-type: none"> <li>- les ours attaqueront / sont un danger pour les animaux</li> <li>- ils effraient les touristes / les touristes ne viennent plus</li> <li>- le stress souffert par les animaux</li> <li>- des animaux avortent leurs petits</li> <li>- il y a une baisse de la production de lait</li> <li>- perte financière / d'argent / de revenus pour les fermiers</li> </ul>	
<p><b>(e)</b></p> <ul style="list-style-type: none"> <li>- le programme a aidé la reprise de la reproduction des ours</li> <li>- il faut relâcher plus d'ours</li> <li>- il faut / pour rétablir une population stable</li> <li>- les ours ne présentent pas de danger pour les gens</li> <li>- ils se plaignent de l'arrêt du programme</li> </ul>	

<p>(f)</p> <ul style="list-style-type: none"> <li>- il pèse 88 kg</li> <li>- il est brun</li> <li>- il est mâle</li> <li>- il a quatre ans</li> <li>- il vient de Slovénie</li> <li>- il vient d'être mis en liberté dans les Pyrénées</li> <li>- il porte une puce électronique</li> </ul>	
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\* credit only once

### 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 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.



# Grade Thresholds

Advanced Subsidiary GCE French 3861 and Advanced GCE French 7861  
January 2008 Examination Series

## Unit Threshold Marks

Unit		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
2652	Raw	80	57	50	43	37	31	0
	UMS	120	96	84	72	60	48	0
2653	Raw	60	45	40	35	31	27	0
	UMS	90	72	63	54	45	36	0
2655	Raw	80	63	55	48	41	34	0
	UMS	120	96	84	72	60	48	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	18.1	44.3	66.7	83.1	98.3	100.0	238
7861	23.1	53.8	69.2	92.3	92.3	100.0	13

## 151 candidates aggregated this series

For a description of how UMS marks are calculated see:

[http://www.ocr.org.uk/learners/ums\\_results.html](http://www.ocr.org.uk/learners/ums_results.html)

Statistics are correct at the time of publication

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

**OCR Customer Contact Centre**

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**Head office**  
**Telephone: 01223 552552**  
**Facsimile: 01223 552553**

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