

# Mark Scheme (Results)

## Summer 2010

GCSE

GCSE French (1226, 3226 /2A/2B)

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French 1226 / 3226 2FH Mark Scheme 2010

ROLE PLAY A

	ACCEPT	REJECT	COMMENTS
<b>A1</b>	dix euros menu  truite etc	il y a les toilettes? 'toilets' ( <i>Engl word</i> ), salle de bain	je voudrais dix euros = <i>partial</i> dix ( <i>Eng pron</i> ) = <i>partial</i>  <i>location v. availability</i>
<b>A2</b>	chambre pour deux personnes etc	salle (on own), chamber, deux chambres 'double' / 'simple'/'single' with <i>Engl pron</i>  il y a un restaurant?	salle pour 2 personnes = <i>partial communication</i>  <i>location v. availability</i>
<b>A3</b>	café / thé/ chocolat/ cappuccino / eau minérale/ latté	lemonade / orangeade 'latt'  combien de .....?  il y a un office de tourisme?	combien? <i>on own = partial</i>  <i>location v. availability</i>

	ACCEPT	REJECT	COMMENTS
<b>A4</b>	<p>crème dentifrice</p> <p>caissier / caissière</p>	<p>brushe or <i>Engl pron</i> pain</p> <p>combien de .....?</p> <p>il y a la caisse? caissé, cassé, casse</p>	<p>combien? <i>on own = partial</i></p> <p><i>location v. availability</i> cassier = <i>partial</i></p>
<b>A5</b>	<p>jean</p> <p>caissier / caissière</p>	<p>jupe tee-shirt</p> <p>blue etc (<i>Eng pron</i>)</p> <p>il y a la caisse? caissé, cassé, casse</p>	<p><i>location v. availability</i> cassier = <i>partial</i></p>
<b>A6</b>	<p>bic</p> <p>caissier / caissière</p>	<p>il y a la caisse? caissé, cassé, casse</p>	<p><i>location v. availability</i> cassier = <i>partial</i></p>

	ACCEPT	REJECT	COMMENTS
<b>A7</b>	livre / magazine classeur poster / affiche carte postale	cahier  carte de poste  combien de .....?  Il y a un marché ?	combien? <i>on own = partial</i>  <i>location v. availability</i>
<b>A8</b>	mange-tout petits pois carottes tomates	combien de .....?	combien? <i>on own = partial</i>
<b>A9</b>	balle bic / stylo	balloon, football, foot  carte de poste <i>anglicised pronunciation</i>	

	ACCEPT	REJECT	COMMENTS
		<p>combien de .....?</p> <p>il y a une plage?</p>	<p>combien? <i>on own = partial</i></p> <p><i>location v. availability</i> où est [le bord de] la mer ? = <i>partial</i></p>
<b>A10</b>	chou [fleur] / laitue / salade	<p>melon (<i>Eng pron.</i>)</p> <p>combien de .....?</p> <p>il y a une piscine? natation</p>	<p>combien? <i>on own = partial</i></p> <p><i>location v. availability</i></p>
<b>A11</b>	plan / carte / brochure / dépliant livre	<p>'planne' (<i>on own</i>) informations / renseignements (<i>not an 'item'</i>) cahier</p> <p>combien de .....?</p> <p>il y a le musée?</p>	<p>combien? <i>on own = partial</i></p> <p><i>location v. availability</i></p>
<b>A12</b>			

	ACCEPT	REJECT	COMMENTS
	toast / pain [grillé] saucisse / saucisson	biscuits ( <i>Engl pron</i> )  il y a les toilettes? 'toilets' ( <i>Engl pron</i> ), salle de bain	<i>location v. availability</i>

## ROLE PLAY B

	ACCEPT		REJECT	COMMENTS
<b>B1</b>	1	matières / leçons	je commence	commençait / commençaient = <i>partial (tense error)</i> le collègue commence ..... = <i>partial</i>
	2	any science	<i>English pronunciation of subjects</i> ordinateur	je préférais = <i>partial (tense error)</i> art (on own) = <i>partial</i>
	3	reasonable number		
	4	Il faut porter un uniforme ?  Il y a un uniforme ?	any mention of ton ami(e)	<i>beware candidates saying <u>they</u> are going to wear a uniform</i> <i><u>must</u> be a question</i>
<b>B2</b>	1		je voudrais travailler	<i>omission of samedi = partial</i>
	2	j'adore / je déteste		j'aime travailler (on own) = <i>partial</i>
	3	any time		commençais : = <i>partial communication (tense error confuses)</i>



	ACCEPT	REJECT	COMMENTS
	4		any mention of ton ami(e) <i>need a question</i>
<b>B3</b>	1	je vais	<i>(need idea of wanting : voudrais)</i>
	2	any time	
	3	je porte / je vais porter appropriate clothes	portais = <i>partial (tense error)</i>
	4	il y a .....? on va..... ?	où est .....? <i>location v. availability no need for pouvoir but <u>must</u> be a question or question intonation</i>
<b>B4</b>	1	salle	<i>(need idea of wanting : voudrais)</i>
	2	any appropriate period of time	5 heures etc
	3	c'est pour .....	<i>present or future tense</i>
	4	il y a .....?	où est .....? près d'ici <i>location v. availability</i>

	ACCEPT	REJECT	COMMENTS
<b>B5</b>	1	je travaille	<i>(need idea of wanting : voudrais)</i>
	2		<i>je commençais = partial (verb error) beware candidates saying when they are starting <u>must</u> be a question</i>
	3	any mention of travaille	<i>any suitable transport</i>
	4	il faut porter un uniforme ?	<i>beware candidates saying what they are going to wear <u>must</u> be a question</i>
<b>B6</b>	1	jambe / cheville / pied cou / gorge / tête dos / ventre / bras / épaule	<i>j'ai / je suis mal /malade (on own) c'est ma jambe or gorge etc on own = partial</i>
	2		<i>(NB: J'ai mal à la jambe depuis hier = full marks for tasks 1 + 2)</i>

	ACCEPT	REJECT	COMMENTS
	3 <i>any appropriate place</i>	l'hôtel de ville	je restais_(etc) = <i>partial (verb error)</i>
	4 il y a une pharmacie près ?	où est / se trouve ...?	<i>location v. availability</i>
<b>B7</b>	1 je suis touriste	je vais .....	j'étais_(etc) = <i>partial (verb error)</i>
	2 any appropriate period of time	5 heures etc	je restais_(etc) = <i>partial (verb error)</i>
	3	où est / se trouve ...?	<i>location v. availability</i> <i>omission of en ville = partial</i>
	4		<i>fermait_(etc) = partial (verb error)</i> <i>beware candidates saying what time the bank closes</i> <i><u>must</u> be a question</i> <i>finis = partial</i>

	ACCEPT	REJECT	COMMENTS
<b>B8</b>	1		j'ai réservé <i>(needs idea of wanting : 'voudrais')</i>
	2	ce soir etc	hier <i>any day or suitable timephrase</i>
	3	il y a..... ? avez-vous ..... ?	
	4	où se trouve / est ..... ?	
<b>B9</b>	1		timber / envelopes ( <i>Eng pron</i> ) <i>(needs idea of wanting : 'voudrais')</i>
	2		où est / se trouve ..... ? <i>location v. availability</i>
	3	any period of time	

	ACCEPT	REJECT	COMMENTS
	4	combien de ..... packet (Eng pron)	<i>need a question omission of Angleterre = partial</i>
<b>B10</b>	1	fatigant	<i>fatigue = partial communication</i>
	2	je n'ai pas .....	<i>j'ai perdu brossé = partial</i>
	3	any time	<i>couchais = partial (tense error confuses)</i>
	4	on va au ..... demain ?	<i>no need for pouvoir <u>must</u> be a question omission of demain = partial</i>
<b>B11</b>	1	ticket (Eng pron)	<i>omission of Paris = partial</i>
	2		<i>incorrect numbers with dates non-French pronunciation of eg June  beware anglicised pronunciation of months</i>

	ACCEPT	REJECT	COMMENTS
	3 any time		partais_(etc) = <i>partial</i> (verb error)
	4 élèves		<i>beware candidates saying there is a reduction</i> <i>must be a question (or question intonation)</i>
<b>B12</b>	1 où est ..... etc ? je cherchais .....	Il y a .....	<i>location v. availability</i>
	2 c'est près [d'ici] ?	lion 'loin' with Engl pron	
	3 de l'Angleterre etc		<i>accept any nationality</i>
	4 il y a .....? on va..... ?	où est .....?	<i>location v. availability</i> <i>no need for pouvoir but <u>must</u> be a question or question intonation</i>

**Additional / General Instructions**

Please note that candidates often see things that we do not, so treat each unexpected utterance on its own merit based on the above approach.

The candidate's response in the handbook is suggested, not mandatory.

**ROLE PLAY C**

	ACCEPT	REJECT	COMMENTS
<b>C1</b>	1	<i>forename only</i>	<i>full name alone = partial</i>
	2	<i>past tense</i>	<i><u>appropriate</u> response</i>
	3		<i>must be question</i>
	4		<i>must be question</i>
	5		<i><u>appropriate</u> response</i>
<b>C2</b>	1		<i>details of reason needed</i>
	2	<i>forename only</i>	<i>full name alone = partial</i>
	3		<i>must be question</i>
	4		<i>must be question</i>



	ACCEPT	REJECT	COMMENTS
	5		<i>appropriate reason</i>
<b>C3</b>	1	<i>past tense</i>	
	2		<i>must be question</i>
	3	<i>past tense any amount of money</i>	<i>appropriate method of payment beware candidates saying how much they paid</i>
	4		<i>must be question</i>
	5	<i>past tense</i>	<i>appropriate activity</i>
<b>C4</b>	1		<i>details of purchase needed</i>
	2		<i>appropriate problem</i>
	3	<i>future reference</i>	
	4		<i>appropriate description of person</i>

	ACCEPT	REJECT	COMMENTS
	5	<i>past reference</i>	<i>appropriate response</i>

	ACCEPT	REJECT	COMMENTS
<b>C5</b>	1	<i>day</i>	
	2	<i>avion</i>	<i>appropriate method of transport</i>
	3	<i>past reference</i>	
	4		<i>must be question</i>
	5		<i>appropriate response</i>
<b>C6</b>	1		<i>problem = teeth</i>
	2	<i>forename only</i>	<i>full name alone = partial</i>
	3		<i>must be question</i>
	4		<i>must be question</i>
	5	<i>past reference</i>	

	ACCEPT	REJECT	COMMENTS
<b>C7</b>	1		<i>may be question</i>
	2		<i>must be question</i>
	3	<i>past tense any amount of money</i>	<i>appropriate method of payment beware candidates saying how much they paid</i>
	4		<i>must be question</i>
	5	<i>forename only</i>	<i>full name alone = partial</i>
<b>C8</b>	1		<i>must be a question</i>
	2	<i>past reference</i>	<i>appropriate details for reservation</i>
	3	<i>future reference</i>	<i>suitable place to see advertising</i>
	4		<i>must be a question</i>
	5		<i>appropriate response</i>

	ACCEPT	REJECT	COMMENTS
<b>C9</b>	1		<i>appropriate reason</i>
	2		<i>must be question</i>
	3	<i>future reference</i>	<i>appropriate response</i>
	4		<i>must be question</i>
	5	<i>past reference</i>	<i>appropriate response</i>
<b>C10</b>	1		<i>must be question</i>
	2		<i>must be question</i>
	3		
	4		<i>may be question</i>

	5		<i>reference to past</i>	<i>appropriate response</i>
<b>C11</b>	1		<i>reference to future</i>	
	2		<i>past tense any amount of money</i>	<i>appropriate method of payment beware candidates saying how much they paid</i>
	3			<i>must be question</i>
	4			<i>must be question</i>
	5		<i>past reference</i>	<i>appropriate response</i>
<b>C12</b>	1			<i>appropriate reason</i>
	2		<i>forename only</i>	<i>full name alone = partial</i>
	3			<i>must be question</i>
	4			<i>must be question</i>
	5		<i>past reference</i>	<i>appropriate reason</i>

### **Additional / General Instructions**

As Role-Play C is much more open-ended it is difficult to pre-judge what may be said.

As in role-plays A and B some candidates may interpret the stimulus material in an unexpected manner. Unusual (but after reflection – acceptable) interpretations should be judged sympathetically. Irrelevant material should be rejected.

<b>ROLE-PLAY A</b>	<b>Communication and Content</b>
<b>9-10</b>	Conveys all information required Interacts extremely well No prompting necessary.
<b>7-8</b>	Conveys most information required (At least 3 significant items) Little or no prompting necessary.
<b>5-6</b>	Conveys half the required information (At least two significant items) Little prompting necessary.
<b>3-4</b>	Conveys less than half of the required information (At least one significant item) Some prompting necessary.
<b>1-2</b>	One significant item conveyed Extremely hesitant, reliant on prompting.
<b>0</b>	No effective communication.



<b>ROLE-PLAY B</b>	<b>Communication and Content</b>
<b>9-10</b>	Conveys all information required Deals with unpredictable element with success Interacts well No prompting necessary (takes the initiative).
<b>7-8</b>	Conveys most of the information required One element with partial success Little hesitation Little or no prompting necessary.
<b>5-6</b>	Conveys most essential information One element omitted or unsuccessful A degree of hesitation.
<b>3-4</b>	Conveys some information Does not attempt some of the tasks Some prompting necessary.
<b>2-1</b>	Conveys only one relevant piece of information Extremely hesitant Reliant on prompting.
<b>0</b>	No effective communication.

<b>ROLE-PLAY C</b>	<b>Communication and Content</b>
<b>9-10</b>	All prescribed elements conveyed without ambiguity and without prompting from the Teacher-Examiner. Takes the initiative and expands. Deals with both unpredictable elements without difficulty. Very little or no hesitation.
<b>7-8</b>	Conveys all predictable information required and attempts unpredictable with partial success (or) conveys both unpredictable elements and conveys most of the predictable information required. Produces extended replies. Minimal hesitation evident.
<b>5-6</b>	One element omitted or whole rôle-play attempted, but not successfully. A degree of hesitation evident but not unduly reliant on the Teacher-Examiner. Some significant language error which impedes communication to some extent. Unable to deal with unpredictable elements.
<b>3-4</b>	Conveys some of the prescribed elements without ambiguity. Hesitant and reliant to some extent on the Teacher-Examiner. Does not attempt some of the tasks.
<b>1-2</b>	Conveys only one element without ambiguity. Extremely hesitant Communication seriously impaired through poor pronunciation and language errors.
<b>0</b>	No effective communication.

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**Assessment criteria – Conversation (Foundation and Higher Tiers)**

Students can gain up to ten marks in ***each*** of the following:

**Communication and Content**

**Application of Language**

**Accuracy.**

Marks are not allocated separately for each topic but are awarded for performance throughout the full conversation (both topics). Please refer to the following assessment grid.

## Conversation

Communication & Content		Application of Language		Accuracy	
9-10	Responds very well indeed to a wide range of question-types. Extremely responsive expands and develops relevant interchange on own initiative. Clearly expresses wide range of opinions and attitudes. Frequently justifies opinions.	9-10	Deploys a very wide range of structures and lexis as appropriate to questions Use of some more complex lexical items. Very competent use of present, past and future modes.	9-10	Very accurate indeed although isolated, usually insignificant errors, may occur. Pronunciation and intonation of a consistently good standard.
7-8	Responds well to a wide range of question types although occasional prompting required. Takes initiative/develops more elaborate responses. Conveys opinions without undue difficulty.	7-8	Generally at ease with subordination. Uses reasonably wide and mostly appropriate range of structure and lexis Unambiguous use of tenses other than the present.	7-8	Generally accurate in straightforward language but errors made (possibly basic) in more complex language pronunciation and intonation generally good.
5-6	Responds well to familiar, straightforward questions but experiences problems with more complex question forms. Conveys simple opinions. Deals with open questions but rarely expands. Dependent on Teacher-Examiner's structured language.	5-6	Offers some examples of subordination. Uses tenses without ambiguity. Mostly predictable lexical items deployed.	5-6	Generally accurate in simple, basic language despite a fair number of significant errors. Less accurate in more unfamiliar language situations. Some inconsistency. Pronunciation generally accurate.
3-4	Responses restricted to very straightforward questions. Answers invariably limited, short and very hesitant. Very dependent on Teacher Examiners' language and prompts. Opinions limited to basic likes and dislikes.	3-4	Short main clause structures predominantly used. Little or no awareness of tense concept other than the present. Inappropriate lexical items may impede communication at times. Deploys a very limited/ repetitive range of structure and lexis.	3-4	Communicates main points despite high incidence of errors. Some 'prelearnt' stereotypes correct but frequent and basic inaccuracy in manipulated language. Pronunciation inconsistent
1-2	Produces minimal responses (mainly one word replies or very short phrases) Limited comprehension of basic questions and limited response Totally reliant on Teacher-Examiner's structured questions.	1-2	Operates only in most basic structures. Rarely offers complete sentences. Resorts frequently to non-target language.	1-2	Consistently inaccurate language. Pronunciation impedes basic communication most of the time. Offers only isolated examples of accurate language. Pronunciation very poor.
0	No rewardable communication/content	0	No rewardable language	0	No rewardable language

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Telephone 01623 467467  
Fax 01623 450481

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