

Mark Schemes for the Units

June 2007

1925/MS/R/07

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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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GCSE French 1925

MARK SCHEMES FOR THE UNITS

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**Mark Scheme 2351
June 2007**

GCSE FRENCH LISTENING - MARKING NOTES**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 your 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. 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 use the tape script itself in reaching your decision (though 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 spelt 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 misspelt 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 misspelt 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*). Answers which are grammatically nonsensical should not be accepted.

Marking problems arise when assessing to what extent an incorrectly spelt 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 professional judgement should be used 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 interpreted literally 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.

GCSE FRENCH LISTENING - MARK SCHEME**SECTION 1****Exercise 1** (see marking strategy 7)

- | | | | |
|---|---|---|---|
| 1 | A | 3 | B |
| 2 | C | 4 | C |
| | | 5 | B |

[Total: 5]**Exercise 2**

- | | |
|----|---|
| 6 | G |
| 7 | B |
| 8 | A |
| 9 | E |
| 10 | D |

[Total: 5]**Exercise 3**

- | | <i>Aime manger</i> | <i>Aime boire</i> |
|----|--------------------|-------------------|
| 11 | D | O |
| 12 | A | Q |
| 13 | C | K |
| 14 | H | M |
| 15 | F | J |

*Above answers are not interchangeable.***[Total: 10]****Exercise 4**

- | | |
|----|---|
| 16 | F |
| 17 | H |
| 18 | D |
| 19 | C |
| 20 | A |

[Total: 5]**Exercise 5***(accept correct word underlined or clearly indicated as chosen answer)*

- | | |
|----|----------------------------|
| 21 | <i>à vélo</i> |
| 22 | <i>7.45h</i> |
| 23 | <i>les maths</i> |
| 24 | <i>parle avec ses amis</i> |
| 25 | <i>très bien</i> |

[Total: 5]

SECTION 2**Exercise 1****ACCEPT**

- 1 friends / mates
girlfriends
freinds
my / her friends
- 2 2 weeks / fortnight / fifteen days (nights)/
fourteen days (nights)
(inclusion of "about")
15 days + 15 nights
14 days + 14 nights
- 3 (youth) hostel
inclusion of "not a hotel"
hostle/hostal/hostile
YHA
- 4 (ii) rested /relaxed / reposed / chilled /
recharged / lazed / lounged
use of present tense / pres. Participle
not much
- 5 A (enjoyable)

REJECT

- use of singular
two friends (specific number)
inclusion of other people
any mention of family
specific type of friend (e.g. *school friends*)
- omission of *days/nights*
15 jours
- hotel
youth club / youth centre
child hostel
young people's place
home for young people
- slept (but Harmless Addition)
nothing
se reposer
rested on beach

[Total: 5]**Exercise 2**

- 6 **F** 8 **H**
- 7 **C** 9 **B**
- 10 **D**

[Total: 5]**Exercise 3**

- 11 **E**
- 12 **?**
- 13 **IME PAS**
- 14 **?**
- 15 **E** **[Total: 5]**

Exercise 4

- 16 **F**
- 17 **G**
- 18 **B**
- 19 **H**
- 20 **E** **[Total: 5]**

SECTION 3

Exercice 1

- 1 J
2 C
3 A
4 K
5 G
6 D
7 F

[Total: 7]

Exercice 2 (See notes on marking answers in French.)

	ACCEPT	REJECT
8	(à) l'est / est / à l'este / 750 km à l'est (à) 750 km	50 km à l'est east / lest / l'es / l'esse / l'oest / ost / l'et c'est / l'eust
9	animal/animaux/bête(s) animals / animeux	volcanique invalidates enimal
10	moyen(ne) moien / moyan / moyant MUST START moy... / moi...	moins / moin en / mouyen
11	habitant(s) / habitent(s) / habitons / abitant(s) gens / gent / personnes / peuple(s) / natives / natifs population(s) / poblacion / populatio	people gentes inhabitants genes habite
12	1642; answer written in words	
13	langue (locale/simple); langage language / langue parler / parle français view français / veux français	long / lang / lange / longue / l'angue / lanuage France

[Total: 6]

Exercise 3

- 14 H
15 K
16 C
17 G
18 F
19 B
20 A

[Total: 7]**Exercise 4**

- 21 C
22 A
23 B
24 C
25 A

[Total: 5]**Exercise 5** (See notes on marking answers in English.)**N.B. The following are the required *concepts*.****ACCEPT**

26 late/end of morning
just before lunch / mid-day

27 75,000
75 K

28(i) braked/stopped (suddenly)
pulled over
"hit the break"
broke

28(ii) took out / got out a knife
threatened him with a knife
got a knife / had a knife

29 locked the door(s) / car
locked the man in the car
closed the door with key(s)

REJECT

morning
specific time
end of the day
mid-day
before lunch

stopped engine
slowed down
parked
the car stopped
he stalled the car
slowed down and stopped

threatened him
assaulted him with knife
attacked him
knife *tout court*
specific type of knife (e.g. bread knife)

shut the doors
grabbed / took the keys (but Harmless Addition)
got out his phone

NB!
28 (i) and
28 (ii) can
be reversed

[Total: 5]

GCSE FRENCH LISTENING - TAPE SCRIPT**SECTION 1 (Foundation and Higher Tier)**

Exercise 1 [Each item repeated after 6 second pause]

Example (M1): *Le train arrive à cinq heures.*

Question 1: *Le train arrive au quai numéro sept.*

Question 2: *L'hôtel est près du port.*

Question 3: *Nous avons une chambre avec douche.*

Question 4: *On sert le dîner à huit heures et demie.*

Question 5: *Prenez le poisson. Il est très bon.*

Exercice 2 [Pause between each, then all exercise repeated]

Exemple. Audrey. *Chez nous on a un chat.*

Question 6 Marc. *Nous avons un lapin à la maison.*

Question 7 Estelle. *Nous avons un oiseau. Il chante tout le temps!*

Question 8 Julien. *Mon animal favori, c'est notre chien qui s'appelle Bob.*

Question 9 Magali. *Moi, j'adore les chevaux. J'ai mon propre cheval depuis un an.*

Question 10 Yannick. *Mon animal domestique? C'est une petite souris blanche.*

Écoutez encore une fois.

Exercice 3 [Pause between each, then whole exercise repeated]

Pres (M1): *(Rubrics). Exemple. Karine.*

Int (F1): *Karine, qu'est-ce que tu aimes manger?*

Karine (G1): *J'aime manger des fraises.*

Int: *Et qu'est-ce que tu aimes boire?*

Karine: *Je préfère le thé.*

Pres: *Continuez. *Question numéro 11 Remy.*

Int: *Et toi, Remy. Qu'est-ce que tu aimes manger?*

Remy (B1): *J'adore les tomates.*

Int: *Et tu aimes boire?*

Remy: *J'aime boire du café.*

Pres: *Question numéro 12 Lucile.*

Int: *Lucile – qu'est-ce que tu aimes manger?*

Lucile (G2): *Ce que j'aime manger, c'est le fromage.*

Int: *Et tu aimes boire?*

Lucile: *C'est la limonade que je préfère.*

Pres: *Question numéro 13 Pierre.*

Int: *Et toi, Pierre, tu aimes le fromage?*

Pierre (B2): *Non. Je préfère manger du jambon.*

Int: *Et tu aimes boire?*

Pierre: *Je préfère l'eau minérale.*

Pres: *Question numéro 14 Clotilde.*

Int: *Clotilde. Qu'est-ce que tu aimes manger?*

Clotilde (G3): *Moi, j'aime les crêpes.*

Int: *Et comme boisson?*

Clotilde: *J'aime surtout le jus d'ananas. (Ed: pron. final "s")*

Pres: *Question numéro 15 Philippe.*

Int: *Et finalement toi, Philippe.*

Philippe (B3): *Moi, j'adore les huîtres. (Ed: adult voice)*

Int: *Ah! les huîtres. Et tu aimes boire?*

Philippe: *J'aime boire du vin blanc.*

Int: *Merci, mes amis. ***

Pres: *Écoutez encore une fois.*

[Repeat from * to **]

Exercice 4 [Pause between each, then whole exercises repeated].

Pres: Rubrics.

*** M1 (Guide):** *Bienvenue à Biarritz pour ce tour de la ville. Voici les détails de notre visite.
A neuf heures on va visiter notre magnifique hôtel de ville*

A dix heures on va à la cathédrale. On fait une visite guidée de cette cathédrale splendide.

Après ça, à onze heures, on peut faire des courses puisqu'on se rend au centre commercial.

A midi, c'est le déjeuner. On fait un pique-nique dans le jardin public.

Après le pique-nique, à une heure, on visite le célèbre château de la ville.

*Finalement, à deux heures, on va à la plage où pouvez passer l'après-midi à nager et à vous bronzer.***

Pres: *Écoutez encore une fois.*

[Repeat from * to **]

Exercice 5 [Pauses as indicated, then whole piece repeated from * to **]

Gabrielle (G1): *Salut! Je m'appelle Gabrielle et je vais vous parler de mon collègue. Alors, je vais au lycée St. Adrien et je suis en seconde.*

[Brief pause]

**Je vais au collège à bicyclette. D'habitude j'arrive au collège à huit heures moins le quart.*

[Pause]

J'ai beaucoup de cours – français, sciences, histoire etc. mais ce que je préfère, c'est les maths. A midi je mange des sandwiches dans un café et je bavarde avec mes copains.

[Pause]

*Et voilà! Je dois dire que je suis très heureuse dans mon collège. C'est formidable!***

Pres: *Écoutez Gabrielle encore une fois.*

[Repeat from * to **]

SECTION 2 (Foundation and Higher Tier)**Exercice 1** [Marginally faster delivery. Natural interview style].

***Int:** *Amir – on parle des grandes vacances. D'accord? Où es-tu allé?*

Amir: *Je suis allé au bord de la mer.*

[Brief pause]

Int: *Et tu y es allé avec qui – avec ta famille?*

Amir: *Non non, avec des amis.*

Int: *Et vous y avez passé combien de temps?*

Amir: *Quinze jours – une quinzaine, quoi.*

Int: *Et vous avez logé dans un hôtel?*

Amir: *Ah non – c'est trop cher, ça! On a logé dans une auberge de jeunesse.*

[Pause]

Int: *Et qu'est-ce que vous avez fait?*

Amir: *Pas grand' chose. On a pris des bains de soleil et on s'est reposé.*

Int: *Tu as trouvé les vacances un peu ennuyeuses alors?*

Amir: *Non non, ça m'a plu, les vacances.*

Int: *Merci Amir. ***

[Repeat from * to **]

Exercice 2

[Natural style monologues with some rephrasing/hesitation].

Pres: [Rubrics] *Exemple. Jérôme.*

Jérôme (B1): *J'aime le jazz, le rap, le classique – tout. Je joue aussi de la trompette.*

Pres: *Continuez. * Question no. 6 Allison.*

Allison (G1): *J'aime regarder le foot et je joue aussi au netball et et au golf.*

Pres: *Question no. 7 Marc.*

Marc (B2): *Je vais à la piscine tous les jours et en vacances j'adore nager dans la mer.*

Pres: *Question no. 8 Morgane.*

Morgane (G2): *Les films français, anglais, américains – je les aime tous. Je les regarde tous les week-ends.*

Pres: *Question no. 9 Fabien.*

Fabien (B3): *J'ai des centaines de livres et je vais à la bibliothèque chaque semaine. Lire, c'est ma passion.*

Pres: *Question no. 10 Camille.*

Camille (G3): *J'ai appris l'anglais et l'allemand au lycée et maintenant je voudrais apprendre à parler russe pour devenir interprète.. ***

Pres: *Écoutez encore une fois.*

[Repeat from * to **]

Exercice 3

[Pace now slightly faster. Inclusion of some hesitation and rephrasing. Pause between each.]

Pres: *Exemple. Gaëlle.*

Gaëlle (G1) *La musique d'Eve Brunet ne me plaît pas. Je trouve ses chansons monotones.*

Pres: ** Question no. 11 Thomas*

Thomas (B1): *C'est une de mes chanteuses favorites, Eve Brunet. J'ai acheté tous ses albums.*

Pres: *Question no. 12 Aurélie.*

Aurélie (G2): *C'est qui ça, Eve Brunet? Je ne sais pas qui c'est et...euh... je n'ai jamais entendu ses chansons.*

Pres: *Question no. 13 Nicolas.*

Nicolas (B2): *Je l'aimais quand j'étais petit mais maintenant je ne l'aime plus et franchement...euh... je la trouve affreuse.*

Pres: *Question no. 14 Hélène.*

Hélène (G3): *Je dois dire que je ne connais pas Eve Brunet donc je ne peux pas dire si je l'aime ou pas.*

Pres: *Question no. 15 Alexis.*

Alexis (B3): *Pour moi Eve Brunet est une chanteuse magnifique. En concert l'année dernière elle était sensationnelle, hein.***

Écoutez encore une fois.

[Repeat from * to **]

Exercice 4

Natural style with some hesitation and rephrasing.

Pres: *Rubrics. Exemple. Sara.*

Sara (G1): *L'année prochaine je voudrais faire un voyage aux États-Unis et je visiterai toutes les grandes villes américaines.*

Pres: *Continuez. *Question no. 16 Luc.*

Luc (B1): *Moi, je voudrais quitter l'école pour travailler avec mes parents. Ils ont un petit magasin et je voudrais les aider.*

Pres: *Question no. 17 Marjorie.*

Marjorie (G2): *Moi, l'année prochaine, je voudrais faire de l'alpinisme dans les Alpes et grimper, grimper jusqu'aux sommets!*

Pres: *Question no. 18 Guy.*

Guy (B2): *Moi, je voudrais rester au lycée parce que j'espère aller à l'université pour étudier la médecine.*

Pres: *Question no. 19 Virginie.*

Virginie (G3): *L'année prochaine je voudrais quitter la maison de mes parents pour aller habiter dans un appartement. J'aimerais mieux être indépendante, vous voyez.*

Pres: *Question no. 20. Paul.*

Paul (B3): *L'année prochaine j'ai l'intention d'épouser ma petite amie Émilie. On est ensemble maintenant depuis cinq ans et on a envie de passer notre vie ensemble!***

Pres: *Écoutez encore une fois.*

[Repeat from * to **]

That is the end of the test. Stop writing now. (for Foundation Tier only)

SECTION 3 (Higher Tier only)

Exercise 1 [Now at a more authentic rate. Hesitation etc. ad lib]

Pres: (Rubrics). *Exemple. M. Leblanc.*

M. Leblanc (M1): *Je suis bien content parce que l'examen était difficile. Mais on m'a dit aujourd'hui que j'ai eu une des meilleures notes!*

Pres: *Continuez. * Question no. 1 Mlle Ricard.*

Mlle Ricard (F1): *Je n'ai rien mangé la semaine dernière et j'ai dû rester au lit avec une forte fièvre.*

Pres: *Question no. 2 M. Martin.*

M. Martin (M2): *C'était vraiment formidable comme roman. Cinq cents pages, mais je l'ai fini en deux jours. Quelle aventure et quel écrivain!*

Pres: *Question no. 3 Mme. Gautier.*

Mme Gautier (F2): *Je suis partie hier à quatre heures de l'après-midi et finalement je suis arrivée chez moi à trois heures du matin. Que c'était fatigant!*

Pres: *Question no. 4 M. Morel.*

M. Morel (M3): *Je suis au chômage depuis six mois et...euh... j'ai eu du mal à trouver du travail. Mais hier j'ai eu une entrevue et, chouette!, je commence lundi prochain!*

Pres: *Question no. 5 Mlle Armand.*

Mlle Armand (F3): *C'est bizarre – on était camarades au lycée il y a au moins trente ans. Je ne l'avais pas revue depuis. Eh puis, écoutez, je vois cette femme hier en ville et je me dis "Tiens! C'est elle!"*

Pres: *Question no. 6 M. Calvet.*

M. Calvet (M4): *C'est vraiment embêtant, vous savez. J'étais sûr d'avoir ma montre hier soir au cinéma mais quand je suis rentré elle n'était plus là. Faut que je téléphone pour savoir si on l'a trouvée.*

Pres: *Question no. 7 Mme. Durand.*

Mme Durand (F4): *Soixante ans – c'est pas mal, hein! Et voilà tous mes voisins qui sont venus me voir hier soir. Et ils ont apporté des cadeaux, on a chanté, on a bu! C'était génial, je vous dis!*** [Pres: *Écoutez encore une fois. Repeat from * to ***]

Exercice 2

Pres: [Rubrics]

M1: *La Réunion est une île tropicale située dans l'océan Indien.*

[Brief pause]

Elle est à 750 kilomètres à l'est de Madagascar mais elle fait partie de la France. La Réunion est une île volcanique, parfaite pour les touristes puisqu'elle n'a aucun animal dangereux. Et quant à la température, la moyenne est de 20 degrés.

[Pause]

La population de la Réunion est unique. Les origines de ses habitants sont diverses. Ils sont venus de partout. Colonisée par la France en 1642, sa langue officielle est le français, mais en général on parle le créole, une langue locale simple qui vient du vieux français.

[Pause]

Pres: Écoutez encore une fois.

Exercice 3

[Radio extracts delivered at normal pace]

Pres: [Rubrics]. *Exemple.*

M1: *Le festival de Lorient commence vendredi soir. Près de 4500 artistes se produiront dans quelque 200 spectacles de musique et de danse.*

Pres: *Continuez. * Question no. 14.*

F1: *L'Argentin Gaudio a gagné son cinquième championnat en battant l'Espagnol Verdasco en quatre sets dimanche.*

Pres: *Question no. 15.*

M2: *Un bébé hippopotame est né mardi dans le zoo d'Amnéville – une naissance relativement rare en captivité pour cette espèce menacée.*

Pres: *Question no. 16.*

F2: *Un jeune homme a été condamné mercredi à vingt ans de prison pour avoir tué une femme alors qu'il cambriolait une maison à Marseille.*

Pres: *Question no. 17.*

M3: *Une grande partie du Lot-et-Garonne a été ravagée par des orages exceptionnels causant dans la région de fortes chutes de grêle et de très violentes rafales de vent.*

Pres: *Question no. 18.*

F3: *Un feu s'est déclaré dans une forêt en Savoie dimanche matin. Les pompiers ont rencontré d'importantes difficultés à contenir les flammes qui ne sont toujours pas maîtrisées.*

Pres: *Question no. 19.*

M4: *Trafic dense ce week-end surtout sur les autoroutes du sud où il y a une centaine de kilomètres d'embouteillages.*

Pres: *Question no. 20.*

F4: *Les enquêteurs ont commencé l'étude des boîtes noires du vol Air France 358 qui a quitté la piste après son atterrissage à l'aéroport de Toronto mardi dernier.***

Pres: *Écoutez les extraits encore une fois.*

[Repeat from * to **]

Exercice 4

Pres: [Rubrics]

Speaker 1 (M1): *C'est bientôt le moment de partir en vacances – en train, en avion ou en voiture. Le problème, c'est que cela peut causer le mal des transports qui est causé par le fait que les pieds sont fixes alors que le paysage bouge.*

[Brief pause]

** Qu'est-ce qu'on peut faire pour éviter le problème? Écoutez le Docteur Boileau.*

Docteur Boileau (F1): *Alors, avant le départ en voyage on peut faire un traitement préventif. Prenez-le au moins une demi-heure avant le départ. [Brief pause]*

Avant de partir, ne mangez ni trop, ni trop peu et surtout ne fumez pas.

[Pause]

En voiture, ne lisez pas et gardez les yeux fixés sur la route. Et sachez aussi que l'huile de citron peut empêcher de vomir. Une goutte avant le départ suffit généralement pour tout le voyage.

[Pause]

*Si vous suivez ces conseils vous serez plus sûr d'arriver à destination sans devoir vous arrêter et vous aurez moins de chances d'être malade. Bonnes vacances!***

Pres: *Écoutez encore une fois.*

[Repeat from * to **]

Exercise 5

[Radio report. Authentic pace.]

English Pres: [Rubrics]

Reporter (M1): *Un jeune homme a été arrêté mardi à Lille, enfermé à l'intérieur de la voiture qu'il voulait voler après avoir attaqué le vendeur qui lui faisait essayer le véhicule.*

[Brief pause]

** Mardi, en fin de matinée, le voleur est allé au garage BMW à Lille pour essayer une voiture d'une valeur de 75.000 euros.*

[Pause]

L'homme a demandé de faire un petit tour dans la voiture avec le vendeur, mais 500 mètres plus loin, l'homme a freiné brusquement, a sorti un couteau et a dit au vendeur de quitter la voiture.

[Pause]

*Tout de suite le vendeur a saisi les clefs, il est sorti du véhicule et a fermé les portes à clef. Et pendant que le voleur tapait pour sortir, le vendeur a appelé la police de son téléphone portable.***

[Pause]

Pres: Listen to the report again.

[Repeat from * to **]

That is the end of the test. Stop writing now.

**Mark Scheme 2352
June 2007**

GCSE FRENCH SPEAKING - SCHEME OF ASSESSMENT

Foundation Tier		Marks
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
Total		50

Higher Tier		Marks
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
Total		50

GCSE FRENCH SPEAKING - MARK SCHEME**Section 1 Role Play**, 4 items, marked 2, 1, 0

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

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

2	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.
1	Candidate partially communicates the message. OR Candidate eventually communicates the message after considerable assistance from the examiner, without being fed the answer
0	Candidate fails to communicate the message or is fed the answer by the examiner.

Section 3 Narrative Role Play**8 marks**

8	All main points communicated. Some imaginative detail added. Responds readily to interjections. Confident. Gives opinions and justifications. Very fluent. Maintains good pace.
7/6	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.
5/4	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.
3/2	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
1/0	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**

4	Excellent, well-organised preparation and delivery of material. All main points communicated very clearly. A range of opinions and justifications expressed with ease.
3	Good preparation and delivery of material. All main points communicated without ambiguity. Straightforward opinions routinely expressed with some justifications.
2	Fairly good preparation and delivery of material. All main points communicated with little ambiguity. Straightforward opinions expressed.
1	Performance needs considerable examiner assistance to elicit material.
0	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**

10	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.
9/8	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.
7/6	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.
5/4	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.
3/2	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.
1/0	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

20/19	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.
18/17/16	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.
15/14	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.
13/12/11	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.
10/9	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
8/7	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.
6/5/4	Limited success in attempts at subject/verb accord. Very limited range of structures and vocabulary. Pronunciation and intonation approximate but intelligible. Hesitant delivery.
3/2	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.
1/0	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 2007**

GCSE FRENCH READING - GENERAL MARKING INSTRUCTIONS

- 1 Do your best to decipher poor handwriting and be tolerant of poor spelling in both French and English.
- 2 If a candidate writes information in brackets, ignore the brackets, marking anything inside them in the usual way.

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.

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.

3 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.

GCSE FRENCH READING - MARK SCHEME**SECTION 1**

ACCEPT	REJECT
EX 1 1 dog/s [1] 2 <u>open</u> [1] 3 ice cream(s)/ice(s) [1] 4 (car)park(ing) [1] 5 Thursday [1]	station, entry=0
EX 2 6 F [1] 7 E [1] 8 G [1] 9 J [1] 10 B [1] 11 A [1] 12 K [1]	
EX 3 13 mardi [1] 14 jeudi [1] 15 mardi [1] 16 lundi [1] 17 lundi [1]	
EX 4 18 J [1] 19 H [1] 20 A [1] 21 F [1] 22 B [1] 23 G [1]	
EX 5 Q24 B,D,F ticked [3]	N.B. If more than 3 boxes are ticked, mark in the usual way and deduct 1 mark for each additional box ticked.
EX 6 25 B [1] 26 A [1] 27 A [1] 28 B [1]	

Total: 30 marks

SECTION 2

EX 1

1	centre	[1]
2	confortables	[1] confort=0
3	manger	[1]

EX 2

4	E	[1]
5	D	[1]
6	A	[1]
7	B	[1]
8	F	[1]

EX 3

9	Audrey	[1]
10	Audrey	[1]
11	Ni l'une ni l'autre	[1]
12	Sylvie	[1]
13	Audrey	[1]
14	Ni l'une ni l'autre	[1]
15	Sylvie	[1]

EX 4	ACCEPT		REJECT
16	nice/pleasant/likeable/friendly easy to get on with (ignore renderings of <i>pour la plupart</i>)	1	sympathetic, kind, good, great, agreeable
17	(When she was) 11(years old)/at age 11 since, by, before 11 etc	1	
18	(a) <u>teaching</u> PE/sport/her subject/ (physical) activities she can teach.... teach = instruct = coach (b) seeing/watching/observing/looking at progress in her pupils progress = improving/getting better (ignore renderings of <i>chaque jour</i>)	1 1	 do well/develop =0 check/note=0 watching children learn=0
19	fitness/keeping fit/in shape stay/keep/be fit/in shape	1	in/on form = 0 unless explained rest/stop = 0 healthy (but Harmless Addition) fit/in shape <i>tout court</i> = 0

Total: 20 marks

SECTION 3

EX 1	ACCEPT		REJECT
1	(Sur) <u>le parking d'un supermarché</u>	1	
2	(ils)couraient/il courait Accept other forms of the verb e.g. courir	1	<i>qui couraient</i> or any other uncomprehending lift = 0
3	(il/elle) (se) cachait (il était) caché	1	<i>qui (se) cachait</i> or any other uncomprehending lift = 0 <i>+voiture rouge = 0</i>
4	(a) (on l'a) attrapé/attrape il a attrapé (par les deux hommes) ils (l')ont attrapé (b) (on l'a) enfermé dans le coffre (d'une voiture)/dans une voiture. il a/ils ont enfermé.... etc il est parti dans la voiture (Any 2 from 3)	1 1	<i>enferme/enfermé tout court = 0</i> <i>la voiture a démarré (but Harmless Addition)</i>
5	B	1	
6	A	1	
7	A	1	

EX 2

8	transatlantiques	[1]
9	devenir	[1]
10	vérifier	[1]
11	visage	[1]
12	tâches	[1]
13	penser	[1]
14	rester	[1]

EX 3

16	K	[1]
17	B	[1]
18	E	[1]
19	A	[1]
20	G/J or G+J	[1]
21	H	[1]
22	F	[1]
23	D	[1]

SECTION 3 (continued)

EX 4	ACCEPT		REJECT
25	<u>lost</u> luggage/ baggage/baggage/bags/cases (on/en route) he/she/they <u>lost</u> their luggage etc.	1	stuff/belongings = 0
26	surrounded by/between/among (green) <u>hills</u> <u>hilly</u> in the <u>hills</u>	1	village = 0
27	The (school) year they are in/their year/their age(group)/year(group). year <i>tout court</i>	1	form/class = 0
28	They rarely smoked. They smoke less. Not as many young smokers.	1	they did not smoke/nobody smoked = 0
29	Its beauty is impressive/impressing (It is) beautiful (It is) impressive It left an impression	1	pretty/attractive/lovely/stunning = 0 impressionable = 0

Total: 30 marks

**Mark Scheme 2354
June 2007**

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**

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

Quality of Language**7 marks**

6-7	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.
4-5	Restricted range of vocabulary. Short sentences succeed in communicating simple points. Despite regular errors, the writing often conveys a clear message.
2-3	Individual vocabulary items or short phrases.
0-1	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**

8-10	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.
5-7	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.
2-4	The main points of the task and occasional additional details are communicated in sentence form.
1	The main points of the task are communicated in short sentences.
0	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**

5-6	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.
3-4	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.
1-2	Basic range of vocabulary and structure. Effective for a variety of straightforward messages. Some awareness of verb usage, with limited success.
0	Nothing of merit at this level.

Accuracy**4 marks**

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

8-10	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.
5-7	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.
2-4	The main points of the task and occasional additional details are communicated in sentence form.
1	The main points of the task are communicated in short sentences.
0	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**

5-6	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.
3-4	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.
1-2	Basic range of vocabulary and structure. Effective for a variety of straightforward messages. Some awareness of verb usage, with limited success.
0	Nothing of merit at this level.

Accuracy**4 marks**

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

9-10	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. Highly creative and imaginative writing, where appropriate.
7-8	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.
5-6	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.
3-4	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.
1-2	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.
0	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

12-14	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.
9-11	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.
6-8	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.
3-5	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.
1-2	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.
0	The language conveys little or no message.

Accuracy**6 marks**

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

GCSE FRENCH WRITING - EXAMPLES OF UN/ACCEPTABLE ANSWERS

The responses below do not constitute a list of the required answers for the 2007 paper but are exemplars which illustrate the principles of the Mark Scheme.

SECTION 1**Question 1**

- | ACCEPTABLE | UNACCEPTABLE |
|---|---------------------|
| 1. Words must be in French... | |
| jambon | jamon |
| pain | Brot |
| ... or may be identically spelt English words, having the same meaning in French... | |
| fruit | |
| orange | |
| 2. Words must be relevant within the meaning of the question,
i.e. they must be food or drink (and they do not need to be confined to those illustrated on the question paper)... | |
| lait | |
| bonbons | |
| café | |
| ...but they must not be those proscribed by the rubric... | |
| | coca |
| | chocco |
| 3. Words must be written such that they would be comprehensible to a sympathetic native speaker of French... | |
| buerre | poluet |
| ... or, if not immediately comprehensible on the page, if they would sound like a French word on being read aloud by the sympathetic native speaker... | |
| shippes | baget |
| poulé | |
| 4. Words are not invalidated by erroneous additional material... | |
| le tomate | |
| boire eau | |
| 5. Words are not invalidated by erroneous accentuation... | |
| cafe | |
| chôcolat | |
| 6. Listed, repetitive words, concepts or phrases are acceptable as follows... | |
| When a generic word has a specific exemplar, both are accepted... | |
| sandwich au fromage (✓) | |
| sandwich au jambon (✓) | |
| When a list of specific exemplars is given, the generic is not accepted | |
| sandwich au pâté (✓) | |
| | sandwich (X) |
| sandwich au poulet (✓) | |
| sandwich au bœuf (✓) | |

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 - respond to the spirit of the **visual** stimulus - but do not have to respond to the grammatical stimulus...**

No. 1	lave douche baigne	nage
No. 2	la salle de bains la salle d'eau	cuisine
No. 3	habille prépare	lave ferme
No. 4	chambre pièce	jardin
No. 5	bois mange déjeune	donne arrive
No. 6	cuisine salle à manger	chambre

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

No. 1	lave dans	lave la vaisselle
No. 2	mon salle de bains	piscine de bains
No. 3	habille vêtements	habiller close
No. 4	mon chambre	lit salle
No. 5	bois céréales	manger diner
No. 6	salle pour manger	petit-déjeuner chambre

9. **Repetition of words or phrases is not acceptable.**
Whilst it could be argued that *prépare* will fit Nos. 1, and 2 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 **chambre**
habille mes vêtements

mon **chambr**
habiller

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	je travaille au restaurant	je marche
No. 2	je va à pied	je travaille bus
No. 3	je commencer à 18h	je 18
No. 4	je porte uniforme	uniform
No. 5	je finir 20h	je fin 6pm
No. 6	je acheter disque	argent

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

No. 1	je travaille au café cuisine	je travaille mon pere's ordinateur
No. 3	je commence à 2h judi	je start à 2h
No. 6	je achete disques music pop	je achete magasin musique

13. **Repetitions are acceptable,**
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.**
However there is little likelihood of it happening in this question.

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...

je commence à ...

The word order will tend to be correct...

je porte un uniforme noir

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

je achète un disque de musique rap

There may be attempts at linkages...

je vais en voiture et en bus

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

je voyager en bus

The word order will tend to be uncertain...

j'achète musique disque

Spelling errors will affect the communication...

c'est fatigue

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

commence soir

The word order will be anglicised...

je porte noir uniforme

Spelling errors will seriously affect the communication...

cest interestant

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:

- To** shows that the Candidate has failed to communicate anything relevant (or has omitted the task altogether).
e.g. q1, t4 *Dans le septembre je aller je travaille le Espagne sur vacations.*
- T-** The Candidate has achieved partial communication (see below).
e.g. q1, t4 *Dans septembre je suis aller a Espagne avec compains.*
- T** The candidate has achieved acceptable communication (see below).
e.g. q1, t4 *Dans septembre je vais aller a l'Espagne avec mes famille.*
- T+** The Candidate has achieved acceptable communication and has been able to provide further relevant material.
e.g. q1, t4 *Dans septembre je vais aller en vacances. Je vais en Espagne en avion avec ma familie et je vais faire le ski nautique. J'adore la mer.*

**ACCEPTABLE
COMMUNICATION**

**PARTIAL
COMMUNICATION**

- 18. Where the task is in two parts, both must be addressed...**
e.g. q1, t4 *je vais aller en France et je vais visiter les chateaux* *je vais aller en France*
- 19. The tense of the verb must be logical as required by the task...**
e.g. q1, t4 *Pendant l'été je vais aller en Italie.* *Pendant l'été je suis allé*
- 20. Provided the other information in a task is correct, a task is acceptably completed when it contains a verb that indicates an appropriate tense...**
e.g. q1, t2 *J'ai nagez/nager dans la mer...* *Je nagé dans la mer...*
e.g. q2, t1 *Je suis aller au centre...* *Je aller au centre...*
e.g. q2, t2 *Je suis acheté un disque...* *Je achetant un disque...*
- 21. Future time frames or time references are acceptable in a variety of forms...**
e.g. q1, t4 *J'irai en vacances.* *Je vais en vacances.*
En juillet je vais en vacances. *J'espère visite l'Italie*
J'ai l'intention de partir en France
e.g. q2, t4 *Samedi prochain je vais à la boum* *Je danse à la boum*
Je voudrais aller chez mon amie *Je voudrais mange chez mon amie*

22. **An important element in the Communication criteria (top band) is the Candidate's ability to express an opinion.**

Opinions, as 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, faire du camping est très amusant*. But the other classifications are different in that "O" represents successful communication and "O-" , unsuccessful...

**SUCCESSFUL
COMMUNICATION**

e.g. q1, t2 *C'est trop froid*
e.g. q2, t2 *Je n'ai aimé pas le shopping*

**ATTEMPTED BUT UN-
SUCCESSFUL COMMUNICATION**

J'amie camp ...
La course c'est brabant

QUALITY OF LANGUAGE

23. **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 a "P", "P-", "F" or "F-" in the right-hand margin...

SUCCESSFUL

e.g. q1, t1 *Samedi dernier je suis allé...*
e.g. q2, t4 *Je vais visiter...*

**ATTEMPTED BUT
UNSUCCESSFUL**

Samedi dernier je suis alle...
Samedi dernier j'allais...
Je vais visité

NOTE that such examples as may be phonetically acceptable for **Communication** (see 20 and 21 above) are not grammatically 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...

- 24. 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.
- 25. J - Justification. The Candidate explains the reason for an opinion, feeling or point of view...**
 e.g. q2, t3 *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*
- 26. L - "Lovely" lexical item. The Candidate relevantly uses a word which is effective and out of the ordinary.**
 Use also to indicate correct use of object pronouns, comparative adjectives / adverbs.
- 27. T - Tense. The Candidate shows the ability to employ more complex tense usage...**
 e.g. q1, t2 *parce que j'avais dû trop manger...*
 e.g. q1, t3 *je me sentais si malade que je ne mangerais plus de hamburgers...*
 e.g. q2t, 4 *J'aimerais trouver un poste à l'étranger...*
- 28. V - Verbal construction. The Candidate uses more than the simple form of the verb...**
 e.g. q1, t1 *nous avons décidé de manger chez McDo...*
 e.g. q1, t2 *le médecin venait d'arriver quand...*
 e.g. q2, t1 *en arrivant au bureau le matin, je ...*
 e.g. q2, t2 *après avoir fini le stage, je trouvais que...*

**Mark Scheme 2356
June 2006**

GCSE FRENCH WRITTEN COURSEWORK - MARK SCHEME**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)

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.

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.
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.

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 (Specification Code 1925)
June 2007 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	36	29	22	16	10	0
	UMS	59	N/A	N/A	N/A	50	40	30	20	10	0
2351/02	Raw	50	41	35	26	18	13	10	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	33	26	20	14	8	0
	UMS	59	N/A	N/A	N/A	50	40	30	20	10	0
2353/02	Raw	50	37	31	24	18	13	10	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	40	33	27	21	15	0
	UMS	59	N/A	N/A	N/A	50	40	30	20	10	0
2354/02	Raw	50	43	36	26	16	10	7	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
2356/01	Raw	90	82	76	67	59	48	37	26	15	0
	UMS	90	80	70	60	50	40	30	20	10	0

Syllabus 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
1925	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 Number of Candidates
1925	11.8	27.9	48	73.9	90.3	96.7	99	99.8	100	35,157

For a description of how UMS marks are calculated see:
http://www.ocr.org.uk/exam_system/understand_ums.html

Statistics are correct at the time of publication.

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