

GCSE

French

Summer 2009

Mark Schemes

Issued: October 2009

**NORTHERN IRELAND GENERAL CERTIFICATE OF SECONDARY EDUCATION (GCSE)
AND NORTHERN IRELAND GENERAL CERTIFICATE OF EDUCATION (GCE)**

MARK SCHEMES (2009)

Foreword

Introduction

Mark Schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

The Purpose of Mark Schemes

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of 16- and 18-year-old students in schools and colleges. The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes therefore are regarded as a part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

The Council hopes that the mark schemes will be viewed and used in a constructive way as a further support to the teaching and learning processes.

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Rewarding Learning

General Certificate of Secondary Education

2009

French

Paper 1
Listening
Foundation Tier

[G3201]

TUESDAY 26 MAY, MORNING

**MARK
SCHEME**

			AVAILABLE MARKS
1	(a) a (small) table/desk	[1]	4
	(b) 2 hours	[1]	
	(c) the radio	[1]	
	(d) (on) (his) bed	[1]	
2	(a) (her) friend(s)	[1]	4
	(b) pancakes, crêpes	[1]	
	(c) water	[1]	
	(d) (for) (her) birthday	[1]	
3	(a) C lundi	[1]	4
	(b) C 8.30	[1]	
	(c) A second on left	[1]	
	(d) B train station	[1]	
4	(a) A smallest shirt	[1]	6
	(b) A three pairs of socks	[1]	
	(c) A half a kilo	[1]	
	(d) C cherries	[1]	
	(e) A 30 euros	[1]	
	(f) C 100 grammes	[1]	
5	(a) A music	[1]	6
	(b) B science	[1]	
	(c) C wind surfing	[1]	
	(d) B française	[1]	
	(e) C gallois	[1]	
	(f) C américaine	[1]	

			AVAILABLE MARKS		
6	(a)	(i) A faisait le ménage	[1]	8	
		(ii) A shoulder	[1]		
	(b)	(i) C quelques jours	[1]		
		(ii) C le lendemain	[1]		
	(c)	(i) B à l'estomac	[1]		
		(ii) A des médicaments	[1]		
	(d)	(i) B ne mange pas beaucoup	[1]		
		(ii) C reste couché	[1]		
7	(a)	(i) A au bord de la mer	[1]	8	
		(ii) C beau	[1]		
	(b)	(i) B nourrir les singes	[1]		
		(ii) C n'aimaient pas les lions	[1]		
	(c)	(i) C jouaient	[1]		
		(ii) A marchaient sur les châteaux de sable	[1]		
	(d)	D concert	[1]		
		B longtemps	[1]		
	These last two answers must be in the right order				
	Total				40

Northern Ireland Council for the Curriculum, Examinations and Assessment
General Certificate of Secondary Education, Summer 2009
French Paper 1, Listening, Foundation Tier
Tape Script

Read each question carefully. Listen to the recording and write your answer in the space provided.

1 Your French friend, Paul, is talking to you about his bedroom:

Paul: Example: J'aime beaucoup ma chambre.

(a) He continues:

– Dans la chambre il y a une petite table pour mes devoirs.

(b) He goes on:

Paul: – Je passe deux heures à faire mes devoirs.

(c) He also says:

Paul: – J'aime beaucoup écouter la radio.

(d) Finally he says:

Paul: – Quelquefois le chat dort sur mon lit.

2 Marie talks about her favourite food and drink:

Marie: Example: Manger est très important pour moi.

(a) She continues:

Marie: – Quelquefois, je vais au restaurant avec mes copains.

(b) She goes on:

Marie: – Moi, je préfère manger les crêpes.

(c) She also says:

Marie: – Avec le repas, nous buvons souvent de l'eau.

(d) Finally she says:

Marie: – Pour mon anniversaire, ma mère prépare un repas spécial.

3 Tu écoutes cette conversation au Bureau de Tourisme:

Exemple: L'employée dit:

L'employée: – Bonjour Monsieur. Je peux vous aider?

Le touriste: – Oui, je voudrais visiter le musée s'il vous plaît.

(a) Le touriste dit:

Le touriste: – C'est ouvert aujourd'hui?

L'employée: – Oui, c'est ouvert tous les jours sauf lundi.

(b) Le touriste dit:

Le touriste: – Le musée ouvre à quelle heure, Madame?

L'employée: – A huit heures et demie, Monsieur.

(c) Le touriste continue:

Le touriste: – Pour y aller Madame?

L'employée: – Eh bien, Monsieur. continuez tout droit, puis prenez la deuxième rue à gauche et voilà le musée.

(d) Finalement le touriste dit:

Le touriste: – Est-ce qu'il y a un bon hôtel en ville?

L'employée: – Oui Monsieur. Il y a un hôtel excellent près de la gare SNCF.

4 Tu écoutes ces conversations au marché:

Example: La vendeuse dit:

La vendeuse: – Nous avons des melons délicieux aujourd’hui, messieurs-dames.

Le client: – D’accord, Madame. J’en prends deux, s’il vous plaît.

(a) Le vendeur dit:

Le vendeur: – Achetez les belles chemises. Elles ne sont pas chères du tout.

La cliente: – Bien, Monsieur. Donnez-moi la plus petite, s’il vous plaît.

(b) La vendeuse dit:

La vendeuse: – Regardez ces chaussettes. Elles sont très jolies, n’est-ce pas?

Le client: – Oui, c’est vrai Madame. Alors, donnez-moi trois paires.

(c) Le vendeur dit:

Le vendeur: – Les abricots sont vraiment fantastiques aujourd’hui.

La cliente: – Oui Monsieur, je vois. Alors, je prends un bon demi-kilo.

(d) La vendeuse dit:

La vendeuse: – Approchez, approchez, mesdames et messieurs. Regardez les confitures de toutes sortes. Oui, Monsieur.

Le client: – Moi, je voudrais la confiture de cerises, s’il vous plaît.

(e) Le vendeur dit:

Le vendeur: – Les sacs à main sont de très bonne qualité aujourd’hui et pas chers, de vingt à quarante euros.

La cliente: – Alors, Monsieur. Je vais prendre le brun à trente euros.

(f) La vendeuse dit:

La vendeuse: – Vous cherchez du jambon? Passez par ici, tout le monde.

Le client: – S’il vous plaît, Madame. Donnez-moi cent grammes.

5 Des jeunes Français(es) parlent de leurs ami(e)s:

Example: Céline dit:

Céline:

– Mon copain Giorgio est né à Rome. Il adore le foot et il joue souvent le samedi matin.

(a) David dit:

David:

– Mon ami Patrick habite en Irlande. Il a une belle voix et joue bien de la flûte.

(b) Eve dit:

Eve:

– Mon amie Isabella habite en Italie. Elle est très travailleuse et aime surtout étudier la physique et la chimie.

(c) Fabien dit:

Fabien:

– Mon ami William habite à Bristol en Angleterre. C'est un garçon très énergique qui aime surtout la mer.

(d) Hélène dit:

Hélène:

– Ma copine Claire est née à Paris. Elle a un petit chien adorable qu'elle aime beaucoup.

(e) Lucien dit:

Lucien:

– Mon ami Thomas est né au pays de Galles. Il a seize ans, le même âge que moi.

(f) Juliette dit:

Juliette:

– Ma copine Jane est née aux Etats-Unis. Elle n'aime pas beaucoup l'école et préfère travailler dans un supermarché le weekend.

6 Ecoute ces conversations et réponds aux questions.

Example: Paul dit:

Paul: – Bonjour, Docteur.

Docteur: – Bonjour, Paul. Qu'est-ce qu'il y a?

Paul: – Eh bien, Monsieur, je jouais au foot quand j'ai reçu un coup de pied au genou et maintenant j'ai du mal à marcher.

(a) Le docteur dit:

Docteur: – Bonjour, Marie-Pierre.

Marie-Pierre: – Bonjour, Docteur.

Docteur: – Alors, dites-moi le problème.

Marie-Pierre: – Eh bien, je nettoyait les fenêtres pour ma mère quand je suis tombée et me suis fait mal à l'épaule.

(b) Le dentiste dit:

Dentiste: – Bonjour, Christophe.

Christophe: – Bonjour, Monsieur. Cette dent-là me fait mal depuis trois jours.

Dentiste: – Oui, je vois. Hmm je regrette mais il faut l'enlever.

Christophe: – Vous pouvez le faire maintenant?

Dentiste: – Malheureusement, j'ai un autre rendez-vous mais je peux le faire demain. Ça va?

Christophe: – Ça va bien.

(c) Monique dit:

Monique: – Bonjour, Monsieur le pharmacien.

Pharmacien: – Bonjour Monique. Je peux vous aider?

Monique: – J'espère que oui. Hier, je suis restée trop longtemps au soleil et aujourd'hui je me sens vraiment malade. J'ai mal à la tête et au ventre.

Pharmacien: – Eh bien, Mademoiselle, voilà des pilules à prendre trois fois par jour.

(d) Le médecin vétérinaire dit:

Médecin:

– Quel est le problème, Christine?

Christine:

– Je suis inquiète pour mon chien. Il ne dort pas depuis trois jours, il ne boit rien et il mange très peu. Et puis normalement c'est un chien actif et là il ne quitte plus son lit.

Médecin:

– N'ayez pas peur, Christine. On va l'examiner tout de suite.

7 Ecoute Marc et Marianne qui parlent de leurs grandes vacances:

Example: Marc dit:

Marc: – L’année dernière, ma famille et moi avons passé des vacances très agréables à La Palmyre.

(a) Marc dit:

Marc: – La Palmyre se trouve sur la côte atlantique et c’est toujours populaire en été avec les touristes. Un jour il faisait du soleil, alors nous avons visité le zoo célèbre.

(b) Marc continue:

Marc: – On s’est bien amusés mais malheureusement on n’avait pas le droit de donner à manger aux animaux à l’exception des singes. Moi, j’aimais tous les animaux surtout les chimpanzés mais les plus petits enfants avaient peur des lions.

(c) Marianne dit:

Marianne: – Moi, j’ai passé les vacances à Nice en famille. Naturellement on passait la plupart du temps sur la plage. Les grands enfants faisaient des jeux sur la plage et les parents faisaient des châteaux de sable pour les petits. Cependant les petits les faisaient tomber tout de suite.

(d) Marianne dit:

Marianne: – Un soir, nous avons vu un spectacle Son et Lumière qui a commencé à dix heures. Il y avait des danseurs, des chanteurs et des comédiens. Ça a duré jusqu’à deux heures du matin.



Rewarding Learning

**General Certificate of Secondary Education
2009**

French

Paper 2
Speaking Tests
Role-Playing Situations
Foundation Tier

[G3202]

FRIDAY 1 MAY–WEDNESDAY 6 MAY

**MARK
SCHEME**

TASK	COMMUNICATION	KNOWLEDGE and APPLICATION of GRAMMAR	TOTAL MARKS
ROLE-PLAYS	8 × 2 = 16	0	16
PRESENTATION	10	16	26
CONVERSATION	22	16	38
TOTAL MARKS	48	32	80

Role-plays – Communication

Band	Marks	Description of Performance
2	2	The response to the task is appropriate. Communication is achieved even if there is some linguistic inaccuracy in the message.
1	1	Communication is only partially achieved. The message is not completely understood.
0	0	The task is not achieved or the message not meaningful.

Foundation Presentation – Communication

Band	Description of Performance	Mark Range
5	Candidate's delivery of topic is clear and well developed. Some attempt is made to include basic personal opinions. Pronunciation and intonation are acceptable.	9–10
4	Candidate conveys main points with increasing development appropriate to topic with little undue hesitation. Pronunciation is acceptable.	7–8
3	Candidate conveys main points appropriate to basic needs of topic with some development evident. Candidate is still quite hesitant where more complex language is required. Pronunciation may still be weak.	5–6
2	Candidate conveys simple messages with little or no development of topic. Candidate is quite hesitant and pronunciation is weak.	3–4
1	Candidate conveys very simple messages with little relevant detail. Candidate is very hesitant and poor pronunciation makes comprehension difficult.	1–2
0	Nothing meaningful communicated.	0

Foundation Presentation – Application of Grammar and Structures

Band	Description of Performance	Mark Range
5	Candidate uses a wider range of vocabulary with a variety of structures with an attempt to use some idiomatic language. Major and minor errors are less frequent.	14–16
4	Candidate uses a range of vocabulary and attempts to use more complex structures. There may be still some major errors and frequent minor errors.	11–13
3	Candidate begins to use a range of vocabulary and basic structures with some accuracy. An attempt is made to use some complex structures but major errors are still frequent.	8–10
2	Although candidate uses mainly sentences, vocabulary and structures are simple and very limited in range and variety. Major errors are frequent and repeated.	5–7
1	Candidate may use short sentences or phrases with little or no range of language, structures and vocabulary. These are characterised by major errors.	1–4
0	No meaningful language is used.	0

Foundation Conversation – Communication

Band	Description of Performance	Mark Range
5	Candidate's responses are clear, relevant and well developed. Some attempt is made to include basic personal opinions. Pronunciation and intonation are acceptable.	19–22
4	Candidate increasingly develops conversation with relevant details and goes beyond single sentence responses with little undue hesitation. Pronunciation is acceptable.	15–18
3	Candidate's responses are generally short with some development evident, but largely reliant on structured questioning or prompting. Candidate is still hesitant where more complex language is required. Pronunciation may still be weak.	11–14
2	Candidate's response is characterised by simple short answers or single word responses with little or no development. Candidate is quite slow and hesitant and pronunciation is weak.	6–10
1	Candidate's response is very brief and limited with little relevant information conveyed. Candidate is very slow and hesitant. Poor pronunciation makes comprehension difficult.	1–5
0	Nothing meaningful communicated.	0

Foundation Conversation – Application of Grammar and Structures

Band	Description of Performance	Mark Range
5	Candidate uses a wider range of vocabulary with a variety of structures and with an attempt to use some idiomatic language. Major and minor errors are less frequent. Use is made of past and present tenses and also future reference.	14–16
4	Candidate uses a range of vocabulary and attempts to use more complex structures. There is an attempt to use more than one tense. There may be still some major errors and frequent minor errors.	11–13
3	Candidate begins to use a range of vocabulary and basic structures accurately. An attempt is made to use some complex structures but major errors are still frequent.	8–10
2	Although candidate uses sentences, vocabulary and structures are simple and very limited in range and variety. Major errors are frequent and repeated.	5–7
1	Candidate may use short sentences or phrases with little or no variety in language or vocabulary. These are characterised by major errors.	1–4
0	No meaningful language is used.	0



Rewarding Learning

General Certificate of Secondary Education

2009

French

Paper 3
Reading
Foundation Tier

[G3203]

WEDNESDAY 3 JUNE, AFTERNOON

**MARK
SCHEME**

			AVAILABLE MARKS
1	(a) Art/drawing don't accept design	[1]	4
	(b) it's (very) good	[1]	
	(c) English	[1]	
	(d) he gets too much homework qualifying term needed	[1]	
2	(a) (i) small	[1]	4
	(ii) black	[1]	
	(b) eating (meat)/walks in the park/walking in the park/playing (any 2 in any order)	[2]	
3	(a) D	[1]	4
	(b) A	[1]	
	(c) F	[1]	
	(d) E	[1]	
4	(a) (iii) deux semaines	[1]	6
	(b) (ii) beach picture	[1]	
	(c) (iii) car picture	[1]	
	(d) tick any 3 from (iii) cycling. (iv) bowls, (vi) swimming, (viii) water skiing	[3]	
5	(a) (i) F/stade	[1]	6
	(ii) D/19h	[1]	
	(b) (i) B deux fois	[1]	
	(ii) A les Gallois	[1]	
	(iii) C gagner	[1]	
	(iv) A un billet	[1]	



Rewarding Learning

General Certificate of Secondary Education

2009

French

Paper 4
Writing
Foundation Tier

[G3204]

WEDNESDAY 3 JUNE, AFTERNOON

**MARK
SCHEME**

- 1** For each element of parts **(a)** and **(b)**, a mark should be awarded if an attempt has been made to spell the word in French, the word is recognisable, and it has not been repeated.

Marks are for Communication only: [1] per item, maximum of [10].

(a) Accept **five** items likely to be found in a suitcase

(b) Accept **five** forms of transport

AVAILABLE
MARKS

- 2 Operational Mark Schemes will provide additional details as appropriate to and the tasks set. Marks awarded for Communication (out of [10]) and Accuracy
- 3 and Quality of Language (out of [10]) will be added together to give the total marks for each of these questions.

AVAILABLE
MARKS

Communication

Band	Mark Range	Description of Performance
5	9–10	Full communication of all tasks has been achieved
4	7–8	Almost all the relevant information has been conveyed. There is evidence of some development of ideas
3	5–6	Most tasks have been communicated in a basic way.
2	3–4	Up to half the relevant information conveyed. Communication still limited, with some points of the message likely to be unclear.
1	1–2	Some relevant information has been conveyed, but limited and fragmentary. Likely to be major comprehension difficulties.
0	0	No meaningful communication.

Knowledge and Application of Grammar and Structures

Band	Mark Range	Description of Performance
5	9–10	Evidence of language used appropriately with few errors. There is a feeling of coherence and unity about the writing, with a good range of vocabulary and structures. If appropriate, use of a good range of tenses is evident.
4	7–8	Most inaccuracies are of a minor nature. The writing is likely to have a natural flow.
3	5–6	Linguistic inaccuracies are less frequent, but some major errors may persist.
2	3–4	Inaccuracies still present, but up to half of the text should be meaningful. Likely to be ambiguities and inadequacies in structures and syntax.
1	1–2	Considerable inaccuracies in syntax, grammar and spelling.
0	0	A succession of major errors; totally inaccurate.

Total

50



Rewarding Learning

General Certificate of Secondary Education

2009

French

Paper 1
Listening
Higher Tier

[G3205]

TUESDAY 26 MAY, MORNING

**MARK
SCHEME**

			AVAILABLE MARKS
1	(a) (i) A faisait le ménage	[1]	8
	(ii) A shoulder	[1]	
	(b) (i) C quelques jours	[1]	
	(ii) C le lendemain	[1]	
	(c) (i) B à l'estomac	[1]	
	(ii) A des médicaments	[1]	
	(d) (i) B ne mange pas beaucoup	[1]	
	(ii) C reste couché	[1]	
2	(a) (i) A au bord de la mer	[1]	8
	(ii) C beau	[1]	
	(b) (i) B nourrir les singes	[1]	
	(ii) C n'aimaient pas les lions	[1]	
	(c) (i) C jouaient	[1]	
	(ii) A marchaient sur les châteaux de sable	[1]	
	(d) D concert	[1]	
	B longtemps	[1]	

These last two answers must be in the right order

			AVAILABLE MARKS
3	(a) (i) C retourner à leurs véhicules	[1]	8
	(ii) B 1.45 p.m.	[1]	
	(b) (i) B se servir du passage piéton	[1]	
	(ii) A surveiller vos sacs	[1]	
	(c) (i) C avant de commencer à conduire	[1]	
	(ii) B placer la carte D sur la voiture	[1]	
	(d) (i) A d'être patients	[1]	
	(ii) B retarder les montres	[1]	
4	Examiners rewarded candidates for showing understanding - even if spelling/grammar is not exact.		
	(a) documentaires (me)(se) mettre par terre/(me)(se) coucher par terre/par terre pour regarder	[1] [1]	
	(b) any two out of three la musique anglaise l'écouter tout le temps/écouter la musique tout le temps/toujours chante toute seule/fort/dans sa chambre	[1] [1] [1]	
	(c) any two out of three un (des grands) plaisir(s) de la vie variété (de films)/grand choix pas de pub(licité)	[1] [1] [1]	
	(d) pas de parents/les parents ne sont pas là c'est romantique	[1] [1]	
			8

5 (a) (i) she trusts them/has confidence in them/they're discrete	[1]	AVAILABLE MARKS	
(ii) to talk/discuss or			
to exchange photos/share photos	[1]		
(b) (i) a drug/addiction	[1]		
(ii) when his school results go down/get worse/interferes with school work/school work suffers/when grades are bad	[1]		
(c) (i) they (have just) moved to Paris or			
he feels alone/lonely	[1]		
(ii) give his (phone) number to people/swap numbers (he doesn't (didn't) know well)	[1]		
(d) any two out of three			
there is a parental key/block/monitored by parent/parental control	[1]		
it is his own/private life/privacy	[1]		
he uses it in a reasonable/responsible way/for a reasonable length of time	[1]		
Total			8
			40

Northern Ireland Council for the Curriculum, Examinations and Assessment
General Certificate of Secondary Education, Summer 2009
French Paper 1, Listening, Higher Tier
Tape Script

Read each question carefully. Listen to the recording and write your answer in the space provided.

1 Ecoute ces conversations et réponds aux questions.

Exemple: Paul dit:

Paul: – Bonjour, Docteur.

Docteur: – Bonjour, Paul. Qu'est-ce qu'il y a?

Paul: – Eh bien, Monsieur, je jouais au foot quand j'ai reçu un coup de pied au genou et maintenant j'ai du mal à marcher.

(a) Le docteur dit:

Docteur: – Bonjour, Marie-Pierre.

Marie-Pierre: – Bonjour, Docteur.

Docteur: – Alors, dites-moi le problème.

Marie-Pierre: – Eh bien, je nettoyais les fenêtres pour ma mère quand je suis tombée et me suis fait mal à l'épaule.

(b) Le dentiste dit:

Dentiste: – Bonjour, Christophe.

Christophe: – Bonjour, Monsieur. Cette dent-là me fait mal depuis trois jours.

Dentiste: – Oui, je vois. Hmm je regrette mais il faut l'enlever.

Christophe: – Vous pouvez le faire maintenant?

Dentiste: – Malheureusement, j'ai un autre rendez-vous mais je peux le faire demain. Ça va?

Christophe: – Ça va bien.

(c) Monique dit:

Monique: – Bonjour, Monsieur le pharmacien.

Pharmacien: – Bonjour, Monique. Je peux vous aider?

Monique: – J'espère que oui. Hier, je suis restée trop longtemps au soleil et aujourd'hui je me sens vraiment malade. J'ai mal à la tête et au ventre.

Pharmacien: – Eh bien, Mademoiselle, voilà des pilules à prendre trois fois par jour.

(d) Le médecin vétérinaire dit:

Médecin: – Quel est le problème, Christine?

Christine: – Je suis inquiète pour mon chien. Il ne dort pas depuis trois jours, il ne boit rien et il mange très peu. Et puis normalement c'est un chien actif et là il ne quitte plus son lit.

Médecin: – N'ayez pas peur, Christine. On va l'examiner tout de suite.

2 Ecoute Marc et Marianne qui parlent de leurs grandes vacances:

Exemple: Marc dit:

Marc: – L'année dernière, ma famille et moi avons passé des vacances très agréables à La Palmyre.

(a) Marc dit:

Marc: – La Palmyre se trouve sur la côte atlantique et un jour il faisait du soleil, etc. c'est toujours populaire en été avec les touristes. Un jour il faisait du soleil alors, nous avons visité le zoo célèbre.

(b) Marc continue:

Marc: – On s'est bien amusés mais malheureusement on n'avait pas le droit de donner à manger aux animaux à l'exception des singes. Moi, j'aimais tous les animaux surtout les chimpanzés mais les plus petits enfants avaient peur des lions.

(c) Marianne dit:

Marianne: – Moi, j'ai passé les vacances à Nice en famille. Naturellement on passait la plupart du temps sur la plage. Les grands enfants faisaient des jeux sur la plage et les parents faisaient des châteaux de sable pour les petits. Cependant les petits les faisaient tomber tout de suite.

(d) Marianne dit:

Marianne: – Un soir, nous avons vu un spectacle Son et Lumière qui a commencé à dix heures. Il y avait des danseurs, des chanteurs et des comédiens. Ça a duré jusqu'à deux heures du matin.

3 Ecoute cette annonce au port de Calais:

Exemple: L'homme dit:

L'homme:

– Bonjour, tout le monde. Voici une annonce pour tous ceux qui partent bientôt pour Douvres.

(a) L'homme dit:

L'homme:

– Tous les conducteurs et leurs passagers sont priés de retrouver leurs voitures. La prochaine traversée sera à treize heures quarante-cinq.

(b) L'homme dit aussi:

L'homme:

– Il est défendu de marcher à côté des camions. Vous devez utiliser le passage piéton. On vous demande aussi de ne pas laisser vos sacs traîner dans le café.

(c) L'homme continue:

L'homme:

– Il faut présenter votre passeport et votre carte d'embarquement à l'employé avant de mettre la voiture en marche. Notez que c'est la carte D qu'on doit poser sur la voiture.

(d) L'homme dit finalement:

L'homme:

– Le bateau sera presque plein aujourd'hui. Alors, s'il vous plaît, soyez calmes et ne vous impatientez pas. Finalement, n'oubliez pas que l'heure anglaise est différente de la nôtre. Il faut reculer vos montres d'une heure.

4 Des jeunes Français parlent de leur temps libre:

Exemple: Anne dit:

Anne:

– L'Internet me plaît beaucoup parce qu'il y a tant de choses différentes à faire. Par exemple, on peut écouter la musique tout en faisant ses devoirs.

(a) Hervé dit:

Hervé:

– Eh bien, moi, c'est la télé qui m'attire le plus. J'aime surtout les documentaires et aussi je peux me mettre par terre pour la regarder.

(b) Miriam dit:

Miriam:

– Quant à moi, c'est la radio qui me passionne. J'adore la musique anglaise et je peux l'écouter presque tout le temps et puis je chante toute seule, très fort dans ma chambre.

(c) Pascal dit:

Pascal:

– A mon avis, regarder les DVDs est un des grands plaisirs de la vie. Il y a une si grande variété de films et surtout il n'y a pas de publicité pour interrompre les films.

(d) Florence dit:

Florence:

– Moi, c'est le cinéma qui me plaît le plus et j'y vais en moyenne une fois par semaine. C'est bien parce que les parents ne sont pas là pour vous surveiller. Oh là là! C'est romantique!

5 Parents talk about their children's use of the computer.

(a) *Andréa* says:

Andréa:

– Je fais confiance à mes deux filles de quatorze et dix-sept ans. Elles y passent deux heures par jour et sont assez discrètes. La plus jeune l'utilise pour discuter, pour les devoirs et aussi pour échanger des photos.

(b) *Jean-Luc* says:

Jean-Luc:

– Je craque. Depuis qu'il a l'ordinateur dans sa chambre, mon fils de dix-sept ans y passe huit heures par jour. C'est une drogue. Je surveille ses résultats scolaires. Quand ils se dégradent, je lui coupe Internet.

(c) *Laurence* says:

Laurence:

– Je suis plutôt contente que mon fils y ait accès. On vient d'emménager à Paris et il a l'impression d'être seul. Cependant, je lui ai interdit de donner son numéro de téléphone à des personnes qu'il connaît mal.

(d) *Yves* says:

Yves:

– Je laisse libre mon fils de quinze ans. Il y a une clé parentale pour éviter tout problème. A part ça, je ne regarde pas. C'est sa vie privée. Et puis, la plupart du temps, il en fait un usage raisonnable.



Rewarding Learning

**General Certificate of Secondary Education
2009**

French

Paper 2
Speaking Tests
Role-Playing Situations
Higher Tier

[G3206]

FRIDAY 1 MAY–WEDNESDAY 6 MAY

**MARK
SCHEME**

TASK	COMMUNICATION	KNOWLEDGE and APPLICATION of GRAMMAR	TOTAL MARKS
ROLE-PLAYS	8 × 2 = 16	0	16
PRESENTATION	10	16	26
CONVERSATION	22	16	38
TOTAL MARKS	48	32	80

Role-plays – Communication

Band	Marks	Description of Performance
2	2	The response to the task is appropriate. Communication is achieved even if there is some linguistic inaccuracy in the message.
1	1	Communication is only partially achieved. The message is not completely understood.
0	0	The task is not achieved or the message not meaningful.

Higher Presentation – Communication

Band	Description of Performance	Mark Range
5	Candidate delivers the topic with a sustained high degree of fluency and coherence. Pronunciation and intonation are of a high order.	9–10
4	Candidate delivers the topic fluently with confidence and coherence. Personal opinions are conveyed and justified. Pronunciation and intonation are very good.	7–8
3	Candidate's delivery of topic is clear, well developed and generally confident. Personal opinions are clearly conveyed. Pronunciation and intonation are good.	5–6
2	Candidate's delivery of topic is clear and well developed. Some attempt is made to include basic personal opinions. Pronunciation and intonation are acceptable.	3–4
1	Candidate conveys main points with increasing development appropriate to topic with little undue hesitation. Pronunciation is acceptable.	1–2
0	Nothing offered by candidate appropriate to Higher Tier	0

Higher Presentation – Application of Grammar and Structures

Band	Description of Performance	Mark Range
5	Candidate uses a wide range of vocabulary with a good variety of structures, a high degree of accuracy and with a very good use of idiomatic language.	14–16
4	Candidate uses a wide range of vocabulary with a good variety of structures and a good degree of accuracy and idiomatic language. Errors are few and only where more complex language is used.	11–13
3	Candidate uses an increasing range of vocabulary with a variety of structures with some use of idiomatic language that may contain errors.	8–10
2	Candidate uses a wider range of vocabulary with a variety of structures and with an attempt to use some idiomatic language. Major and minor errors are less frequent.	5–7
1	Candidate uses a range of vocabulary and attempts to use more complex structures. There may be still some major errors and frequent minor errors.	1–4
0	Nothing offered by candidate appropriate to Higher Tier.	0

Higher Conversation – Communication

Band	Description of Performance	Mark Range
5	Candidate's response is readily sustained with a high degree of fluency and coherence. Pronunciation and intonation are of a high order.	19–22
4	Candidate displays initiative and sustains a well developed response with a good degree of fluency and coherence. Personal opinions are expressed and justified. Pronunciation and intonation are very good.	15–18
3	Candidate responds readily and confidently. Responses are clear, relevant and well developed. Personal opinions are clearly conveyed. Pronunciation and intonation are good.	11–14
2	Candidate's responses are clear, relevant and well developed. Some attempt is made to include basic personal opinions. Pronunciation and intonation are acceptable.	6–10
1	Candidate increasingly develops conversation with relevant details and goes beyond single sentence responses and with little undue hesitation. Pronunciation is acceptable.	1–5
0	Nothing offered to candidate appropriate to Higher Tier.	0

Higher Conversation – Application of Grammar and Structures

Band	Description of Performance	Mark Range
5	Candidate uses a wide range of vocabulary and variety of structures, tenses and idiomatic language with a high degree of accuracy and competency.	14–16
4	Candidate uses a wide range of vocabulary and a good variety of structures and with a very good degree of accuracy and idiomatic language. Errors are few and only where more complex language is used. There is a competent use of tenses.	11–13
3	Candidate uses an increasing range of vocabulary and variety of structures with good use of idiomatic language that may contain a few errors. There is a good use of tenses.	8–10
2	Candidate uses a wider range of vocabulary with a variety of structures and with an attempt to use some idiomatic language. Major and minor errors are less frequent. Use is made of past and present tenses and also future reference.	5–7
1	Candidate uses a range of vocabulary and attempts to use more complex structures. There is an attempt to use more than one tense. There may be still some major errors and frequent minor errors.	1–4
0	Nothing offered appropriate to higher tier.	0



Rewarding Learning

General Certificate of Secondary Education

2009

French

Paper 3
Reading
Higher Tier

[G3207]

WEDNESDAY 3 JUNE, AFTERNOON

**MARK
SCHEME**

			AVAILABLE MARKS
1	(a) (i) en chemin de fer	[1]	8
	(b) (ii) les ports de pêche	[1]	
	(c) (iii) pittoresque	[1]	
	(d) (ii) vieux	[1]	
	(e) (iii) ton vélo	[1]	
	(f) (ii) t'accompagner	[1]	
	(g) (ii) une heure	[1]	
	(h) (i) une demi-heure	[1]	
2	(a) (i) G	[1]	8
	(ii) B	[1]	
	(b) (i) G	[1]	
	(ii) C	[1]	
	(iii) E	[1]	
	(iv) B	[1]	
	(v) H	[1]	
	(vi) J	[1]	

			AVAILABLE MARKS	
3	(a) (i) 22h/10h	[1]	8	
	(ii) rien/c'est gratuit	[1]		
	(iii) tous âges	[1]		
	(b) (i) F	[1]		
	(ii) G	[1]		
(iii) B	[1]			
(iv) D	[1]			
(v) E	[1]			
4	(a) D	[1]		8
	(b) C	[1]		
	(c) A	[1]		
	(d) G	[1]		
	(e) B	[1]		
	(f) E	[1]		
	(g) I	[1]		
	(h) F	[1]		
5	(a) It confirms/proves/shows/important to imply/say that parents are right/that they are right ([1] core element) to encourage their children to eat fruit for the sake of their health/and that vitamin C helps to prevent asthma. (core element required)	[2]	8	
	(b) those who ate (more) fruit developed healthy lungs [1] and were less likely to have asthma/likelihood is issued [1]	[2]		
	(c) (Risk of) tooth decay/effect of acid/sugar in fruit on teeth causing decay.	[1]		
	(d) Eat cheese after fruit/Brush teeth for up to 3 minutes/possibly while listening to your favourite song.	[3]		
Total			40	



Rewarding Learning

General Certificate of Secondary Education

2009

French

Paper 4
Writing
Higher Tier

[G3208]

WEDNESDAY 3 JUNE, AFTERNOON

**MARK
SCHEME**

- 1 Operational Mark Schemes will provide additional details as appropriate to the tasks set. Marks awarded for Communication (out of [10]) and Accuracy and Quality of Language (out of [10]) will be added together to give the total marks for this question.

Communication

Band	Mark Range	Description of Performance
5	9–10	Full communication of all tasks has been achieved.
4	7–8	Almost all the relevant information has been conveyed. There is evidence of some development of ideas.
3	5–6	Most tasks have been communicated in a basic way.
2	3–4	Up to half the relevant information conveyed. Communication still limited, with some points of the message likely to be unclear.
1	1–2	Some relevant information has been conveyed, but limited and fragmentary. Likely to be major comprehension difficulties.
0	0	No meaningful communication.

Knowledge and Application of Grammar and Structures

Band	Mark Range	Description of Performance
5	9–10	Evidence of language used appropriately with few errors. There is a feeling of coherence and unity about the writing, with a good range of vocabulary and structures. If appropriate, use of a good range of tenses is evident.
4	7–8	Most inaccuracies are of a minor nature. The writing is likely to have a natural flow.
3	5–6	Linguistic inaccuracies are less frequent, but some major errors may persist.
2	3–4	Inaccuracies still present, but up to half of the text should be meaningful. Likely to be ambiguities and inadequacies in structures and syntax.
1	1–2	Considerable inaccuracies in syntax, grammar and spelling.
0	0	A succession of major errors; totally inaccurate.

[20]

20

- 2 Operational Mark Schemes will provide additional details as appropriate to the tasks set. Marks awarded for Communication (out of [20]) and Accuracy and Quality of Language (out of [10]) will be added together to give the total marks for this question.

Communication

Band	Mark Range	Description of Performance
5	17–20	Full communication of all tasks has been achieved.
4	13–16	Almost all the relevant information has been conveyed. There is evidence of some development of ideas.
3	9–12	Most tasks have been communicated in a basic way.
2	5–8	Up to half the relevant information conveyed. Communication still limited, with some points of the message likely to be unclear.
1	1–4	Some relevant information has been conveyed, but limited and fragmentary. Likely to be major comprehension difficulties.
0	0	No meaningful communication.

Knowledge and Application of Grammar and Structures

Band	Mark Range	Description of Performance
5	9–10	Evidence of language used appropriately with few errors. There is a feeling of coherence and unity about the writing, with a good range of vocabulary and structures. If appropriate, use of a good range of tenses is evident.
4	7–8	Most inaccuracies are of a minor nature. The writing is likely to have a natural flow.
3	5–6	Linguistic inaccuracies are less frequent, but some major errors may persist.
2	3–4	Inaccuracies still present, but up to half of the text should be meaningful. Likely to be ambiguities and inadequacies in structures and syntax.
1	1–2	Considerable inaccuracies in syntax, grammar and spelling.
0	0	A succession of major errors; totally inaccurate.

[30]

Total

AVAILABLE
MARKS

30

50

