

GCSL

**French
(Short Course)**

Summer 2010

Mark Schemes

Issued: October 2010

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

MARK SCHEMES (2010)

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
2010**

French

Short Course

Paper 1
Listening
Foundation Tier








[G0601]

THURSDAY 10 JUNE, MORNING

**MARK
SCHEME**

			AVAILABLE MARKS
1	(a) 10	[1]	
	(b) Blue	[1]	
	(c) Football	[1]	
	(d) School	[1]	
2	(a) B	[1]	4
	(b) A	[1]	
	(c) A	[1]	
	(d) A	[1]	4
3	(a) E	[1]	
	(b) A	[1]	
	(c) D	[1]	
	(d) F	[1]	4

4.

							
Exemple: Paul		✓					
(a) Lucie							✓
(b) Marc	✓						
(c) Anna					✓		
(d) Pierre						✓	
(e) Annette			✓				
(f) Fred				✓			

AVAILABLE MARKS	
	6
	6
	8

5 (a) 2 D [2]

(b) 3 B [2]

(c) 4 A [2]

6 (a) B [1]

(b) B [1]

(c) A [1]

(d) A [1]

(e) A [1]

(f) B [1]

(g) C [1]

(h) A [1]

7	(a) D	[1]	AVAILABLE MARKS
	(b) F	[1]	
	(c) G	[1]	
	(d) H	[1]	
	(e) E	[1]	
	(f) B	[1]	
	(g) C	[1]	
	(h) I	[1]	
	Total		8
			40

Northern Ireland Council for the Curriculum, Examinations and
Assessment
General Certificate of Secondary Education 2010
French, Short Course, Paper 1, Listening, Foundation Tier

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

1 Marc describes himself.

M

(a) J'ai dix ans.

M

(b) J'ai les yeux bleus.

M

(c) J'aime le football.

M

(d) Je n'aime pas le collège.

2 Some young people describe how they get to school.

M

(a) Je vais au collège en train.

F

(b) Je vais au collège à pied.

M

(c) Je vais au collège en bus.

F

(d) Je vais au collège en voiture.

3 Qu'est-ce que Suzanne mange le weekend?

Exemple: Le vendredi soir je mange un hamburger.

F

(a) Le samedi matin je mange une banane.

F

(b) Le samedi après-midi je mange des frites.

F

(c) Le samedi soir je mange un sandwich au fromage.

F

(d) Je me lève tard le dimanche et je mange de la pizza.

4 Des jeunes décrivent leurs loisirs. Qu'est ce qu'ils font?

Exemple: Je joue au rugby avec mes amis.

F (a) Je regarde la télé chaque soir pour une heure.

M (b) Le weekend nous jouons au tennis au parc.

F (c) Je fais de l'équitation avec ma sœur.

M (d) Moi j'adore aller en ville – j'adore faire les magasins.

F (e) Nous allons au gymnase – c'est bon pour la forme.

M (f) Comme loisir je joue du violon aux concerts.

5 Des jeunes parlent de leurs vacances.

Exemple: Je vais à Rome parce que j'adore les monuments historiques.

F (a) Je vais à Paris en France parce que je vais à l'Eurodisney avec mes parents.

M (b) Je vais à Londres en Angleterre. C'est super parce que j'adore parler l'anglais.

F (c) Je vais à Madrid en Espagne. J'adore le soleil et il fait chaud.

6 Ecoute Luc et Marianne qui discutent leur routine journalière.

Exemple: Normalement, je me lève à 7 heures et quart.

- M* (a) Alors moi, je me lève à 8h30.
- F* (b) Le matin je prends toujours des céréales et du lait.
- M* (c) Moi, je ne mange rien mais je bois du café.
- F* (d) Après le petit déjeuner je me lave dans la salle de bains.
- M* (e) J'adore le sport et je fais du jogging – c'est bon pour la santé.
- F* (f) En quittant la maison ma mère me donne 3 Euro 60 pour déjeuner.
- M* (g) Notre cantine est chère – je reçois 4 Euro 75.
- F* (h) A 18 heures on se rencontre à la piscine pour faire de la natation – j'aime ça.

7 Eric discute sa vie scolaire.

Exemple: Je présente mon lycée – c'est Lycée Clemenceau et c'est génial.

- M* (a) Notre lycée est très vieux – cela fait en effet 200 ans que ce lycée existe.
- M* (b) Ma classe est très agréable et nombreuse. Il y a 34 élèves dont 5 viennent de mon ancienne école.
- M* (c) Ma matière préférée est l'anglais – le prof est vraiment intéressant.
- M* (d) La vie scolaire à l'école primaire est très différente – comme changement j'ai plus de liberté.
- M* (e) Pourtant j'ai trop de devoirs – je dois faire au moins 3 heures par jour – ça c'est le seul inconvénient.
- M* (f) Le lycée offre de nombreux avantages – la nourriture est bien meilleure qu'à l'école primaire.
- M* (g) Mon jour préféré est mercredi parce qu'on joue au hockey à midi.
- M* (h) J'adore aller au lycée – je voudrais être professeur – prof de sport peut-être.

This is the end of the recording



Rewarding Learning

**General Certificate of Secondary Education
2010**

French

Paper 2

Speaking Tests

Short Course

Role-Playing Situations

Foundation Tier

[G0602]

ALL SESSIONS

**MARK
SCHEME**

TASK	COMMUNICATION	KNOWLEDGE and APPLICATION of GRAMMAR	TOTAL MARKS
ROLE-PLAYS	4 × 2 = 8	0	8
VISUAL STIMULUS	8	8	16
CONVERSATION	11	10	21
TOTAL MARKS	27	18	45

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.

Visual Stimulus – 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.	8
4	Candidate conveys main points with increasing development appropriate to topic with little undue hesitation. Pronunciation is acceptable.	6–7
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.	4–5
2	Candidate conveys simple messages with little or no development of the stimulus topic. Candidate is quite hesitant and pronunciation is weak.	2–3
1	Candidate conveys very simple messages with little relevant detail. Candidate is very hesitant and poor pronunciation makes comprehension difficult.	1
0	Nothing meaningful communicated.	0

Visual Stimulus – 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.	8
4	Candidate uses a range of vocabulary and attempts to use more complex structures. There may still be some major errors and frequent minor errors.	6–7
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.	4–5
2	Although candidate uses mainly sentences, vocabulary and structures are simple and very limited in range and variety. Major errors are frequent and repeated.	2–3
1	Candidate uses only short sentences or phrases with little or no range of language, structures and vocabulary. These are characterised by major errors.	1
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.	10–11
4	Candidate increasingly develops conversation with relevant details and goes beyond single sentence responses with little undue hesitation. Pronunciation is acceptable.	8–9
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.	5–7
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.	3–4
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.	1–2
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.	9–10
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.	7–8
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.	5–6
2	Although candidate uses sentences, vocabulary and structures are simple and very limited in range and variety. Major errors are frequent and repeated.	3–4
1	Candidate may use short sentences or phrases with little or no variety in language or vocabulary. These are characterised by major errors.	1–2
0	No meaningful language is used.	0



Rewarding Learning

**General Certificate of Secondary Education
2010**

French

Short Course

Paper 3
Reading
Foundation Tier

[G0603]

MONDAY 14 JUNE, MORNING

**MARK
SCHEME**

			AVAILABLE MARKS
1	(a) train	[1]	
	(b) 18	[1]	
	(c) 50%	[1]	
	(d) internet/telephone	[1]	4
2	(a) E	[1]	
	(b) F	[1]	
	(c) B	[1]	
	(d) D	[1]	4
3	(a) Luc	[1]	
	(b) Luc	[1]	
	(c) Marc	[1]	
	(d) Marc	[1]	4
4	Tick (a), (b), (d), (e), (g), (h)		6

			AVAILABLE MARKS
5	(a) B	[1]	6
	(b) C	[1]	
	(c) G	[1]	
	(d) H	[1]	
	(e) A	[1]	
	(f) F	[1]	
6	(a) A	[1]	8
	(b) A	[1]	
	(c) C	[1]	
	(d) C	[1]	
	(e) E, G, A, F	[4]	
7	(a) Thierry	[1]	8
	(b) Magali	[1]	
	(c) Stéphane	[1]	
	(d) Magali	[1]	
	(e) Stéphane	[1]	
	(f) Marie	[1]	
	(g) Stéphane	[1]	
	(h) Stéphane	[1]	
Total			40



Rewarding Learning

General Certificate of Secondary Education

2010

French

Short Course

Paper 1

Listening

Higher Tier

[G0605]

THURSDAY 10 JUNE, MORNING

**MARK
SCHEME**

- 1** (a) B [1]
(b) B [1]
(c) A [1]
(d) A [1]
(e) A [1]
(f) B [1]
(g) C [1]
(h) A [1]
- 2** (a) D [1]
(b) F [1]
(c) G [1]
(d) H [1]
(e) E [1]
(f) B [1]
(g) C [1]
(h) I [1]

AVAILABLE
MARKS

8

8

			AVAILABLE MARKS		
3	(a)	C	[1]	8	
	(b)	A	[1]		
	(c)	B	[1]		
	(d)	B	[1]		
	(e)	A	[1]		
	(f)	B	[1]		
	(g)	A	[1]		
	(h)	B	[1]		
4	(a)	dangereux (dangereuse) OR (la ville est dangereuse) OR le danger	[1]	8	
	(b)	les transports en commun OR (le bus) (le train)	[1]		
	(c)	(i)	habiter à la campagne		[1]
		(ii)	trop de bruit en ville OR adore faire du vélo		[1]
	(d)	il aime les concerts (la musique) OR il va souvent aux concerts OR il adore la musique rock OR il aime des groupes	[1]		
	(e)	(i)	faire les courses		[1]
		(ii)	jouer au golf		[1]
	(f)	conserver les arbres (l'énergie)	[1]		
5	(a)	in a cafe	[1]	8	
	(b)	Advantage: likes the customers OR money's not bad OR earns good money			
		Disadvantage: has to work late (it's tiring)	[2]		
	(c)	in a cinema/likes to watch films	[2]		
	(d)	dance (dancing) (with friends)	[1]		
	(e)	music festival	[1]		
	(f)	good idea OR music and dancing go well together	[1]		
Total				40	

Northern Ireland Council for the Curriculum, Examinations and Assessment

General Certificate of Secondary Education, 2010

French, Short Course, Paper 1, Listening, Higher Tier

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

1 Ecoute Luc et Marianne qui discutent leur routine journalière.

Exemple:

– Normalement, je me lève à 7 heures et quart.

M

(a) Alors moi, je me lève à 8h30.

F

(b) Le matin je prends toujours des céréales et du lait.

M

(c) Moi, je ne mange rien mais je bois du café.

F

(d) Après le petit déjeuner je me lave dans la salle de bains.

M

(e) J'adore le sport et je fais du jogging – c'est bon pour la santé.

F

(f) En quittant la maison ma mère me donne 3 Euro 60 pour déjeuner.

M

(g) Notre cantine est chère – je reçois 4 Euro 75.

F

(h) A 18 heures on se rencontre à la piscine pour faire de la natation – j'aime ça.

2 Eric discute sa vie scolaire.

Exemple:

– Je présente mon lycée – c’est Lycée Clemenceau et c’est génial.

M (a) Notre lycée est très vieux – cela fait en effet 200 ans que ce lycée existe.

M (b) Ma classe est très agréable et nombreuse. Il y a 34 élèves dont 5 viennent de mon ancienne école.

M (c) Ma matière préférée est l’anglais – le prof est vraiment intéressant.

M (d) La vie scolaire à l’école primaire est très différente – comme changement j’ai plus de liberté.

M (e) Pourtant j’ai trop de devoirs – je dois faire au moins 3 heures par jour – ça c’est le seul inconvénient.

M (f) Le lycée offre de nombreux avantages – la nourriture est bien meilleure qu’à l’école primaire.

M (g) Mon jour préféré est mercredi parce qu’on joue au hockey à midi.

M (h) J’adore aller au lycée – je voudrais être professeur – prof de sport peut-être.

3 On fait des courses chez Leclerc en France.

Ecoute les clients et trouve la bonne réponse. Coche la bonne case.

Exemple:

– Je voudrais une robe pour fêter mon anniversaire – on va sortir au restaurant ce soir.

M (a) Oui madame – on a un grand choix – peut être cette robe noire qui coûte 195 Euro.

F (b) Oui je prends cette robe mais je veux un chapeau noir aussi parce que le soleil est très fort.

M (c) Excusez-moi – j’ai un pantalon vert et je voudrais un pull vert aussi – c’est possible?

F (d) Oui bien sûr on a ce pull qui coûte 62 Euro – c’est un peu cher mais cette marque donne une qualité supérieure.

M (e) Vous avez un short? Je voudrais nager dans la mer chaque jour mais je n’ai rien à porter.

M (f) Non merci – le prix est trop élevé. Je n’ai pas beaucoup d’argent.

F (g) Excusez-moi. Je dois acheter du porc, du jambon et du saucisson.

M (h) Excusez-moi. Je voudrais acheter des moules, du saumon et de la truite s’il vous plaît.

4 La ville et la campagne. Sandrine parle de son quartier.

Réponds aux questions **en français**.

Exemple:

– J'aime beaucoup ma ville mais il y a beaucoup de problèmes en ce qui concerne la pollution de l'environnement.

- F* (a) Il y a trop de voitures alors la ville est dangereuse pour les cyclistes.
- F* (b) Je pense que la solution est d'encourager les transports en commun par exemple le bus et le train.
- F* (c) Mon rêve est d'habiter à la campagne. Il y a trop de bruit en ville aussi et j'adore faire du vélo.
- F* (d) Au contraire, mon frère préfère la ville parce qu'il va souvent aux concerts. Il adore la musique rock et il aime voir des groupes.
- F* (e) Mes parents préfèrent la ville aussi. Ma mère adore faire des courses et mon père joue au golf le samedi.
- F* (f) Il faut recycler le papier parce qu'il faut conserver les arbres et aussi l'énergie.

5 Listen to Daniel and Natalie discussing the weekend.

Answer the following questions **in English**.

- M* (a) J'ai de la chance parce que mon oncle est serveur dans un café donc je travaille le samedi avec lui.
- M* (b) J'aime les clients et je gagne pas mal d'argent. Le seul désavantage est qu'il faut travailler tard le soir – c'est fatigant.
- F* (c) Moi, je travaille le weekend dans un cinéma – c'est génial parce que j'adore regarder les films.
- F* (d) Après avoir travaillé je vais danser avec mes amis. J'adore le hip-hop et la salsa.
- M* (e) Moi je vais à la fête de la musique. On peut voir des musiciens partout.
- F* (f) Quelle bonne idée! La musique et la danse vont très bien ensemble.



Rewarding Learning

**General Certificate of Secondary Education
2010**

French

Paper 2

Speaking Tests

Short Course

Role-Playing Situations

Higher Tier

[G0606]

ALL SESSIONS

**MARK
SCHEME**

TASK	COMMUNICATION	KNOWLEDGE and APPLICATION of GRAMMAR	TOTAL MARKS
ROLE-PLAYS	4 × 2 = 8	0	8
VISUAL STIMULUS	8	8	16
CONVERSATION	11	10	21
TOTAL MARKS	27	18	45

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.

Visual Stimulus – Communication

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

Visual Stimulus – 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.	8
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.	6–7
3	Candidate uses an increasing range of vocabulary with a variety of structures with some use of idiomatic language that may contain errors.	4–5
2	Candidate uses a wide range of vocabulary with a variety of structures and with an attempt to use some idiomatic language. Major and minor errors are less frequent.	2–3
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
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.	10–11
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.	8–9
3	Candidate responds readily and confidently. Responses are clear, relevant and well developed. Personal opinions are clearly conveyed. Pronunciation and intonation are good.	5–7
2	Candidate's responses are clear, relevant and well developed. Some attempt is made to include basic personal opinions. Pronunciation and intonation are acceptable.	3–4
1	Candidate increasingly develops conversation with relevant details and goes beyond single sentence responses and with little undue hesitation. Pronunciation is acceptable.	1–2
0	Nothing offered by 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.	9–10
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 good use of tenses.	7–8
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 competent use of tenses.	5–6
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.	3–4
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.	1–2
0	No meaningful language is used.	0



Rewarding Learning

**General Certificate of Secondary Education
2010**

French

Short Course

Paper 3
Reading
Higher Tier

[G0607]

MONDAY 14 JUNE, MORNING

**MARK
SCHEME**

			AVAILABLE MARKS
1	(a) A	[1]	8
	(b) A	[1]	
	(c) C	[1]	
	(d) C	[1]	
	(e) E, G, A, F	[4]	
2	(a) Thierry	[1]	8
	(b) Magali	[1]	
	(c) Stéphane	[1]	
	(d) Magali	[1]	
	(e) Stéphane	[1]	
	(f) Marie	[1]	
	(g) Stéphane	[1]	
	(h) Stéphane	[1]	
3	(a) B	[1]	8
	(b) A	[1]	
	(c) B	[1]	
	(d) C	[1]	
	(e) A	[1]	
	(f) B	[1]	
	(g) C	[1]	
	(h) B	[1]	

				AVAILABLE MARKS
4	2	H	[1]	
	3	B	[1]	
	4	I	[1]	
	5	C	[1]	
	6	G	[1]	
	7	J	[1]	
	8	F	[1]	
	9	K	[1]	8
5	(a)	Stay at home/not go on holidays with parents (either)	[1]	
	(b)	Holidays are boring/always the same thing/doesn't do much/hates going abroad (any)	[1]	
	(c)	Go with them on their holidays	[1]	
	(d)	Too dear/expensive (either) Don't want the responsibility	[2]	
	(e)	Stay with grandparents	[1]	
	(f)	She is spoilt or She has too much freedom for a 16-year-old	[1]	
	(g)	Enjoy/make the best of the peace of the countryside (beautiful optional)/agrees with father/should go with them (any one)	[1]	8
			Total	40

