



General Certificate of Secondary Education

French 3651 *Specification A*

3651/R Reading

Mark Scheme

2005 examination - June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

READING TESTS

Notes on the Marking Scheme

Non-verbal Answers

Follow the mark scheme as set out.

Verbal Answers (English or Target Language)

1. The basic principle of assessment is that candidates should gain credit for what they know, understand and can do. The following guidance should be borne in mind when marking.
 - (a) Credit should be given for all answers which convey the key idea required intelligibly and without ambiguity. This applies whether the answer is in English or in the target language. A separate assessment of spelling, punctuation and grammar is not required on these papers because of the nature of the answers. However, these aspects are an integral part of assessing communication and marks cannot be awarded where errors in spelling, punctuation or grammar lead to a failure to communicate the required information **without ambiguity**.
 - (b) Where a candidate has given alternatives or additional information in answer, the following criteria should be applied:
 - if the alternative/addition does not contradict the key idea or make it ambiguous, **accept**;
 - if the alternative/addition contradicts the key idea or makes it ambiguous, **reject**.
 - (c) Where numbered lines are given within a question/section of a question, credit should be given for correct answers, no matter which line they appear on.
 - (d) Where a question has more than one **section**, a candidate may include as part of the answer to one section the information required to answer another section. For instance, the information required to answer section (b) might be given as part of the answer to section (a). In such cases, credit should be given for having answered section (b), provided that no incorrect answer has been given for that section in the correct place.
 - (e) Where a question or part of a question carries more than one mark, candidates are given credit for all the correct answers they give, even if they have given incorrect answers as well, except where any of the latter contradicts a correct answer that they have given.
2./..... means that these are acceptable alternative answers. (.....) means that this information is not needed for full marks.
3. In questions where candidates are asked to name, for example, three types of vegetable sold in the market, only the first three items they write down should be considered.
4. Accept
 - T/F/?
 - Target language equivalent as instructed in rubric (eg. V/F/PM or R/F/NT)
 - ✓/X/?
 - a mix and match approach using the above, where the response is clear and unambiguous (eg. T and ✓ are both used by the candidate).
5. In multiple choice questions where candidates must choose one letter or number, they should automatically get no mark awarded if they give more than one. If the rubric instructs them to write one letter or number in the box and they do so, but write a second letter or number outside the box too, then the answer in the box should be considered.
6. No mark scheme can cover all possible answers. When in doubt:
 - look for the key idea, where this is appropriate.
 - **t.c.** = tout court **NFP** = no further penalty

Foundation Tier

	Accept	Mark	Reject/Notes
1	B	1	
2	swimming (pool)/pool activities (eg diving) tennis (either order)	1 1	pool t.c. table tennis
3	(a) 50 M(etres)/yards from château/castle/mansion/hall etc./ near/next to the château (b) Every day/7 days (per week)/Mon-Sun etc/all days/through(out)/all week	1 1	at/in/opposite château all day 24:7 / 24 hours all year round all the time during the week
4	a) Students/etc b) August	1 1	(school) pupils/young people summer middle of August

	Accept	Mark	Reject/Notes									
5	<table style="border: none;"> <tr> <td style="border: 1px solid black; padding: 2px; text-align: center;">D</td> <td style="border: none; padding: 0 10px;"></td> <td style="border: 1px solid black; padding: 2px; text-align: center;">A</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px; text-align: center;">I</td> <td style="border: none; padding: 0 10px;"></td> <td style="border: 1px solid black; padding: 2px; text-align: center;">C</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px; text-align: center;">F</td> <td style="border: none; padding: 0 10px;"></td> <td style="border: 1px solid black; padding: 2px; text-align: center;">H</td> </tr> </table>	D		A	I		C	F		H	6	
D		A										
I		C										
F		H										
6	<table style="border: none;"> <tr> <td style="border: 1px solid black; padding: 2px; text-align: center;">C</td> <td style="border: none; padding: 0 10px;"></td> <td style="border: 1px solid black; padding: 2px; text-align: center;">E</td> <td style="border: none; padding: 0 10px;"></td> <td style="border: 1px solid black; padding: 2px; text-align: center;">F</td> <td style="border: none; padding-left: 20px;">(ANY ORDER)</td> </tr> </table>	C		E		F	(ANY ORDER)	3				
C		E		F	(ANY ORDER)							
7	<table style="border: none;"> <tr><td style="border: 1px solid black; padding: 2px; text-align: center;">H</td></tr> <tr><td style="border: 1px solid black; padding: 2px; text-align: center;">A</td></tr> <tr><td style="border: 1px solid black; padding: 2px; text-align: center;">D</td></tr> <tr><td style="border: 1px solid black; padding: 2px; text-align: center;">B</td></tr> <tr><td style="border: 1px solid black; padding: 2px; text-align: center;">G</td></tr> </table>	H	A	D	B	G	5					
H												
A												
D												
B												
G												

	Accept	Mark	Reject/Notes
8	(a) Mélanie (b) Cindy (c) Vincent (d) Dick (e) Sandrine (f) Laure (g) Alexandre	1 1 1 1 1 1 1	Accept place names
9	<div style="text-align: center;"> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 10px;">G</div> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-left: 100px; margin-top: 10px;">E</div> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-top: 10px;">A</div> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-left: 100px; margin-top: 10px;">C</div> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-top: 10px;">J</div> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-left: 100px; margin-top: 10px;">B</div> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-left: 100px; margin-top: 10px;">I</div> </div>	7	
	Total	35	

Higher Tier

	Accept	Mark	Reject/Notes
1	(a) Mélanie (b) Cindy (c) Vincent (d) Dick (e) Sandrine (f) Laure (g) Alexandre	1 1 1 1 1 1 1	Accept place names
2	<div style="border: 1px solid black; width: 30px; height: 20px; margin: 5px auto; text-align: center; line-height: 20px;">A</div> <div style="border: 1px solid black; width: 30px; height: 20px; margin: 5px auto; text-align: center; line-height: 20px;">F</div> <div style="border: 1px solid black; width: 30px; height: 20px; margin: 5px auto; text-align: center; line-height: 20px;">E</div> <div style="border: 1px solid black; width: 30px; height: 20px; margin: 5px auto; text-align: center; line-height: 20px;">D</div>	4	

	Accept	Mark	Reject/Notes
3	<p style="text-align: center;">G</p> <p style="text-align: center;">E</p> <p style="text-align: center;">A</p> <p style="text-align: center;">C</p> <p style="text-align: center;">J</p> <p style="text-align: center;">B I</p>	7	
4	(i) E	1	
	(ii) B	1	
	(iii) A	1	

	Accept	Mark	Reject/Notes
5	(i) F	1	Accept ? Accept – tick Accept W for wrong
	(ii) PM	1	
	(iii) V	1	
	(iv) V	1	
6	(i) D	1	Accept place names
	(ii) G	1	
	(iii) A	1	
	(iv) E	1	
	(v) F	1	

	Accept	Mark	Reject/Notes
7	(a) (Au) lycée Marceau /(à) Chartres/au lycée à/de Chartres Marceau de Chartres	1	Au lycée t.c. /en France classe de première A2 (du lycée) tc
	(b) Un café/un bar	1	Un pub wholesale copying from text which makes answer ambiguous
	(c) (Une) famille française/(la) famille Couget/sa correspondante/(la) famille de Karolina	1	Karolina t.c. famille tc Karolina et mère wholesale copying from text which make answer ambiguous
	(d) (très) bien	1	O.K/D'accord t.c. ça va / pas mal comme soeurs
	(e) partir aux États-Unis/travailler comme au pair aux Etats-Unis/découvrir les pistes de ski américaines/ visiter Heather	1	voyager t.c. /faire du ski t.c. Etats-Unis tc
	(any 1 of 4)	1	
(f) (Des) chat(s) / deux chats		1	Des animaux les chats de Heather nouvelles

	Accept	Mark	Reject/Notes
8	<p>Met boy last year /they met last year Had boyfriend last year</p> <p>Loved him/they were in love/really liked him She thought she was in love</p> <p>She was happy NFP if wrong tense above</p> <p>It's finished/over (because he lived far away)/she finished with him (or vice-versa)</p> <p>Would like to see him (again) Wouldn't mind seeing him (again) / Wouldn't be upset if she saw him (again)</p> <p>Could (still) be/would like to be friends/ Can (still) be friends (any 3 from 6)</p>	3	<p>Met boy t.c. Use of "man" for "boy" Use of "knew"</p> <p>(Really) Liked him t.c. <u>Is</u> in love reference to 'relationship'</p> <p>She is happy</p> <p>He lived far away t.c.</p> <p>Wants to see him (again)</p> <p>Wants to be his girl friend/wants him back If they split up they <u>would/could</u> still be friends</p>

	Accept	Mark	Reject/Notes
9	<p>(a) (Because) they are mixed-race couple/she is white/French AND he is black/brown/coloured/Indian/Asian.</p> <p>People stare at her & boyfriend/ people are racist towards her boyfriend/them / her. She is worried about racism What can she do about racism</p>	<p>1</p> <p>1</p>	<p>Details/gender wrong way round (but possible NFP in second part) One element – eg she is going out with an Indian</p> <p>NFP wrong gender People stare at her/him t.c. People are racist t.c./ t.c. / racism t.c. She is upset t.c. (little) friend MUST refer to “stares/looks” Hypothetical – eg she’s afraid people WILL be racist to them</p>
	<p>(b) - Hide (away)</p> <p>- Break up/split up/leave him</p> <p>- Ignore it/them / racist comments</p> <p>-Live your own lives/get on with your lives / make your own choices</p> <p>(any 2 -1 mark each)</p>	2	<p>Hide him</p> <p>(nfp from a)</p>

	Accept	Mark	Reject/Notes
10	<p>Ask/See/talk to/consult/find/address an assistant/saleswoman/member of staff/shopkeeper (1)/</p> <p><u>before</u> trying on / if you want to try on (clothes) (1)</p> <p>(1 + 1, but 2nd mark depends on clear notion of sequence, which may be inferred)</p>	2	<p>Notion of sequence is essential for 2 marks</p> <p>cashier / worker</p> <p>Ask t.c.</p> <p>Ask if you want to try something on = 1 mark</p>
	Total	45	