

# **Mark Schemes for the Units**

**June 2006**

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**1925/MS/R/06**

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All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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## General Certificate of Secondary Education

### GCSE French 1925

#### MARK SCHEMES FOR THE UNITS

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**Mark Scheme 2351  
June 2006**

**GCSE FRENCH LISTENING – MARKING NOTES**

***Please read these notes carefully before the meeting and refer to them frequently during your marking.***

**Marking Strategies**

- 1 If an answer is very untidy, try to decipher it, but if it is illegible mark it wrong.
- 2 If one answer has been written on top of another such that both are equally visible, mark the answer wrong.
- 3 Correct answers written in the wrong spaces are generally to be marked wrong (but see strategy 5 below).
- 4 Where LISTS of possible answers are offered where only one is required, mark the first only and ignore the others. Ignore correct but irrelevant information (non-distorting material) included with the answer. The list rule does not generally operate on Section 3, where the inclusion of any incorrect answer will lead to the withholding of the mark.
- 5 Where the space for answers is set out as (a) and (b), mark the first answer on each line. If two answers are written at (a) and nothing at (b), mark the two at (a) and award the marks accordingly. Note that answers to (a) and (b) are usually interchangeable.
- 6 Where one answer is required but two are written, ONE ABOVE THE OTHER, mark the one on or nearer to the line. Use discretion, however, in deciding whether the candidate is clearly indicating that one particular answer is to be marked.
- 7 Where a candidate makes two choices on a multiple-choice question requiring only one answer, the mark is automatically lost, unless there is a clear indication as to which answer to mark.
- 8 A correct answer can be invalidated by the addition of incorrect material. In this case the answer will score nought. Indicate this by marking as 1-1. Care needs to be exercised in distinguishing between incorrect and irrelevant/non-distorting material. Do not confuse invalidation and the list rule.
- 9 Where an answer is ambiguous and could equally well be judged right or wrong, decide in the candidate's favour.
- 10 There will be cases requiring professional judgement in deciding how to mark a particular answer. This will be especially so on Section 3 Exercise 5 where we are often looking for a correct concept in an answer rather than an individual word. In such instances, always follow the general guidelines above, the examples given in the scheme and discussed at the standardisation meeting and in the tape script itself in reaching a decision (bearing in mind that the tape script is HEARD and NOT SEEN by the candidates!).

**MARKING ANSWERS IN ENGLISH**

We judge answers from the standpoint of the “sympathetic English reader” with no knowledge of French.

Answers given in French are marked wrong unless they are near cognates (e.g. “*novembre*”).

Be tolerant of poor English spelling. Always accept an incorrectly spelled answer provided it is recognisable as the correct word.

**MARKING ANSWERS IN FRENCH**

Answers given in English cannot be credited (but see below).

The quality of French produced is not to be assessed.

We take the part of the “sympathetic French reader” with no knowledge of English.

An answer will be credited if it looks reasonably correct (i.e. to the French reader) and could not be confused with another word – i.e. tolerate spelling errors which do not impede comprehension.

An answer which does not immediately appear “reasonably correct” should be read aloud as it would by a French speaker. If this results phonetically in a recognisable version of the required word, it is accepted.

English/French cognates or near-cognates (e.g. “september”) are to be accepted because they would be recognised by a French person.

In general, if a misspelled word in French leads to a different word, with resultant ambiguity, it is rejected (e.g. *soir* for *soeur*, *voter* for *voiture*).

On Sections 2 and 3 one is more likely to have to consider a phrase rather than a single word. The above rules should again be followed. Within a phrase, however, one can be more tolerant of misspelled words, as there is less chance of their leading to ambiguity (e.g. *il amie* for *il aime* or *à huit ours* for *à huit heures*).

Marking problems arise when assessing to what extent an incorrectly spelled answer in French would be comprehensible to a French reader. There will also be cases where it is impossible to know whether candidates have shown that they have understood the required concept or have merely transliterated the French. In such cases, the above principles should first be followed. Then use professional judgement in coming to a decision. Although the principle of awarding in favour of the candidate can be followed in cases of ambiguity, this should not be literally interpreted in every instance. In other words, the answer should first be judged following the above principles; if it fails on this scrutiny, it cannot be awarded.

**OCR GCSE FRENCH LISTENING (1925/2351) – MAY 2006****A - MARK SCHEME**

*Please study the mark scheme notes accompanying this answer guide.*

**SECTION 1****Exercise 1** [see marking strategy 7]

1. B
2. A
3. C
4. C
5. B [Total: 5]

**Exercise 2**

6. E
7. J
8. B
9. D
10. G [Total: 5]

**Exercise 3**

11. B
12. A
13. E
14. H
15. G [Total: 5]

**Exercise 4:** Paired answers  
NOT interchangeable

16. B; M
17. A; J
18. F; H
19. G; L
20. D; K [Total: 10]

**Exercise 5**  
*(accept correct word underlined  
or clearly indicated as chosen answer)*

21. 14 - don't overlook!
22. l'équitation
23. mécanicien
24. coiffeuse
25. vieux [Total: 5]



## SECTION 2

## ACCEPT

## REJECT

Exercise 1LIST RULE DOES NOT APPLY!

1. (about) 3.30 / 15.30 / half past three  
/ half three / 330 / 0330 / ignore "am/pm"

inappropriate preposition,  
e.g., "before"/"after"

2. (at) / (in) library  
Accept inclusion of non-distorting preposition  
eg. by / near / next to /

village library

opposite / behind

3. (ii) black trousers (both elements required)  
pants / slacks / bottoms / jeans / trouses

dark  
inc other clothing = inv

4. Answers interchangeable.

(ii) (go for) (little) (short) walk / stroll  
go walking / walk around

PROMENADE = INV!  
specific destination, eg "park"

(iii) (go to) cinema / "movies" / watch a film /  
cinemas / pictures / flicks / picture house  
*in town / 8pm = ha*

inclusion of wrong time  
picture (singular)

[Total: 5]

Exercise 2

5. CAMPAGNE

6. VILLE

7. N'A PAS DE PRÉF

8. VILLE

9. N'A PAS DE PRÉF

[Total: 5]

Exercise 3

10. F

11. A

12. H

13. B

14. E

[Total : 5]

Exercise 4

15. G ; H (Accept if reversed)

16. A

17. D ; F (Accept if reversed)

[Total: 5]

SECTION 3Exercise 1

1. (Jessica) F; J (Interchangeable)

2. (Alexis) A; C (Interchangeable)

3. (Delphine) E; G; M (Interchangeable)

[Total: 7]

**Exercice 2**

Accept answers underlined or clearly selected. Accept the circled answer **only** – ignore any handwritten answers, even if these are correct.

4. **1924**
5. **acteur**
6. **trouver du travail**
7. **soldat**
8. **marié**
9. **composant**
10. **dans le monde entier**
11. **d'aider**

[Total: 8]

**Exercice 3** See notes on answering questions in French.

**ACCEPT****REJECT**

12. **enfant(s)**  
**an / in / on / unfants**

enfin / en fants

13. **plusieurs**  
**MUST START “plus.....” except :**  
**pleusieur(s) / plousieur(e)(s)**  
**plusier(e)(s) / pluseur (e)(s)**  
**plus une / plus qu'une / plus d'une / quelques**  
**tolerate repetition of “fois”**  
**beaucoup (de)**  
**deux ou trois**

plus  
specific number  
quelquefois  
pleuseurs

une ou deux

14. **crème (solaire) / (soleil) / crem**  
**crème du solaire / creame solaire**  
**ignore renderings of solaire unless**  
**wrong concept - e.g. crème salade**

cream = invalidates  
creame tc

15. **(l') après-midi**  
**après le midi / 12 – 4 / 12 - 16**  
**\*\* check tapescript!**

midi / après seize heures

16. **nagent / (se) baignent**  
**any tense or form including infinitive**  
**MUST start “nag..... / naj.....”**

**font / font la natation /**  
**beignent / baingent / beigner / baignée**  
**MUST start “bai..... / bei.....”**  
**jouent / sont dans la piscine / mer**  
**nagent dans la mère**

nation  
bain / baigne / baigne / baigner  
beignent / beignent  
piscine  
jouent / sont au soleil

**MUST HAVE A VERB!**

[Total: 5]

Exercice 4 See notes on answering questions in French.  
N.B. These are the concepts which must be communicated.

## ACCEPT

17. (A[p]rendre à) lire; lecture  
difficulté à liser / lisez  
le lisant / le lire / difficulté avec lire/liré  
il ne peut pas lire  
lis – difficulté(s)

Tolerate: use of first person “je”

18. *Ils se moquaient* (object not required)  
*riaient de lui* (object required)  
*Ils lui / l'appelaient des noms*  
*méchant / horrible / mauvais / mal / pas bon*  
*ils n'aiment pas / détestent Simon*  
*rirent d'il / moqué il*  
*il est stupide*  
*ridicule Simon*

CONCEPT: unfriendly or negative attitude or calling names  
ACCEPT answer for Q18 at Q17 if no answer given in Q18.

19. (faire ses) devoir(s)  
devior(s) / il devoir

20. *gentille / sympa / agréable /*  
*amusant / drôle*  
*fantastique / bon / bonne / bien*  
*bon sens de l'humour*  
*sen / sense / sence / de l'humour / humor*  
*bon sens de l'humeur*

CONCEPT – kindly person or with good sense of humour

21. *bon / bien / parfait*  
*parfait / parfet / parfette*  
*près de parfait / il aime*  
*c'est une bonne école*  
*terrible / content / heureux*

CONCEPTS - better than last school / really good school / feeling like the others

## REJECT

prendre à lire  
avec liser / ne pas lire  
attendre à lire  
il n'a pas lu / il ne lit pas  
(le) lit  
livre  
lere

ils riaient (tc)  
ils s'appelaient des noms  
  
déteste / n'aime pas tc  
toutes sortes de noms tc  
nul  
ridicule

travail (ha)  
beaucoup de devoirs  
il n'a pas fait de devoirs  
devours

bon professeur  
bon sens tc  
bon sans de l'humour  
pas mal / de bonne humeur  
bon sens de humer / humar

perfect / parfect / perfet / parfit  
sympa  
élèves sympa (ha)  
pas mal / assez bien

[Total: 5]

**Exercise 5** See notes on marking questions in English.**ACCEPT****REJECT**

22. (caught) fire  
 aerosol caught fire / it set fire / alight  
 went up in flames / it burned  
 it was set alight  
*ignore renderings of "tapis"*

inflamed  
 aerosol blew up / exploded (ha)  
 someone set it on fire  
 it caught fire in the sun  
 it (i.e., suitcase) caused a fire

23. early afternoon  
 just after / soon after midday  
 just after lunch / dinner

inclusion of "during the flight"  
 after midday  
 afternoon / precise time

24. none / no passengers  
 no one / nobody / non / no / 0 / zero

none were seriously injured

25. the / an (air) hostess / stewardess  
 flight attendant / member of cabin crew  
 attendant / airport staff / air hostesses  
 inclusion of firemen (unless following correct answer)

airport hostess / air host  
 steward / security / assistant /

26. (two) flights / planes delayed /  
 postponed / late  
 some flights delayed  
 services late / late departures  
 other flights were delayed  
 other flights were stopped  
 delay / delays / lateness  
 flight delay / people delayed

incorrect number  
 major delays  
 all flights / one flight  
 the flights were delayed

delayed / late  
 people missed flights  
 no flights / flights stopped

[Total: 5]

**Mark Scheme 2352**  
**June 2006**

## 1.1 Scheme of Assessment

<b>Foundation Tier</b>		<b>Marks</b>
Section 1 Role Play	Communication	8
Section 2 Role Play	Communication	8
Presentation	Communication	4
Discussion and Conversation	Communication	10
Overall Linguistic Quality	Accuracy	20
<b>Total</b>		<b>50</b>

<b>Higher Tier</b>		<b>Marks</b>
Section 2 Role Play	Communication	8
Section 3 Narrative Role Play	Communication	8
Presentation	Communication	4
Discussion and Conversation	Communication	10
Overall Linguistic Quality	Accuracy	20
<b>Total</b>		<b>50</b>

**Section 1 Role Play**, 4 items, marked 2, 1, 0

<b>2</b>	Candidate successfully communicates the message without ambiguity and with little assistance from the examiner Incorrect use of the 'you' form overlooked at this level.
<b>1</b>	Candidate partially communicates the message OR Candidate eventually communicates the message after considerable assistance from the examiner, without being fed the answer
<b>0</b>	Candidate fails to communicate the message or is fed the answer by the examiner

**Section 2 Role Play**, 4 items, marked 2, 1, 0

<b>2</b>	Candidate successfully communicates the message without ambiguity and with little assistance from the examiner, using the appropriate tense. Inappropriate use of the 'you' form qualifies for a maximum of 1 mark on the first occurrence only.
<b>1</b>	Candidate partially communicates the message OR Candidate eventually communicates the message after considerable assistance from the examiner, without being fed the answer
<b>0</b>	Candidate fails to communicate the message or is fed the answer by the examiner

**Section 3 Narrative Role Play [8 marks]**

<b>8</b>	All main points communicated. Some imaginative detail added. Responds readily to interjections. Confident. Gives opinions and justifications. Very fluent. Maintains good pace.
<b>7/6</b>	Conveys all the main points with little ambiguity. Little guidance needed. Easy interchanges with examiner. Gives opinions and justifications. Quite fluent. Maintains reasonably good pace.
<b>5/4</b>	Communicates most of the main points. Some guidance needed from the examiner. Responds to queries from the examiner about ambiguities. Gives limited range of opinions and justifications when prompted. Pace varies somewhat. Reasonably fluent.
<b>3/2</b>	Communicates some of the main points, but the overall picture is somewhat unclear. Needs much guidance from the examiner, and responds hesitantly. Pace slow. Lacks fluency
<b>1/0</b>	Communicates isolated points only. No overall picture communicated. Has difficulty in responding to examiner. Pace very slow. Little fluency.

This is a 'best fit' exercise. Where some qualities are lacking, the lower of two marks in the mark band will be appropriate.

**Presentation – Communication****[4 marks]**

<b>4</b>	Excellent, well-organised preparation and delivery of material. All main points communicated very clearly. A range of opinions and justifications expressed with ease.
<b>3</b>	Good preparation and delivery of material. All main points communicated without ambiguity. Straightforward opinions routinely expressed with some justifications.
<b>2</b>	Fairly good preparation and delivery of material. All main points communicated with little ambiguity. Straightforward opinions expressed.
<b>1</b>	Performance needs considerable examiner assistance to elicit material.
<b>0</b>	Absolutely nothing of merit.

**For Foundation Tier it will be unusual for candidates to be awarded more than 3 marks.**

**Discussion of Presentation and Conversation – Communication****[10 marks]**

<b>10</b>	Mature Discussion of the Presentation. Both Conversation topics handled very impressively. Spontaneous interchange with examiner, shows initiative. A wide range of opinions and justifications expressed with ease. Takes the initiative in conversation. Outstanding.
<b>9/8</b>	Discussion of the Presentation and both Conversation topics handled well. Examiner has little need to rephrase. A range of opinions and justifications expressed with ease. Can take the initiative in conversation.
<b>7/6</b>	Discusses the Presentation reasonably well. Develops both Conversation topics reasonably well OR has one strong and one weak topic. Expresses opinions. Communicates clearly, despite errors.
<b>5/4</b>	Discussion of the Presentation pedestrian, with the examiner leading questioning a good deal. Conversation topics dealt with in a straightforward but limited way. Examiner may need to rephrase questions before they are understood. Communicates obvious points, despite a good number of errors.
<b>3/2</b>	Discussion of the Presentation laboured, with the examiner doing most of the work. Conversation topics only work with considerable input from the examiner, and generally only understands simple questions when they are rephrased. Only some points clearly communicated, and many errors.
<b>1/0</b>	Little or nothing of merit.

**For Foundation Tier it will be unusual for candidates to be awarded more than 7 marks.**



**Linguistic quality – covers the whole examination except the Presentation****[20 marks]**

<b>20/19</b>	Confident and very accurate use of a variety of tenses appropriate to subject matter. Wide range of structures and vocabulary with occasional isolated errors in more complex language. Responds at considerable length to open questions. Pronunciation and intonation extremely accurate for a non-native speaker.
<b>18/17/16</b>	Very good and consistent use of a variety of tenses appropriate to subject matter. Very good range of structures and vocabulary. Consistent use of more complex language features. Pronunciation and intonation very accurate for a non-native speaker.
<b>15/14</b>	Good consistent use of tense appropriate to subject matter with only occasional errors. Good range of structures and vocabulary. Some errors in more complex language. Pronunciation and intonation mostly accurate with only occasional slips.
<b>13/12/11</b>	Use of past, present and future tenses appropriate, but with some inaccuracies and inconsistencies. Fair range of structures and vocabulary. Pronunciation and intonation generally accurate with occasional hesitation.
<b>10/9</b>	General awareness and some use of tenses appropriate to subject matter, but many inaccuracies. Adequate range of structures and vocabulary. Pronunciation and intonation generally accurate, but some errors. Hesitant at times
<b>8/7</b>	Some awareness and limited use of different tenses. Generally appropriate attempts at subject/verb accord. Fairly limited range of structures and vocabulary. Pronunciation and intonation fair, but inconsistent. Some hesitation.
<b>6/5/4</b>	Limited success in attempts at subject/verb accord. Very limited range of structures and vocabulary. Pronunciation and intonation approximate but intelligible. Hesitant delivery.
<b>3/2</b>	Very occasional awareness and success at subject/verb accord. Very limited range of vocabulary. Answers brief and often monosyllabic. Pronunciation very approximate and delivery very hesitant.
<b>1/0</b>	Little or nothing of merit.

**For Foundation Tier it will be unusual for candidates to be awarded more than 13 marks.**



**Mark Scheme 2353  
June 2006**

**2353/01/02 GCSE FRENCH READING SUMMER 2006  
MARKING INSTRUCTIONS AND MARK SCHEME****FRENCH GCSE READING  
SUMMER 2006****GENERAL MARKING INSTRUCTIONS**

- 1 Mark correct marking points with a tick in red. Ticks should normally be on the right hand side of the page but left-handed markers may place them on the left if this is easier. Do not use crosses for wrong answers. A red dot will indicate that the answer has been read but has failed to score.
- 2 Total the marks for each double page and write at the bottom of the right hand page. The final total for the paper should be written in the box on the front of the paper.
- 3 Do your best to decipher poor handwriting and be tolerant of poor spelling in both French and English.
- 4 If a candidate writes information in brackets, ignore the brackets, marking anything inside them in the usual way.
- 5 The mark scheme is intended to enable markers to operate in a consistent and reliable way. The standardisation meeting will go through the scheme in detail with illustration from photocopied scripts. Examiners will be able to seek clarification of doubtful points then. The scheme should be followed scrupulously and referred to frequently through the marking period. Conventional features of the scheme are: alternative answers separated by an oblique stroke, e.g. (closed/shut), brackets indicate that information within them is optional, underlining to indicate that a key word or idea is essential for the answer, t.c. (tout court), h.a. (harmless addition).
- 6 Further general instructions for marking are included in the booklet "Instructions for Examiners".

There are three broad types of exercise on the Reading Comprehension papers, requiring objective answers, answers in French and answers in English respectively.

**1 OBJECTIVE ANSWERS**

These can be exercises requiring the ticking of a box or the writing in of a letter or choosing a word by circling etc. If more than one box is ticked the mark is lost. If more than one letter is written, mark the one inside the box. In cases of doubt examiners must use their judgement to interpret the candidate's intentions. In some cases candidates are required to write in a single word or name. In these cases, if two words are written, one after another, mark the first one. If two words are given, one above the other, mark the one on, or nearest to, the line. Correct spelling of the word or name is not required, as long as there is no ambiguity.

**Examiners should be vigilant when marking objective answers and refer frequently to their mark scheme.**

## 2 ANSWERS WRITTEN IN FRENCH

These answers are likely to be the most problematical for examiners because of the wide variation of candidate response. The understanding of marking principles is essential and this will be supported by numerous examples at the standardisation meeting.

We are expected to mark reading comprehension, not the quality of written French. Each answer should, as far as possible, be read as by a “sympathetic native speaker who knows no English.” Answers in English, therefore, gain no credit though cognates and near cognates are acceptable. A candidate’s answer does not need to be grammatically accurate, nor correctly spelt, nor in the form of a complete sentence. In some cases a noun alone could be an adequate answer, as would a verb in the infinitive. A correct tense or pronoun may also not be required. The standardisation meeting will clarify such answers and include them in the mark scheme.

Often a key idea is being looked for as an answer and if this is present the mark can be awarded. In some cases sections “lifted” from the text may be acceptable. If a candidate adds incorrect information to an otherwise correct answer that distorts the degree of comprehension that has taken place, no mark is awarded. The harmless addition of correct information can be ignored.

The sample scripts issued at the standardisation meeting will form an essential part of the mark scheme for these exercises.

### **ANSWERS WRITTEN IN ENGLISH.**

Each section of the paper contains an exercise to be answered in English. Again, answers do not need to be in the form of full sentences, nor do they need to be in correct English. Answers in French gain no credit. The mark scheme will indicate acceptable answers. There may be synonyms and paraphrases, which are other acceptable answers. The examiner must use his/her professional judgement. The photocopied scripts will provide illustration of a number of possible answers.

## SECTION 1

<b>Ex 1</b>	1 <b>C</b>	[1]	
	2 <b>A</b>	[1]	
	3 <b>B</b>	[1]	
	4 <b>B</b>	[1]	
	5 <b>A</b>	[1]	
<b>Ex 2</b>	6 <b>B / A</b>	[2]	
	7 <b>C / H</b>	[2]	
	8 <b>F / D</b>	[2]	
<b>Ex 3</b>	9 <b>A</b>	[1]	
	10 <b>F</b>	[1]	
	11 <b>C</b>	[1]	
	12 <b>E</b>	[1]	
	13 <b>B</b>	[1]	
<b>Ex 4</b>	14 <b>C</b>	[1]	
	15 <b>E</b>	[1]	
	16 <b>B</b>	[1]	
	17 <b>F</b>	[1]	
	18 <b>A</b>	[1]	
	19 <b>J</b>	[1]	
<b>Ex 5</b>	20 <b>C</b>	[1]	
	21 <b>D</b>	[1]	
	22 <b>G</b>	[1]	
	23 <b>E</b>	[1]	
	24 <b>A</b>	[1]	
<b>Ex 6</b>	25 <b>C</b>	[1]	N.B. If more than 3 boxes are ticked, mark in the usual way and deduct 1 mark for each additional box ticked.
	<b>D</b>	[1]	
	<b>F</b>	[1]	

Total 30 marks
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## SECTION 2

EX 1	
1. Marie	[1]
2. Céline	[1]
3. Hélène	[1]
4. Alain	[1]
5. Céline	[1]

EX 2	
6. risques	[1]
7. un conseil	[1]
8. revenait de	[1]
9. demander	[1]
10. en auto	[1]

EX 3	
11. Denis	[1]
12. Éliane	[1]
13. Alain	[1]
14. Claudette	[1]
15. Bernard	[1]

EX 4	ACCEPT		REJECT
16.	<p><u>After</u> (a day at) work/<u>after</u> a workday  <u>After</u> a long/heavy/hard/tiring day's work  <u>After</u>="at the end of"  <u>After/when</u> work has finished/<u>When</u> workday ends</p> <p>When/If tired/needin/g/in need of a rest</p>	1	<p>Journée = "journey"=0  Travail = "travel"=0  Tired= "relaxed"=0  Implication of travel problems (rush hour) invalidates.  Tired t.c.=0  Work finished t.c.=0  Workday finished t.c.=0  + "at night/evening"=0</p>
17.	<p>(more) expensive (ignore intensifiers)  You have to pay(tolls)  Tolls t.c.  It costs a lot/too much</p> <p>Lots of/plenty of/more places to stop/services/service stations/rest areas  Lots of places to rest/relax/take a break</p>	1	<p>Lay-bys =0  Service stations t.c.=0  Stations=0  You can stop often=0  ....to stop + incorrect specifics =0  ...to stay/to wait=0  "lots of stops" t.c.=0  "lots of little stopping places"=0</p>
18.	<p>Towards/near the/approaching/close to end of journey/destination  Just before they reach.....</p> <p>Addition of "and when one has fixed a time of arrival"= h.a.</p>	1	<p>When you reach...  Having reached...  On the way to ...  Having approached...=0    "Near destination time"=0</p>
19.	<p>(In) bad/horrible/miserable/awful weather</p>	1	<p>Any specific weather=0  BUT h.a. to correct answer  "bad conditions" t.c.</p>

Total 20 marks
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## SECTION 3

<b>Ex 1</b>	ACCEPT N.B. be wary of correct-looking French information in the wrong place.		REJECT
<b>1</b>	Dimanche (dernier)	1	Un/le dimanche t.c. Un dimanche dernier
<b>2</b>	Silencieusement/en silence/sans bruit + <i>dans la boutique</i> = h.a. (il)(entre/est entré).....	1	
<b>3</b>	(un)(grand)foulard	1	Qu'un.....= 0
<b>4</b>	(il)(sort/a sorti)(un) revolver	1	
<b>5</b>	L'argent (de la caisse)/(environ) 700 euros (l')argent t.c "l'agent de la caisse"	1	La caisse t.c Agent t.c. Donne/donné l'argent
<b>6</b>	A	1	
<b>7</b>	B	1	

<b>EX 2</b>	V	F	PM
8. Marco et sa mère étaient à l'aéroport de Paris.		✓	
9. La mère voulait reprendre ses bagages.	✓		
10. La mère a quarante ans			✓
11. La mère faisait attention à son fils.		✓	
12. Marco était caché par les grosses valises.	✓		
13. La mère est restée calme.		✓	
14. Un voyageur a trouvé Marco		✓	
15. Marco était blessé		✓	
16. On a déjà introduit de nouvelles mesures de sécurité à l'aéroport.		✓	

<b>EX 3</b>	
17	<b>D</b>
18	<b>G</b>
19	<b>E</b>
20	<b>L</b>
21	<b>B</b>
22	<b>K</b>
23	<b>A</b>
24	<b>J</b>
25	<b>C</b>



## STANDARDISATION MEETING MARK SCHEME SECTION 3 (continued)

Ex 4	ACCEPT		REJECT
26	(from)Easter	1	(from) Easter to October
27	Avoid <u>narrow</u> streets/roads (IDEA) Identify roads wide enough	1	Small etc.
28	Everyday/daily life/the way of life (in France) Life/living in France/French lifestyle Everyday=typical/normal/ordinary/modern(day)	1	+ "culture"=0 Standard of life Quality of life Life at the moment =0
29	She has to/needs to/must have answer(s)/response(s) to everything/all/all questions/every question/any question. Answer=respond/deal with To respond to all situations/eventualities	1	"she has to respond to everyone" "she always has to have an answer"  ...lots of responsibilities t.c.(but could be a h.a. to a correct answer)
30	Making people laugh/(telling) funny stories Humour/wit t.c She/it is funny/ witty/humorous	1	Funny t.c Witty t.c Humorous t.c Histoires = "history"/ "historical"/ "in the past" Smile t.c. but h.a. to correct answer "make it fun"

Total 30 marks
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**Mark Scheme 2354  
June 2006**

**WRITING PAPER MARK SCHEME****GCSE FRENCH (2354)/GERMAN (2364)/GUJARATI (2374)/SPANISH (2384)****Foundation Tier Scheme of Assessment****SECTION 1**

Question 1	8 marks (Communication 8)
Question 2	9 marks (Communication 6; Accuracy 3)
Question 3	13 marks (Communication 6; Q of L 7)
<b>Total for Communication</b>	<b>20 marks</b>
<b>Total for Quality of Language and Accuracy</b>	<b>10 marks</b>
Total for Section 1	30 marks

**SECTION 2**

Communication	10 marks
Quality of Language	6 marks
Accuracy	4 marks
Total for Section 2	20 marks
Total for Foundation Tier	50 marks

**SECTION 1****Communication****Question 1****List****8 marks**

8 items each marked 1 for communication

Mark for communication using the principle "If in doubt, sound it out".  
Allow cognates. Do not allow languages other than the target language.

**Question 2 Manipulation of language in response to verbal or visual stimuli****[Total 9 marks]****Communication**6 marks  
(one mark per recognisable lexical item)**Accuracy**

3 marks

3 marks at least 5 items written accurately  
2 marks at least 3 items written accurately  
1 mark at least 1 item written accurately

**Question 3 Simple connected writing (message, email, fax, postcard)****[Total: 13 marks]****Communication****6 marks**

<b>6/5</b>	Meets all or most of the requirements set.
<b>4/3</b>	Some omissions in fulfilling task.
<b>2/1</b>	Only very intermittent response to task.
<b>0</b>	Fails to respond to task set.

**Quality of Language****7 marks**

<b>6-7</b>	Basic range of vocabulary and structure. Effective for a variety of straightforward messages Some awareness of verb usage, with limited success. The writing is sufficiently accurate to enable a clear message to be conveyed.
<b>4-5</b>	Restricted range of vocabulary. Short sentences succeed in communicating simple points. Despite regular errors, the writing often conveys a clear message.
<b>2-3</b>	Individual vocabulary items or short phrases.
<b>0-1</b>	The language conveys little or no message.

**Section 1**

Communication 20 marks  
Quality of Language & Accuracy 10 marks

**Total for Section 1****30 marks**

**Section 2****Communication [10 marks]**

<b>8-10</b>	All the points of the task are communicated. Communicates personal opinions. Despite errors, communicates a clear message factually and/or imaginatively, including past, present and future events where required by the task.
<b>5-7</b>	The main points of the task are communicated in sentence form. Additional details are often communicated. An attempt to use more than one tense, where appropriate.
<b>2-4</b>	The main points of the task and occasional additional details are communicated in sentence form.
<b>1</b>	The main points of the task are communicated in short sentences.
<b>0</b>	Little or nothing of merit. Much ambiguity and omission. Only sporadically comprehensible, or incomprehensible.

Factors which might reduce communication marks are words in English or the wrong foreign language, blanks, nonsense sentences, "continuous present tenses", which are inappropriate in the target language, failure to mention tasks, or complete non-sequiturs.

**Quality of Language [6 marks]**

<b>5-6</b>	Limited range of vocabulary, idiom and structure. Appropriate register used. The style of writing is basic but reasonably coherent. Past, present and future tenses used at a basic level.
<b>3-4</b>	A basic range of vocabulary, idiom and structure. Sentences may be repetitive but are often successful. Some limited attempt at the use of more than one tense.
<b>1-2</b>	Basic range of vocabulary and structure. Effective for a variety of straightforward messages Some awareness of verb usage, with limited success.
<b>0</b>	Nothing of merit at this level.

**Accuracy [4 marks]**

<b>3-4</b>	There is more accuracy than inaccuracy. The writing is sufficiently accurate to enable a clear message to be conveyed.
<b>1-2</b>	Despite regular errors, the writing often conveys a clear message. The degree of inaccuracy frequently obscures the meaning.
<b>0</b>	Insufficient accurate language to convey the meanings.

**Section 2**

Communication	10 marks
Quality of Language	6 marks
Accuracy	4 marks

**Total for Section 2 20 marks**

**Higher Tier Scheme of Assessment****SECTION 2**

Communication 10 marks

Quality of Language 6 marks

Accuracy 4 marks

**Total for Section 2 20 marks****SECTION 3**

Communication 10 marks

Quality of Language 14 marks

Accuracy 6 marks

**Total for Section 3 30 marks****Total for Higher Tier 50 marks**

**SECTION 2****Communication [10 marks]**

<b>8-10</b>	All the points of the task are communicated. Communicates personal opinions. Despite errors, communicates a clear message factually and/or imaginatively, including past, present and future events where required by the task.
<b>5-7</b>	The main points of the task are communicated in sentence form. Additional details are often communicated. An attempt to use more than one tense, where appropriate.
<b>2-4</b>	The main points of the task and occasional additional details are communicated in sentence form.
<b>1</b>	The main points of the task are communicated in short sentences.
<b>0</b>	Little or nothing of merit. Much ambiguity and omission. Only sporadically comprehensible, or incomprehensible.

Factors which might reduce communication marks are words in English or the wrong foreign language, blanks, nonsense sentences, "continuous present tenses", which are inappropriate in the target language, failure to mention tasks, or complete non-sequiturs.

**Quality of Language [6 marks]**

<b>5-6</b>	Limited range of vocabulary, idiom and structure. Appropriate register used. The style of writing is basic but reasonably coherent. Past, present and future tenses used at a basic level.
<b>3-4</b>	A basic range of vocabulary, idiom and structure. Sentences may be repetitive but are often successful. Some limited attempt at the use of more than one tense.
<b>1-2</b>	Basic range of vocabulary and structure. Effective for a variety of straightforward messages Some awareness of verb usage, with limited success.
<b>0</b>	Nothing of merit at this level.

**Accuracy [4 marks]**

<b>3-4</b>	There is more accuracy than inaccuracy. The writing is sufficiently accurate to enable a clear message to be conveyed.
<b>1-2</b>	Despite regular errors, the writing often conveys a clear message. The degree of inaccuracy frequently obscures the meaning.
<b>0</b>	Insufficient accurate language to convey the meanings.

**SECTION 2**

Communication	10 marks
Quality of Language	6 marks
Accuracy	4 marks

**Total for Section 2 20 marks**



## SECTION 3

**Communication [10 marks]**

<b>9-10</b>	Communicates and expands on information and narrates events factually and/or imaginatively with no ambiguity. Communicates and justifies a range of ideas and points of view. Communicates in longer sequences, giving detailed descriptions. Coherent, pleasant to read. Highly creative and imaginative writing, where appropriate.
<b>7-8</b>	Communicates and expands on information and narrates events factually and/or imaginatively. Communicates and justifies ideas and points of view. Communicates in longer sequences, giving descriptions. Creative and imaginative writing, where appropriate.
<b>5-6</b>	All the points of the task are communicated in some detail. Communicates personal opinions in some detail. Communicates a very clear message in factual and/or imaginative writing.
<b>3-4</b>	All the points of the task are communicated. Communicates personal opinions. Despite errors, communicates a clear message factually and/or imaginatively, including past, present and future events where required by the task.
<b>1-2</b>	The main points of the task are communicated in sentence form. Additional details are often communicated. An attempt to use more than one tense, where appropriate.
<b>0</b>	Much ambiguity and omission. Only sporadically comprehensible.

Factors which might reduce communication marks are words in English or the wrong foreign language, blanks, nonsense sentences, “continuous present tenses”, which are inappropriate in the target language, failure to mention tasks, or complete non-sequiturs.

**Quality of language [14 marks]**

<b>12-14</b>	A wide variety of structure, vocabulary and idiom. Longer sequences of language using a wide range of clause types. Verb tenses used with ease. Secure, consistent and very fluent.
<b>9-11</b>	A good variety of structure, vocabulary and idiom. Longer sequences of language using a range of clause types. Verb tenses used with confidence. Fluent and consistent with a degree of control. Style appropriate to the purpose.
<b>6-8</b>	A range of structure, vocabulary and idiom. Some variety of clause types, e.g. subordinate clauses. Verb tenses used effectively but with limitations. Fairly fluent with some degree of control.
<b>3-5</b>	Limited range of vocabulary, idiom and structure. Appropriate register used. The style of writing is basic but reasonably coherent. Past, present and future tenses used at a basic level.
<b>1-2</b>	A basic range of vocabulary, idiom and structure. Sentences may be repetitive but are often successful. Some limited attempt at the use of more than one tense.
<b>0</b>	The language conveys little or no message.

**Accuracy [6 marks]**

<b>6</b>	The overall impression is one of accuracy, with very few major errors.
<b>4-5</b>	Writing is generally accurate. Errors do not significantly affect the meanings.
<b>2-3</b>	Inaccuracy does not impede the expression of a range of meanings.
<b>1</b>	The writing is sufficiently accurate to enable a clear message to be conveyed.
<b>0</b>	Insufficient accurate language to convey the meanings.

**SECTION 3**

Communication 10 marks

Quality of Language 14 marks

Accuracy 6 marks

**Total for SECTION 3 30 marks****Total for Higher Tier 50 marks**

**EXAMPLES OF UN/ACCEPTABLE ANSWERS**

The responses below do not constitute a list of the required answers for the 2006 paper but are exemplars which illustrate the principles of the Mark Scheme.

**SECTION 1**
**Question 1**

- | <b>ACCEPTABLE</b>  | <b>UNACCEPTABLE</b>  |
|--|--|
| <b>1. Words must be in French...</b>   |  |
| plage<br>château<br>... or may be identically spelt English words, having the same meaning in French...<br>discothèque<br>cinéma   | playa<br>Kino<br>park<br>car   |
| <b>2. Words must be relevant within the meaning of the question.</b><br>i.e. they must be places (and they do not need to be confined to those illustrated on the question paper)...                                 |  |
| piscine<br>chez ma tante<br>magasin<br>...but they must <b>not</b> be those proscribed by the rubric...<br>cité<br>Disneyland<br>monta....<br>Montangue  | natation<br>oncle/oncle's<br>magazine<br>Paris<br>Espagne<br>mount....<br>compagne / campagne<br>mere / mère |
| <b>3. Words must be written such that they would be comprehensible to a sympathetic native speaker of French...</b>  |  |
| margasin<br>magasin / magasin / magazine<br>... or, if not immediately comprehensible on the page, if they would <b>sound</b> like a French word on being read aloud by the sympathetic native speaker...<br>aiglize | masgin<br>eggles   |
| <b>4. Words are not invalidated by erroneous additional material...</b>  |  |
| Le piscines<br>Vais les campagne   |  |
| <b>5. Words are not invalidated by erroneous or missing accentuation...</b>  |  |
| La plagé<br>L'hotel  |  |
| <b>6. Listed, repetitive words, concepts or phrases are acceptable as follows...</b>   |  |
| When a generic word has a specific exemplar, both are accepted...  |  |
| Terrain de sports (✓)<br>Terrain de foot (✓)   |  |
| When a list of specific exemplars is given, the generic is not accepted  |  |
| Terrain de golf (✓)  | Terrain de sports (X)  |
| Terrain de foot (✓)<br>Terrain de rugby (✓)  |  |

## Question 2

## Communication

## ACCEPTABLE

## UNACCEPTABLE

7. **Nouns, verbs and phrases must be relevant within the meaning of the question, i.e. they must capture the idea of the picture.**

They must respond to the spirit of the visual stimulus, but do not have to respond to the grammatical stimulus...

No. 1	danse bois	lis me douche
No. 2	mes amis les filles mon père / other male family member	no proper names English or French
No. 3	joue regarde	lave ferme
No. 4	mon jardin le parc	ma chambre les animaux
No. 5	lis J'écris travaille	donne arrive
No. 6	ma chambre cuisine	le parc ma tante

NB: a) "j'alle" is acceptable.

b) If candidate attempts future tense using "aller", infinitive must be correct in order to earn "+".

8. **Words are not invalidated by erroneous additional material, provided it does not obscure the meaning...**

No. 1	danse dans	danse quitte
No. 2	Mon les amis	mes amitiés gens
No. 3	jouer	jouer droit
No. 4	Ma maison jardin	arbre public jardin
No. 5	lisais dans	lisais apres
No. 6	ma salle de chambre école / jardin / bibliothèque	petit-déjeuner chambre

9. **Repetition of words or phrases is not acceptable.**

Whilst it could be argued that *regarde* will fit Nos. 1, 3 and 5 semantically, when the same word is used more than once, it is credited only on its first appearance.

## Quality of Language

## ACCEPTABLE

## UNACCEPTABLE

10. **"Plus" marks for Quality are awarded for spelling.**

They are awarded when the main word (usually the noun or the verb) in the candidate's response is spelt correctly...

mon le <b>jardin</b> <b>fais</b> becoup mes	mon <b>jadin</b> <b>faire</b> beaucoup des
--	---

## Question 3

## Communication

## ACCEPTABLE

## UNACCEPTABLE

## 11. The Candidate must convey fully the meaning cued by each stimulus, using a note, phrase or sentence,

i.e. the idea(s)/concept(s) of the stimulus must be communicated (without having to show grammatical accuracy)...

No. 1 Elle Sarah et 16 ans

Elle 16

No. 2 Sarah habite/maison a York

York

"Maison" alone is acceptable.

Accept correct French spelling of UK towns: Londres, Edimbourg

No. 3 Elle grand, yeux bleu ...

Elle les cheveux

No. 4 Sarah être sympa ...

active

No. 5 5 personnes dans elle famille...

Je grande

No. 6 Sarah a joué au le hockey ...

Elle disco

## 12. Answers are not invalidated by erroneous additional material, provided it does not obscure the meaning...

No. 1 Elle est Denise et 16 ans

Elle a anglais 16

No. 3 Elle est grand, yeux bleu ...

Elle les yeux raide

No. 6 Denise a joué le hockey ...

jouer samedi disco

13. Repetitions are acceptable. For example, most of the Tasks could begin with: *Mon amie Denise*. But because the demands of the different Tasks are varied, provided the Candidate conveys the different meanings, such a repetition would not matter.

## 14. Combining tasks using the same initial verb is acceptable.

For example, Tasks 3 and 4 could be run together...

*Denise est petite, blonde et très sympa.*

NB: Ignore (do not penalise) confusion/alternation between "il/elle/ce/c' " for communication, but penalise under Quality of language.

Je/J' not acceptable, but penalise only the first occurrence for communication

## Quality of Language

## 15. IN THE 6 -7 BAND Candidate responses would be expected to be sentences, and some of the verbs will be correct...

Elle s'appelle Yvonne

The word order will tend to be correct...

Yvonne joue au golf

Spelling errors will be unlikely to affect the basic communication...

Elle a un chein et un cochon-dinde

There may be attempts at linkages...

Elle est mince et elle les yeux bleus

## 16. IN THE 4 -5 BAND some responses may be sentences, and a few of the verbs will be correct...

Elle s'apple Clara

The word order will tend to be uncertain...

Clara long cheveux

Spelling errors will affect the communication...  
Elle a un poison

17. IN THE 2 -3 BAND responses will tend to be notes or phrases ...  
Amie Sandra

The word order will be anglicised...  
Sandra's chat a blanc

Spelling errors will seriously affect the communication...  
Familie mer (Tracey) et pere (Sam) et 2 soirs

NB : Mark for Quality cannot be any more than 1 mark higher than Communication.

## SECTION 2

## Communication

The Candidate must try to respond relevantly and successfully in French to each of the tasks set.

The Examiner places a capital letter **T** in the left-hand margin of the script to indicate the point where the Candidate has recognisably attempted to address each task. The Examiner then assesses the degree of success in the Candidate's communication and indicates it on a four-point scale as follows:

- **T1o** shows that the Candidate has failed to communicate anything relevant for Task 1 (or has omitted the task altogether [examiner may add caret sign <sup>^</sup>]),  
e.g. q2, t4 (Question 2, Task 4): *Dans le September j'aller je travaille le Espagne sur vacations*
- **T4-** In that same Task the Candidate has achieved partial communication (see below),  
e.g. *Dans septembre je suis aller a espagne avec compains.*
- **T4** The Candidate has achieved acceptable communication (see below),  
e.g. *Dans septembre je vais aller a l'Espagne avec mes famille.*
- **T4+** The Candidate has achieved acceptable communication and has been able to provide further relevant material,  
e.g. *Dans septembre je vais aller en vacances. Je vais en Espagne en avion avec ma famille et je vais faire le ski natuique. J'adore la mer.*

ACCEPTABLE  
COMMUNICATIONPARTIAL  
COMMUNICATION

**18. Where the task is in two parts, both must be addressed, not necessarily using a separate verbs for each part...**

Q1t1 *Je suis allé au petit resturant italien samedi dernier. C'est mon anniversaire.*

*Je suis allé au resturant italien dans le centre.*

Q2t4 *Samedi prochain je vais au cinema.*

*Samedi prochain je vais sortir avec mes amis*

**19. Where the candidate conflates two tasks, each task must contain a finite verb to qualify as acceptable communication...**

Q2ts1&2 *J'ai travaillé dans un supermarché très bon l'année dernière. J'ai rangé beaucoup.*  
(Both tasks = 2 marks)

*J'ai rangé beaucoup dans un supermarché très bon l'année dernière.*  
(Task 2 = 2 marks, Task 1 = 1 mark)

**20. The tense of the verb must be logical as required by the task...**

Q1t4 *Le weekend prochain je vais aller au cinema en ville pour je voir un film d'horror.*

*Le weekend prochain je suis allé au cinema en ville où je vois un film d'horror.*

**21. Provided the other information in a task is correct, a task is acceptably completed when it contains a verb that indicates an appropriate tense...**

Q1t2 *J'ai mangez/manger un pizza...*

*Je mangé un sandwich...*

Q2t1 *Je suis travaillé dans un bureau...*

*J'aimer les personnes...*

*J'ai allé à un école...*

*Je répondant au telephone*

**22. Future time frames or time references are acceptable in a variety of forms...***J'irai en vacances.**J'irais en vacances**Demain je sors avec Aline.**Je sors avec Aline, ma petite-amie.**q2, t4 En septembre je vais en Espagne.**Je vais en Espagne en voiture.**Je voudrais/vais travailler chez mon oncle.**Je voudrais travaille chez mon oncle.**J'espère/ai l'intention de visiter l'Italie.**J'espère visité l'Italie***23. An important element in the Communication criteria (top band) is the Candidate's ability to express an opinion.**

Opinions, like Tasks, can be classified. The Examiner places a letter "O" in the right-hand margin and, as before, "O+" would represent a fuller, more complex opinion, e.g. Q2t2: *A mon avis, c'était tres utile.* But the other classifications are different in that "O" represents successful communication and "O-", unsuccessful...

**SUCCESSFUL  
COMMUNICATION**Q1t2 *C'était trop froid.*Q2t2 *Je n'ai aimé pas le patron.*Q1t2 *J'ai bu un tres bon coca.***ATTEMPTED BUT UNSUCCESSFUL  
COMMUNICATION***J'amie le vin bien...**Le gens c'est brabants***Quality of Language****24. A vital element in the Quality criteria is the Candidate's ability to use verb tense.**

In order to qualify for the top band (5-6 marks) the Candidate must include at least one **correct** example of each of the three time frames: past, present and future.

**THE CANDIDATE WHO DOES NOT DO THIS MAY NOT SCORE MORE THAN 4 MARKS FOR "QUALITY"**. This hurdle does **not** also apply to the Candidate's score in "Communication".

Tenses are classified in the same way as Opinions (See 22 above): the Examiner places "P", "P-", "F" or "F-" in the right-hand margin...

**SUCCESSFUL**Q1t1 *Samedi dernier je suis allé...*Q2t4 *Je vais visiter...***ATTEMPTED BUT  
UNSUCCESSFUL***Samedi dernier je suis alle...**Samedi dernier j'allais...**Je vais visité*

NOTE that such examples may be acceptable for **Communication** (see 20 and 21 above) but they are not correct, and so are not successful in terms of the **Quality** criteria.



**SECTION 3**

The Examiner further annotates scripts in the right-hand margin to record other features relevant to "Quality". These are a guide when choosing the appropriate mark-band for a piece of work. Some effective, acceptable examples are...

- 25. C - Subordinate clause. This is where the Candidate uses clauses introduced by words such as ...**  
*Quand, qui, où, pendant que, tandis que, puisque, ce que...etc.*
- 26. J - Justification. The Candidate explains the reason for an opinion, feeling or point of view...**  
*Je n'ai pas aimé mon stage parce que/car j'ai dû me lever trop tôt.  
Les gens n'étaient pas sympas, alors je ne voudrais pas y retourner*
- 27. L - "Lovely" lexical item. The Candidate relevantly uses a word which is effective and out of the ordinary.**
- 28. T - Tense. The Candidate shows the ability to employ more complex tense usage...**  
*J'ai vu que j'avais perdu ma montre...  
Mes parents ont dit qu'ils n'étaient pas contents...  
Il faisait chaud, alors on est allé à la plage...  
Il faut que j'aille...*
- 29. V - Verbal construction. The Candidate uses more than the simple form of the verb...**  
*Je ne peux pas trouver...  
Elle attendait depuis dix minutes...  
Après avoir décidé, ...*



**Mark Scheme 2356**  
**June 2006**

**WRITTEN COURSEWORK MARK SCHEME FOR GCSE FRENCH 2356****Scheme of Assessment**

Communication	10 marks 20 marks
Quality of language	30 marks per item
Total (per item)	90 marks in total
Overall Total	(3 items @ 30 marks each)

**Communication****10 marks (per item)**

- 10** Communicates and expands on information and narrates events factually and/or imaginatively with no ambiguity.  
 Communicates and justifies a range of ideas and points of view.  
 Communicates in longer sequences, giving detailed descriptions.  
 Coherent, pleasant to read.  
 Ideas and points of view freely expressed and justified.  
 Clear evidence of research, where appropriate.  
 Highly creative and imaginative writing, where appropriate.
- 9** Communicates and expands on information and narrates events factually and/or imaginatively.  
 Communicates and justifies ideas and points of view.  
 Communicates in longer sequences, giving descriptions.  
 Ideas and points of view expressed and justified.  
 Evidence of research, where appropriate.  
 Creative and imaginative writing, where appropriate.
- 8** All the points of the task are communicated in some detail. Communicates personal opinions in some detail.  
 Communicates a very clear message in factual and/or imaginative writing. Some ideas and points of view expressed with occasional justification. Some evidence of research, where appropriate.
- 7** All the points of the task are communicated.  
 Communicates personal opinions.  
 Despite errors, communicates a clear message factually and/or imaginatively, including past, present and future events where required by the task.  
 Personal opinions expressed.  
 Some limited evidence of research, where appropriate.
- 6** The main points of the task are communicated in sentence form. Additional details are often communicated.  
 An attempt to use more than one tense, where appropriate.

- 5 The main points of the task and occasional additional details are communicated in sentence form.
- 4 The main points of the task are communicated in short sentences.
- 3 Communicates some basic information but not in sentence form. Only some of the main points of the task are communicated.
- 2-0 Little or nothing of merit. Much ambiguity and omission. Only sporadically comprehensible, or incomprehensible.

## NOTES

The setting of sub-tasks is at the teacher's discretion. If no sub-tasks are set, candidates wishing to achieve high marks will either produce their own structure or write with creativity and imagination.

To achieve a mark of 7 or more, candidates have to cover all three tenses in the three items of coursework submitted, taken together.

Teachers should bear in mind the length guidelines in awarding communication marks. Length is flexible in individual items, however

- to achieve 8 or better in an individual item, the candidate should produce 400-500 words in the three items submitted, taken together.
- to achieve 6 or better in an individual item, the candidate should produce 250-400 words in the three items submitted, taken together.
- to achieve 4 or better in an individual item, the candidate should produce 100-250 words in the three items submitted, taken together.
- to achieve 3 or better in an individual item, the candidate should produce 50-100 words in the three items submitted, taken together.

For the early items of coursework, teachers are recommended to make a best estimate of the Communication mark. This mark may need to be re-assessed when the final three pieces of coursework are selected for final assessment. At this stage an overall picture will have emerged with regard to *tenses* used in the three pieces of coursework, *coverage* of the contexts and *length* of the three pieces taken together.

## OVERALL ASSESSMENT OF LINGUISTIC QUALITY

### Quality of Language

20 marks (per item)

- 20-19** A wide variety of structure, vocabulary and idiom.  
Longer sequences of language using a wide range of clause types. Verb tenses used with ease.  
The overall impression is one of accuracy.  
Secure, consistent and very fluent.
- 18-17** A good variety of structure, vocabulary and idiom.  
Longer sequences of language using a range of clause types. Verb tenses used with confidence.  
Fluent with a degree of control and with very few major errors. Style appropriate to the purpose.
- 16-15** A range of structure, vocabulary and idiom.  
Some variety of clause types, e.g. subordinate clauses.  
Verb tenses used effectively but with limitations.  
Inaccuracy does not impede the expression of a range of meanings. Fairly fluent with some degree of control.
- 14-13** Limited range of vocabulary, idiom and structure. Appropriate register used.  
The writing is basic but reasonably coherent.  
Sufficiently accurate to enable a clear message to be conveyed. Past, present and future tenses used at a basic level.
- 12-11** A basic range of vocabulary, idiom and structure.  
Sentences may be repetitive but are often successful.  
Despite regular errors, the writing often conveys a clear message. Some limited attempt at the use of more than one tense.
- 10-9** Basic range of vocabulary and structure.  
Effective for a variety of straightforward messages. Some awareness of verb usage, with limited success.
- 8-6** Restricted range of vocabulary.  
Short sentences succeed in communicating simple points.
- 5-3** Individual vocabulary items or short phrases.  
Very simple, occasionally successful, but with frequent errors obscuring comprehension.
- 2-0** Little or nothing of merit.

The occasional word or phrase may be correct but the piece lacks structure or relies on inappropriate copying.

**General Certificate of Secondary Education  
French (1925)  
June 2006 Assessment Series**

**Unit Threshold Marks**

Unit		Maximum Mark	a*	a	b	c	d	e	f	g	u
2351/01	Raw	50	N/A	N/A	N/A	40	32	25	18	11	0
	UMS	59	N/A	N/A	N/A	50	40	30	20	10	0
2351/02	Raw	50	43	38	29	20	15	12	N/A	N/A	0
	UMS	90	80	70	60	50	40	30	N/A	N/A	0
2352/01	Raw	50	N/A	N/A	N/A	27	21	15	9	3	0
	UMS	59	N/A	N/A	N/A	50	40	30	20	10	0
2352/02	Raw	50	40	34	29	25	17	13	N/A	N/A	0
	UMS	90	80	70	60	50	40	30	N/A	N/A	0
2353/01	Raw	50	N/A	N/A	N/A	35	29	23	17	11	0
	UMS	59	N/A	N/A	N/A	50	40	30	20	10	0
2353/02	Raw	50	40	34	27	20	15	12	N/A	N/A	0
	UMS	90	80	70	60	50	40	30	N/A	N/A	0
2354/01	Raw	50	N/A	N/A	N/A	38	31	24	18	12	0
	UMS	59	N/A	N/A	N/A	50	40	30	20	10	0
2354/02	Raw	50	44	37	27	17	11	8	N/A	N/A	0
	UMS	90	80	70	60	50	40	30	N/A	N/A	0
2355/01	Raw	50	N/A	N/A	N/A	27	21	15	9	3	0
	UMS	59	N/A	N/A	N/A	50	40	30	20	10	0
2355/02	Raw	50	40	34	29	25	17	13	N/A	N/A	0
	UMS	90	80	70	60	50	40	30	N/A	N/A	0
2356	Raw	90	82	76	67	58	47	36	26	16	0
	UMS	90	80	70	60	50	40	30	20	10	0

## Specification Aggregation Results

Overall threshold marks in UMS (i.e. after conversion of raw marks to uniform marks)

	Maximum Mark	A*	A	B	C	D	E	F	G	U
<b>1925</b>	360	320	280	240	200	160	120	80	40	0

The cumulative percentage of candidates awarded each grade was as follows:

	A*	A	B	C	D	E	F	G	U	Total No. of Cands
<b>1925</b>	11.4	27.6	48.1	73.4	90.3	97.1	99.3	99.9	100.0	39311

**39311 candidates were entered for aggregation this series.**

For a description of how UMS marks are calculated see;  
[www.ocr.org.uk/OCR/WebSite/docroot/understand/ums.jsp](http://www.ocr.org.uk/OCR/WebSite/docroot/understand/ums.jsp)

Statistics are correct at the time of publication.



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