



General Certificate of Secondary Education

French 36501/R – Reading

Specification B

Mark Scheme

2006 examination – January 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.

MODULE 1

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)
 - ✓/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
-

**READING TEST
FOUNDATION TIER**

Question		Accept	Mark	Reject / Notes
1		rabbits / fish / cats Any order	3 marks	Accept: singulars Accept: recognisable spellings eg rabet Accept: goldfish but no other specific type of fish
2		(a) North (b) 8.00 (c) 60	1 1 1	Ignore: a.m. / p.m. / h
3	Première Partie	(a) <input type="text" value="B"/> (b) <input type="text" value="A"/> (c) <input type="text" value="C"/>	1 1 1	
	Deuxième Partie	(d) <input type="text" value="B"/> (e) <input type="text" value="C"/> (f) <input type="text" value="C"/>	1 1 1	

Question		Accept	Mark	Reject / Notes									
4		<table border="1"> <tr> <td data-bbox="678 336 880 389"></td> <td data-bbox="880 336 1240 389">(a) la chambre</td> </tr> <tr> <td data-bbox="678 389 880 442">(b) 7(h)</td> <td data-bbox="880 389 1240 442">(c) la salle à manger</td> </tr> <tr> <td data-bbox="678 442 880 494">(d) 7(h) 15</td> <td data-bbox="880 442 1240 494"></td> </tr> <tr> <td data-bbox="678 494 880 547">(e) 7(h) 50</td> <td data-bbox="880 494 1240 547">(f) (en face du) stade</td> </tr> </table>		(a) la chambre	(b) 7(h)	(c) la salle à manger	(d) 7(h) 15		(e) 7(h) 50	(f) (en face du) stade	6 marks	Accept: chamber Accept: recognisable spellings Reject: 7 o'clock Reject: Two contradictory times	
	(a) la chambre												
(b) 7(h)	(c) la salle à manger												
(d) 7(h) 15													
(e) 7(h) 50	(f) (en face du) stade												
5		<table border="1"> <tr> <td data-bbox="678 708 864 777">au passé</td> <td data-bbox="864 708 1010 777">F + I</td> <td data-bbox="1010 708 1240 777">Any order</td> </tr> <tr> <td data-bbox="678 777 864 845">maintenant</td> <td data-bbox="864 777 1010 845">J + H</td> <td data-bbox="1010 777 1240 845">Any order</td> </tr> <tr> <td data-bbox="678 845 864 914">au futur</td> <td data-bbox="864 845 1010 914">A + D</td> <td data-bbox="1010 845 1240 914">Any order</td> </tr> </table>	au passé	F + I	Any order	maintenant	J + H	Any order	au futur	A + D	Any order	6 marks	
au passé	F + I	Any order											
maintenant	J + H	Any order											
au futur	A + D	Any order											

Question		Accept	Mark	Reject / Notes
6		(a) <input data-bbox="797 320 887 384" type="text" value="F"/> (b) <input data-bbox="797 421 887 485" type="text" value="PM"/> (c) <input data-bbox="797 521 887 585" type="text" value="V"/> (d) <input data-bbox="797 622 887 686" type="text" value="V"/> (e) <input data-bbox="797 722 887 786" type="text" value="F"/> (f) <input data-bbox="797 823 887 887" type="text" value="PM"/>	1 1 1 1 1 1	

Total: 30 marks

**READING TEST
HIGHER TIER**

Question		Accept	Mark	Reject / Notes													
1		<table border="1"> <tr> <td data-bbox="696 384 902 456">au passé</td> <td data-bbox="902 384 1030 456">F + I</td> <td data-bbox="1030 384 1232 456" rowspan="3">Any order</td> </tr> <tr> <td data-bbox="696 456 902 523">maintenant</td> <td data-bbox="902 456 1030 523">J + H</td> </tr> <tr> <td data-bbox="696 523 902 590">au futur</td> <td data-bbox="902 523 1030 590">A + D</td> </tr> </table>	au passé	F + I	Any order	maintenant	J + H	au futur	A + D	6 marks							
au passé	F + I	Any order															
maintenant	J + H																
au futur	A + D																
2		<table border="1"> <tr> <td data-bbox="696 644 801 724">(a)</td> <td data-bbox="801 644 916 724">F</td> <td data-bbox="916 644 1232 724" rowspan="6"></td> </tr> <tr> <td data-bbox="696 724 801 804">(b)</td> <td data-bbox="801 724 916 804">PM</td> </tr> <tr> <td data-bbox="696 804 801 884">(c)</td> <td data-bbox="801 804 916 884">V</td> </tr> <tr> <td data-bbox="696 884 801 963">(d)</td> <td data-bbox="801 884 916 963">V</td> </tr> <tr> <td data-bbox="696 963 801 1043">(e)</td> <td data-bbox="801 963 916 1043">F</td> </tr> <tr> <td data-bbox="696 1043 801 1123">(f)</td> <td data-bbox="801 1043 916 1123">PM</td> </tr> </table>	(a)	F		(b)	PM	(c)	V	(d)	V	(e)	F	(f)	PM	1 1 1 1 1 1	
(a)	F																
(b)	PM																
(c)	V																
(d)	V																
(e)	F																
(f)	PM																

Question		Accept	Mark	Reject / Notes
3		(a) <input data-bbox="781 328 853 400" type="text" value="B"/> (b) <input data-bbox="781 427 853 499" type="text" value="C"/> (c) <input data-bbox="781 536 853 608" type="text" value="C"/> (d) <input data-bbox="781 644 853 716" type="text" value="B"/> (e) <input data-bbox="781 743 853 815" type="text" value="A"/> (f) <input data-bbox="781 852 853 924" type="text" value="A"/>	1 1 1 1 1	

Question			Mark	Accept												
4		(a) <table border="1" data-bbox="786 316 860 387"><tr><td>B</td></tr></table> (b) <table border="1" data-bbox="786 416 860 488"><tr><td>E</td></tr></table> (c) <table border="1" data-bbox="786 517 860 588"><tr><td>F</td></tr></table> (d) <table border="1" data-bbox="786 617 860 689"><tr><td>I</td></tr></table> (e) <table border="1" data-bbox="786 718 860 790"><tr><td>G</td></tr></table> (f) <table border="1" data-bbox="786 818 860 890"><tr><td>A</td></tr></table>	B	E	F	I	G	A	1 1 1 1 1	(a) été (b) écrit (c) au bord de la mer (d) n'aime pas (e) s'entendre (f) deux semaines						
B																
E																
F																
I																
G																
A																
5		<table border="1" data-bbox="701 970 934 1331"> <tr><td>(a)</td><td>6</td></tr> <tr><td>(b)</td><td>5</td></tr> <tr><td>(c)</td><td>4</td></tr> <tr><td>(d)</td><td>8</td></tr> <tr><td>(e)</td><td>2</td></tr> <tr><td>(f)</td><td>7</td></tr> </table>	(a)	6	(b)	5	(c)	4	(d)	8	(e)	2	(f)	7	1 1 1 1 1	
(a)	6															
(b)	5															
(c)	4															
(d)	8															
(e)	2															
(f)	7															

Total: 30 marks