

Mark Schemes for the Units

June 2008

1925/MS/R/08

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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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2351 Listening

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 operate on Section 3, where the inclusion of any incorrect answer will lead to the withholding of the mark - unless otherwise stated in the mark scheme.**
- 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 mark scheme and 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 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** (ie to the French reader) and could not be confused with another word – ie **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 (eg “september”) are to be accepted because they would be recognised by a French person.

In general, if a mis-spelt word in French leads to a different word, with resultant ambiguity, it is rejected (e.g. *soir* for *soeur*, *enfin* for *enfant*).

On Section 3 one sometimes has 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 mis-spelt words, as there is a lesser 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 can 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 the candidate has shown that he/she has understood the required concept or has 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 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.

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.

SECTION 1 (Foundation and Higher Tier)**Exercise 1** [see marking strategy 7]

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

Exercise 2

NB 2 marks per question!

NB Answers within each pair are NOT interchangeable!

- | | <i>AIME</i> | <i>N'AIME PAS</i> |
|---|-------------|-------------------|
| 6 | J | E |
| 7 | G | D |
| 8 | K | H |

Exercise 3

- 9 C
- 10 B
- 11 D
- 12 H
- 13 A

Exercice 4***NB 2 marks per question!*****IN (b), MARK WRONG IF 2 NUMBERS GIVEN IN SAME ANSWER**

	<i>Achetez (a)</i>	<i>Combien? (b)</i>	
		ACCEPT	REJECT
14	D	2 / deux / “deu” / £2 (ignore inclusion of currency)	de / doux / dou /
15	H	100 / cent / “sent”	sont / son
16	G	12 / douze / douzaine / “dozen” (English)	deuze / deuzaine
17	B	½ / 0.5 / demi/e / “half” (English)	

Exercice 518 **C**19 **A**20 **B**21 **A**22 **B**23 **C**

SECTION 2 (Foundation and Higher Tier)**Exercise 1** (See marking notes on marking of answers in English)

	<u>ACCEPT</u>	<u>REJECT</u>
1	14 / nearly 15 /almost 15 / 14-15 / 14 ans / “forteen” 14 mois (number only required)	15 / 14 ½ / quatorze ans 14 months
2(b)	<u>red/ginger/auburn/russet/orange hair</u> rust(y) hair / reddish brown hair / reddy brown hair red hairs	omission of either element brown hair/ brunette / “red” T.C.* “long red hair” (inclusion of incorrect concept)
3(b)	hard-working/diligent/industrious (must have concept of <u>hard-working</u>) she works (very) hard / a lot she studies hard/a lot hard worker / worked hard	synonym for “friendly” (answer (a)) she works “she labours” hard-worked <u>ed</u>
4	(b) and (c) are interchangeable (b) (likes / loves) reading / read / books / literature (c) (likes / loves) animals / beasts / “animaux” / animal(e)s	(b) lecture(s) / magazines / novels / comics / learning / lessons / school / working hard (Ans. to Q.3) (c) specific type of animal / pets Incorrect concept (eg looking after / breeding animals)

*T.C. = *tout court* (on its own)

Exercice 2

		OUI	NON	?
5	Delphine	✓		
6	Jérôme			✓
7	Fabien		✓	
8	Lucile	✓		
9	Thomas			✓

Exercice 3

- 10 Marie D
11 Rémy J
12 Laetitia F
13 Pierre C
14 Camille A

Exercice 4

- 15 C (*pour la langue*)
16 A (*en train*)
17 B (*assez bon*)
18 C (*sur la côte*)
19 A (*excellentes*)

SECTION 3 (Higher Tier only)**Exercise 1**

1 J

2 H

3 B

4 D

5 F

6 G

7 E

Exercice 2 (See notes on answering questions in French)

	<u>ACCEPT</u>	<u>REJECT</u>
8	(ignore wrong or omitted article; ignore renderings of "voisin") appartement (voisin) appart(e) mis-spelling, but word clearly recognisable e.g. apartment, appertement (MUST START ap-)	maison voisin chambre la partement (principle of split words) apparement (more like « apparemment ») apart
9	longtemps/souvent/ (pendant/pour) des heures/ pendant heures/ beaucoup de temps tout le temps/plusieurs fois/beaucoup de fois/répétés/repete(r)/pas mal de fois Concept : a long time or often N.B. maman is also acceptable.	deux fois (or other specific number) heures T.C. (nonsensical) une/deux/dix heures etc "deseur" / de temps en temps pendant "tes" heures (meaningless) d'un bébé (answer to Q.10, but award if no answer given to Q.10)
10	enfant(s) / infant / bébé / garçon / fille / petit(e) enfant / onfant	child / baby/ jeune enfin (different word) anfin (neither looks nor sounds right)
11	(ignore wrong or omitted article) secours / police / police-secours / gendarmes / policier(s) / policie / policer / policia / commissariat / poste de police " téléphoner (à) la police " Ignore renderings of secours if police is correct.	
12	oiseau oiseaux oisseau / oizo / oisot MUST START: ois- / oiz- perroquet paroquet / paraquet / perroquait / perruquet/ parroquait animal N.B. Credit either oiseau or perroquet if both answers offered but one incorrectly.	oison (despite correct starting letters, it neither looks nor sounds right). parakeet / parique / parochet / perocé / perquet / perrquet / perruque BEWARE! enfant is incorrect (Q.10)
13	rassuré(e) / rassurer / rassure / réassuré / réassurer / reassure / assuré / assure / ressuré	racuré / racurait / racerait / rasserai / raseré / reşuré / rasouré

	<p><i>raçuré / raçurait</i> (sounds correct) N.B. Although accents are normally ignored, the placing of the cedilla here gives the correct sound.</p> <p><i>amusé / amuser / amuse / amusait / amussé / amou<u>s</u>é</i></p> <p>N.B. Credit either <i>rassurée</i> or <i>amusée</i> if both answers offered but one incorrectly.</p>	<p><i>amusant / sont amusé / je m'amuse / amou<u>s</u>sé / contente</i></p>
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Exercice 3

- 14 A
15 C
16 C
17 B
18 A
19 C

Exercice 4

Accept incorrectly copied word provided correct one has clearly been selected.

- 20 *écrit*
21 *danse*
22 *jeune*
23 *textes*
24 *pauvre*
25 *recommencé*

Exercise 5 See notes on marking answers in English.

NB The following are the required *concepts*.

	<u>ACCEPT</u>	<u>REJECT</u>
26	ten / 10 months (both elements required)	10 mois (answer in French)
27	ran out of petrol/fuel/gas/diesel “a petrol break-down” no petrol left / no more petrol / lack of petrol / not enough petrol / petrol problems ANSWER MUST MENTION PETROL/FUEL ETC.	oil (INVAL) break-down (but H.A.*) engine/motor trouble (but H.A.) engine/motor problems (but H.A.)
28	less than/under 9 metres/m./yards ANSWER MUST INCLUDE CONCEPT OF “MOINS DE”	omission of rendering of <i>moins de</i> about 9 metres <u>at least 9 metres</u>
29	rain / rain water / water from rain IGNORE REFERENCES TO FISH. ANSWER MUST MENTION “RAIN”	water fish blood (but H.A.*)
30	skin and bones (concept of very thin) <u>very</u> thin / (very) skinny unhealthily thin bony gaunt all skin / all bone	starving / hungry/ ill / in bad health (but H.A.*) thin T.C. slim; very slim skin T.C./ bones T.C. tired / dirty (these invalidate the correct answer) no skin on toes/face etc.

*H.A. = harmless addition to correct answer.

TAPE SCRIPT**SECTION 1 (Foundation and Higher Tier)****Exercise 1 (Q. 1-5) (Pause after each)**

Example : Le train arrive à cinq heures.

1 *Ce soir nous allons voir un match au stade.*

2 *On va au match en voiture.*

3 *On part à trois heures trente.*

4 *Plus tard, nous allons à une discothèque.*

5 *Ça coûte 10 euros – mais c'est fantastique!*

Exercise 2 (Q. 6-8) (Pause after each)

*Exemple : Laure: Alors, à l'école, j'aime les sciences naturelles mais...euh...
je n'aime pas l'histoire-géo.*

6 *Bernard: Et moi, j'aime la musique. Et...euh...je n'aime pas l'anglais.*

7 *Julie: Ce que je préfère, c'est le dessin. Mais...euh... je déteste le français.*

8 *Pierre: A l'école j'aime le sport. Mais...je n'aime pas l'informatique.*

Exercise 3 (Q. 9-13) (Pause after each)

Exemple : A Paris, il fait froid – 5 degrés seulement.

Q9: *A l'est, à Grenoble, il neige aujourd'hui.*

Q10: *A Bordeaux – dommage! Il pleut!*

Q11: *Au nord, à Lille, il y a du vent.*

Q12: *Au nord-ouest, à Brest, il fait un temps nuageux.*

Q13: *Et finalement, à Marseille, il fait soleil! Pas très chaud, mais une journée ensoleillée.*

Exercice 4 (Q. 14-17) (Pause after each)

Exemple : Merci de faire les courses pour moi. D'abord, achète des champignons, s'il te plaît. Achètes-en 50 grammes.

(Brief pause)

Continuez. Question numéro 14. Ensuite, veux-tu acheter du pain? Deux baguettes, ça va.

Q. numéro 15. J'ai besoin aussi de jambon. J'en voudrais cent grammes.

Q. numéro 16. Avec ça, je veux des oeufs. Une douzaine d'oeufs, d'accord?

Q. numéro 17. Et finalement, achète-moi du lait. Un demi-litre, s'il te plaît. Merci, hein!

Exercice 5 (Q. 18-23)

Exemple: Je m'appelle Nicolas et j'habite à Binic en Bretagne.

(Brief pause)

C'est un village qui n'est pas grand du tout et...euh...il est très pittoresque.

(Pause)

À Binic il y a deux ou trois magasins, un bureau de poste et un café. Mon père est le patron de ce café.

(Pause)

J'adore jouer au golf mais malheureusement il n'y a pas de terrain de golf dans le village mais...euh...il y a une piscine. Il y a aussi un terrain de football où je joue le samedi et le dimanche.

SECTION 2 (Foundation and Higher Tier)**Exercice 1 (Q. 1-4)**

Exemple: Bonjour. Je m'appelle Ahmed et j'habite dans la banlieue de Paris. J'ai deux frères et une sœur et je vais parler de ma sœur.

[Brief pause]

Alors ma sœur s'appelle Leila. Elle a quatorze ans mais le mois prochain elle aura quinze ans. Elle a les yeux verts et les cheveux roux.

[Pause]

Ma sœur, c'est une jeune fille aimable qui travaille très dur. Ce qu'elle aime, c'est le sport, la lecture et les animaux. Je l'aime bien, ma sœur.

Exercice 2 (Q. 5-9) [Telephone conversations] (Pause after each)

Exemple – Hélène.

Amélie: Salut Hélène. C'est Amélie. Tu peux venir au cinéma ce soir?

Hélène: C'est gentil, mais non merci, je dois rester à la maison.

Question 5 – Delphine.

Amélie: Allô Delphine. Est-ce que tu peux venir au cinéma avec moi?

Delphine: Je veux bien. Je te verrai là-bas vers huit heures, d'accord?

Question 6 – Jérôme.

Amélie: Dis, Jérôme. Tu peux sortir au cinéma ce soir?

Jérôme: Bonne idée, Amélie, mais je ne sais pas encore si je serai libre.

Question 7 – Fabien.

Amélie: Salut Fabien. Écoute, on va au cinéma ce soir. Tu peux venir?

Fabien: Je voudrais bien, Amélie mais...euh...j'ai trop de devoirs à faire, donc ce n'est pas possible.

Question 8 – Lucile.

Amélie: Allô. Lucile – tu peux venir au cinéma ce soir?

Lucile: Ben, je n'ai rien d'autre à faire ce soir, alors je peux venir. Merci, bien.

Question 9 – Thomas.

Amélie: Bonjour Thomas. Dis, tu peux venir au cinéma ce soir?

Thomas: C'est sympa. Écoute. Ce n'est pas sûr pour l'instant. Faudra que je demande à mes parents.

Exercice 3 (Questions 10-14) (Pause after each)

Exemple. Julien.

Moi, j'adore les films et j'en vois chaque semaine au ciné-club de notre école.

Question 10. Marie.

Ce qui me plaît surtout, c'est faire du cheval. J'ai mon cheval à moi, et je l'adore!

Question 11. Rémy.

J'aime beaucoup visiter d'autres pays. J'ai visité la plupart des pays européens et l'année dernière j'ai été aux États-Unis. Formidable!

Question 12. Laetitia.

Moi, je vais en ville et je fais des courses – c'est ça que j'aime! Et j'achète des vêtements, des magazines, des CD – j'adore ça!

Question 13. Pierre.

Je fais du VTT depuis deux ans et cela me passionne. Je fais de longues promenades à vélo à la campagne.

Question 14. Camille.

Quand je suis chez moi j'aime bien aider à faire de petites réparations, tu sais. Et ...euh...j'aime décorer le salon, peindre la cuisine – faire des choses comme ça.

Exercice 4 (Questions 15-19)

Exemple: Cette année je suis allée en vacances avec mon père.

[Brief pause]

On est allé en Espagne. Et pourquoi l'Espagne? Pour le soleil? Les jolies plages? Non, c'était pour parler espagnol parce que je l'apprends pendant mon temps libre.

[Pause]

On a pris le train pour y aller puisque mon père n'aime pas l'avion et nous n'avons pas de voiture. Le voyage n'était pas mal – très long, mais confortable.

[Pause]

On a logé dans un petit hôtel au bord de la mer à environ quarante kilomètres de Barcelone. Nous avons vraiment apprécié ces vacances, mon père et moi – et j'ai beaucoup parlé espagnol!

SECTION 3 (Higher Tier only)**Exercice 1 (Questions 1-7) (Pause after each)**

Exemple. J'ai toujours aimé la musique, je joue du violon et j'adore aller aux concerts.

La peinture aussi, c'est une passion et je visite souvent des galeries d'art.

Numéro un. L'exercice, c'est ça qui m'est important. Je nage tous les jours, je fais du cyclisme régulièrement et je joue pour une équipe de foot.

Numéro deux. J'ai eu de la chance de pouvoir gagner beaucoup d'argent pendant ma vie. Je n'ai donc jamais été pauvre, heureusement.

Numéro trois. J'aime la vie, moi. Je sais qu'il y a des problèmes, des malheurs, mais à mon avis il faut toujours espérer que tout ira bien. Il ne faut jamais être pessimiste.

Numéro quatre. Il faut dire que je n'ai jamais aimé travailler. A l'école, au travail, même à la maison je dois dire que j'ai toujours préféré ne rien faire!

Numéro cinq. J'ai beaucoup travaillé mais je suis sûr que je ne vais pas réussir à mes examens. Je me demande si j'aurai jamais un emploi!

Numéro six. A mon avis il est toujours important de dire "merci" et "s'il vous plaît". Si quelqu'un fait quelque chose de gentil, je trouve normal de le remercier. Si on fait une bêtise il est important de s'excuser, non?

Numéro sept. Je soigne les vieilles personnes dans un hôpital. C'est dur comme travail mais les personnes âgées...hein...il faut toujours passer beaucoup de temps avec elles pour essayer de comprendre leurs problèmes et prendre le temps de les aider.

Exercice 2 (Questions 8-13)

Exemple: Et voici maintenant notre reporter à Nice qui a une petite histoire drôle.

[Brief pause]

Eh oui, la semaine dernière une vieille dame a entendu des cris aigus qui venaient d'un appartement voisin. "Maman, maman!" répétait la voix pendant des heures.

[Pause]

"C'est sans doute un enfant en difficulté" s'est dit la femme, inquiète. Et vite elle a téléphoné à Police-Secours.

[Pause]

Mais quand les policiers sont arrivés sur place, ils se sont retrouvés nez à nez avec un oiseau! C'était un perroquet âgé de 25 ans qui parlait français couramment. Il avait appris le mot "maman" récemment grâce à un enfant qui vit depuis peu dans l'appartement. La vieille dame a été rassurée et sans doute amusée qu'un perroquet appelle encore sa maman à l'aide à 25 ans!

Exercice 3 (Questions 14-19)

Loïc est un lycéen de 17 ans qui fume depuis l'âge de 13 ans. Il a maintenant des problèmes. J'ai parlé avec Loïc.

[Brief pause]

Int: *Loïc, sais-tu pourquoi tu as commencé à fumer?*

L: *Je suis entouré de fumeurs. Premièrement mes parents sont tous deux fumeurs et ils ne m'ont jamais interdit de fumer à la maison. Mes deux frères aînés ont commencé vers 12 ans. Au collège les filles comme les garçons se donnent de l'importance en fumant. Pour être dans une bande on fait comme les autres – alors on fume.*

[Pause]

Int: *Et comment te sens-tu physiquement?*

L: *À vrai dire, je me sens fatigué de temps en temps. Parfois irritable quand je n'ai pas la possibilité de fumer puisque c'est interdit pendant les cours. Ma dépendance au tabac grandit.*

[Pause]

Int: *Et ta santé – cela t'inquiète?*

L: *Eh bien c'est vrai - quand je fais du sport j'ai des douleurs dans la poitrine. C'est pour ça que maintenant, moi aussi, je suis aussi inquiet que mon médecin.*

Exercice 4 (Questions 20-25)

Exemple: La musique a toujours fait partie de moi, grâce à mon père qui est musicien.

[Brief pause]

J'ai grandi avec la musique. À cinq ans j'ai composé ma première chanson. J'ai suivi aussi des cours de danse et de chant – je les aimais beaucoup.

[Pause]

Les influences musicales étaient des groupes comme Nirvana – en fait c'était les influences de ma soeur qui était plus vieille que moi, et c'est grâce à elle que j'ai pu les découvrir. C'est surtout avec le rock que je me sens confortable. Le rock peut le mieux appuyer les paroles de mes chansons. Je dis ce que je pense et le rock se prête très bien à ce genre de paroles.

[Pause]

Sur mon dernier album il y a une chanson écrite par mon père. Il a essayé d'écrire de la musique pendant des années, mais ça n'a pas marché. Il a écrit cette chanson quand il n'avait pas d'argent, mais il n'a pas pu la vendre. Alors moi, j'ai décidé de reprendre la chanson. Je crois que mon père est maintenant très fier de moi – et de lui-même aussi. Et maintenant il s'est remis à écrire des chansons.

Exercise 5 (Questions 26-30)

Exemple: Voici maintenant l'histoire miraculeuse de trois pêcheurs mexicains.

[Brief pause]

Ils ont été sauvés la semaine dernière après avoir passé dix mois perdus sur l'océan Pacifique dans leur bateau. Ils avaient quitté un petit port au Mexique pour aller pêcher à bord d'un bateau motorisé mais le mauvais temps, puis une panne d'essence les ont empêchés de regagner le port.

[Pause]

Leur bateau, de moins de neuf mètres de long, n'avait aucun système d'alerte, ni de navigation. Les poissons crus étaient leur seule nourriture, tandis que l'eau de pluie suffisait à satisfaire leur soif.

[Pause]

Et finalement, après tout ce temps, un autre bateau de pêche les a trouvés et les a sauvés. Le capitaine du bateau sauveteur a dit "les trois pêcheurs n'avaient plus que la peau sur les os".

2352 & 2355 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

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.

2353 Reading

General Marking Instructions

- 1 An element of professional judgement is required in the marking of any written paper. Candidates often do not use the exact words which appear in the detailed sheets which follow. If the meaning is correct and also answers the question then the mark(s) should normally be credited.
- 2 The mark scheme is intended to enable markers to operate in a consistent and reliable way. The scheme should be followed scrupulously and referred to frequently.
- 3 If an answer has been crossed out and no alternative answer has been written then mark the answer crossed out.
- 4 If a candidate writes information in brackets, ignore the brackets, marking anything inside them in the usual way.
- 5 Be tolerant of poor spelling in both French and English.
- 6 You should do your best to decipher poor handwriting.
- 7 QUESTION TYPES

(i) Objective questions

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 you must use your 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.

(ii) Answers written in French

These answers are likely to be the most problematic because of the wide variation of candidate response. It is good to keep in mind that this paper assesses reading comprehension, not the quality of written French. Each answer should, as far as possible, be read as if by a "sympathetic native French 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. An answer which, when read aloud sounds correct, is acceptable eg SECTION 3 Q20 *blessé*, *blesses*, *blessez*, *blessait*, etc.

(iii) 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. Often it is a particular idea that must be conveyed and candidates will find various ways to do this.

However, an otherwise correct answer may be invalidated by the addition of incorrect or invented information. The addition of correct, yet unrequired, information to an answer is tolerated as a harmless addition (H.A.).

8 Abbreviations, annotations and conventions used in the detailed Mark Scheme:

- / = alternative and acceptable answers for the same marking point
- reject = answers which are not worthy of credit
- ignore = statements which are irrelevant but which do not invalidate an otherwise correct answer
- allow = answers that can be accepted
- () = words which are not essential to gain credit
- = underlined words/ideas must be present in the answer to score a mark
- T.C. = 'tout court' = on its own
- H.A. = harmless addition (to a correct answer)

SECTION 1 (Foundation and Higher Tier)

Section One	ACCEPT	Mark	REJECT
Exercise 1 Please apply the general marking instructions for answers in English.			
1	English	1	additional information eg "old/a little English" invalidates.
2	beach	1	sea/seaside/(the) sand(s)
3	park/stay parked	1	stop/stay/wait/stand and any answer using "station"
4	bicycle(s)/bike(s)	1	specific information eg mountain bike(s)/bicycles and any incorrect rendering of "location"
5	market(s)	1	market stall(s) or any specific market eg fish market
Total		5	

Section One	ACCEPT	Mark	REJECT
Exercise 2 Please apply the general marking instructions for objective answers (7 i).			
6	E	1	
7	J	1	
8	F	1	
9	D	1	
10	A	1	
11	C	1	
Total		6	

Section One	ACCEPT	Mark	REJECT
Exercise 3 Please apply the general marking instructions for objective answers (7 i).			
12	G	1	
13	F	1	
14	E	1	
15	J	1	
16	K	1	
17	L	1	
18	B	1	
19	A	1	
Total		8	

Section One	ACCEPT	Mark	REJECT
Exercise 4 Please apply the general marking instructions for objective answers (7 i).			
20	D	1	
21	G	1	
22	A	1	
23	H	1	
24	E	1	
25	F	1	
Total		6	

Section One	ACCEPT	Mark	REJECT
Exercise 5 Please apply the general marking instructions for objective answers (7 i).			
26	B	1	
27	A	1	
28	B	1	
29	B	1	
30	C	1	
Total		5	

SECTION 2 (Foundation and Higher Tier)

Section Two	ACCEPT	Mark	REJECT
Exercise 1 Please apply the general marking instructions for objective answers (7 i).			
1	F	1	
2	B	1	
3	G	1	
4	D	1	
5	E Careful! A very common wrong answer here is A.	1	
6	H	1	
7	J	1	
Total		7	

Section Two	ACCEPT	Mark	REJECT
Exercise 2 Allow correct answers if clearly indicated other than by circling eg ticking or writing in.			
8	inquiet	1	
9	ancien	1	
10	essayé	1	
11	gratuite	1	
12	au lycée	1	
13	cours	1	
14	boisson	1	
15	une semaine	1	
Total		8	

Section Two	ACCEPT	Mark	REJECT
Exercise 3 Please apply the general marking instructions for answers in English (7 iii).			
16	(numbers are) going up / increasing / rising / growing (IDEA) allow past tense	1	mounting constantly goes up/ keeps going up there are more cats than dogs (IDEA)
17	cats/they are easy/easier/it is easy/easier (to look after / manage) (in town) (IDEA) less work / maintenance <i>ignore intensifiers eg very, more, much etc.</i>	1	easy to control / handle less time-consuming
18	few(er) / not many own cats (IDEA) few(er) cats are owned by over 65s / few(er) cat owners are over 65 allow "little" for "few"	1	
19	award one mark for each correct answer (B and C) each additional box ticked reduces the mark by one	2	
Total		5	

SECTION 3 (Higher Tier only)

Section Three	ACCEPT	Mark	REJECT
Exercise 1			
1	Faux	1	
2	Faux	1	
3	PM	1	
4	Vrai	1	
5	Vrai	1	
6	PM	1	
7	Faux	1	
8	Vrai	1	
9	PM	1	
Total		9	

Section Three	ACCEPT	Mark	REJECT
Exercise 2			
10	N	1	
11	B	1	
12	L	1	
13	K	1	
14	H	1	
15	M	1	
16	A	1	
17	C	1	
18	F	1	
19	D	1	
Total		10	

Section Three	ACCEPT	Mark	REJECT
Exercise 3 Please apply the general marking instructions for answers in French (7 ii).	<i>For questions 20-25 the suggested answers are examples only. Any appropriate completion which shows comprehension of the passage should be credited.</i>		
20	blessé/fait mal/tué	1	mal T.C. (= tout court = on its own)
21	mercredi/cet exploit/ce saut/cette fois/la semaine dernière/cela/ceci/le film/ (de) sauter/descendre/descendu/ avoir monté	1	
22	an(s)/année(s)/(tous) les ans / chaque an(s)/année(s)	1	
23	avant (de)/la veille de /pour(faire)/ à cause de	1	parce que mardi T.C. mardi soir T.C.
24	ami(e)s/copains/copines/ camarades	1	
25	partir/(s')échapper/ (s'en) aller/fuir	1	éviter/quitter/laisser/emmener/ sortir
Total		6	

Section Three	ACCEPT	Mark	REJECT
Exercise 4 Please apply the general marking instructions for answers in English (7 iii).			
26	several/many/a lot/a few/more than one different (types of) (leisure) activities/hobbies/pastimes <u>in one</u> (IDEA)	1	
27	breakdown/mechanical problem(s) (IDEA) lack of preparation/badly maintained bike (IDEA) accept misspelling (as in the general marking instructions 5) eg brake=break	1	badly built bike specific problem eg flat tyre
28	go on flat/level/even/easy ground/terrain (IDEA)	1	

29	go uphill/climb/go on hills (IDEA)	1	go up mountains hard(er)/difficult T.C. – but H.A. (= harmless addition)
30	<u>discovering/discovery</u> <u>of/finding/experiencing/</u> <u>seeing something new</u> <u>whenever/each time (you go</u> <u>out) (IDEA)</u>	1	new things to do going somewhere new new places (to go) <i>sortir</i> = to leave=0
Total		5	

2354 Writing

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)
Total for Communication	20 marks
Total for Quality of Language and Accuracy	10 marks
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 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, eg 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**

EXAMPLES OF ACCEPTABLE ANSWERS

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

SECTION 1 (Foundation and Higher Tier)**Question 1**

Tolerate any items which might reasonably be taken on an activity holiday, including food and drink and any electronic equipment. These must conform to the usual principles listed below.

ACCEPTABLE	UNACCEPTABLE
1	Words must be in French...
ballon	ball / football / futbol
tente	tent
jaquette	jacket
raquette	racket
sac / saque	sack / rucksack
télé	TV
ordinateur / ordinator / ordinaire	computer
(camping) gaz	gas
lampe (de poche)	lamp / torch / torche
bonnet	
sweat / sweater	
bagage / baggage	
costume	
Nike / Adidas	
lit	
... or may be identically spelt English words, having the same meaning in French.	
2	Words must be relevant within the meaning of the question, ie they must be items required for an activity holiday (and they do not need to be confined to those illustrated on the question paper)...
vélo	pets/animals
canne à pêche	
maillot (de bain)	
but they must not be those proscribed by the rubric...	

dentifrice

ACCEPTABLE**UNACCEPTABLE**

- 3 Words must be written such that they would be comprehensible to a sympathetic native speaker of French...

sac de couchage

brosshe

... 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...

mayot / mayon de bain
cerviette / serviet

mayon T.C. (= *tout court* = 'on its own')
cerviet

chosses / chaussette / chaus(s)et
chossure / chausure

chosses / chassettes / cheussetes
chossure / chassure / cheussure

Reject any version of the above beginning *sh* or ending *eur*.

soulier
basket / baskettes
valise

solier
trainers
valeese

- 4 Words are not invalidated by erroneous additional material...

bonnet de coton
la baskets

- 5 Words are not invalidated by erroneous accentuation...

casquette
tenté

- 6 Listed, repetitive words, concepts or phrases are acceptable as follows...

bonnet
casquette / casquet
chapeau / chapeau

When a generic word has a specific exemplar, both are accepted...

bonnet
bonnet de laine
ballon(e) / ball(e) de foot
ballon(e) / ball(e) de tennis

bal T.C. / balloon

When a list of specific exemplars is given, the generic should be accepted

bonnet
vêtements
baskets
t-shirt

Question 2

COMMUNICATION

ACCEPTABLE

UNACCEPTABLE

7 Nouns, verbs and phrases must be relevant within the meaning of the question, ie 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 and may be in any tense. Infinitives and past participles are acceptable for communication, as are phonetic misspellings.

No. 1 ouvre (ouvrex / ouvert)
reçois
ai
regarde
vois
prends
montre
range
joue / j'oue

donne
achète
presente

No. 2 salon
séjour
sal(l)e de jour
hotel
living
pièce
studio
appartement

sal(l)oon
habitacion
chambre
cuisine
living room
maison (it's in the rubric)
apartment
(English words not allowed c.f. Q1.1)

No. 3 fais
roule
pratique
vais / alle
joue
(me) promène
voyage

marche
promenade

No. 4 rue
ville
route
village
carrefour
cité
quartier
banlieue

roue
place names eg Londres
jardin

ACCEPTABLE**UNACCEPTABLE**

No. 5 mange
prends (but not if used in No. 1)
prépare
fais
adore
aime
ai (but not if used in No. 1)
regarde (but not if used in No. 1)
vois (but not if used in No. 1)
coupe
partage

No. 6 jardin
plein air
patio
terrasse
herbe
pelouse
gazon
table
parc

park
barbecue / BBQ

NB Accept appropriate time phrases eg *l'après-midi, le soir* in box 6.

- 8 Words are not invalidated by erroneous additional material, provided it does not obscure the meaning
- 9 Repetition of words or phrases is not acceptable. Whilst it could be argued that *ai* will fit Nos. 1 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 Bonus marks for Quality of Language are awarded for **correct** spelling. They are awarded when the main word (usually the noun or the verb) in the candidate's response is spelt correctly. This includes accents on past participles - tolerate any accent for acute. Ignore missing or additional accents on nouns.

NB Award bonus to immediate future if *je vais* is followed by a misspelt infinitive. Do not award bonus to *j'ai* followed by an unaccented past participle.

Please refer to conversion table for Accuracy.

1 ouvre
ai ouvert
vais ouvrir

ouvrir
o(u)vert T.C.
va ouvrir
suis ouvert

2 salon

sallon

3	fais ai fait faisais	fait T.C. faisait
4	rue	
5	mange ai mangé mangerai je vais manger	ai mange suis mange
6	jardin (de public/publique)	jardine

Question 3**COMMUNICATION****ACCEPTABLE****UNACCEPTABLE**

- 11 The Candidate must convey fully the meaning cued by each stimulus, using a note, phrase or sentence. Communication marks are awarded even if the grammar is inaccurate. Accept any information given in past, present and future tenses. **Phrases or individual words which convey the notion required must be rewarded.**

NB Award one mark for each response which communicates a relevant detail.

No. 1	l'hôtel est grand l'hôtel est super / cool j'aime l'hôtel c'est super ici il y a une piscine à l'hôtel grand T.C. / super T.C. etc.	(l'hôtel est) confortable (l'hôtel est) brilliant / brillant
No. 2	je reste x jours / semaines quatre (4) jours pour / pendant / depuis quatre jours	4 / quatre T.C. quart jours car jours
No. 3	(je suis) avec mes copains	John / Sally T.C. avec compaines avec aimes avec family / famille

NB Insist on avec + a noun or proper noun

No. 4	je nage promenade courses / shopping plage T.C. piscine	je travaille plage
No. 5	je vais au cinéma disco	

ACCEPTABLE**UNACCEPTABLE**

No. 6 il fait chaud / soleil(l) / soliel
 chaud T.C. / pleut T.C. / beau T.C.

le soille / sol / solie

NB Tolerate *il est / c'est* + an appropriate noun or adjective.

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

No. 2 à la mère / à la plague pour trois jours

No. 3 je suis avec ma copains

No. 6 il fait soille et chaud

il fait beaucoup soille

13 Repetitions are acceptable, but because the demands of the different Tasks are varied, such a repetition would not matter.

No. 1 je reste à l'hôtel confortable

No. 2 je reste pour trois jours

No. 3 je reste avec ma famille

14 Combining tasks using the same initial verb is acceptable.
 No. 1 and No. 2 might be rendered thus:

je reste à un petit hôtel pour une semaine

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 fais des courses ...

The word order will tend to be correct...

je reste à un petit hôtel ...

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

je mange dans un resteraunt ...

There may be attempts at linkages...

je vais en ville avec mes amies

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

je visite la campagne ...

The word order will tend to be uncertain...

je manger au italien restaurant ...

Spelling errors which result in phonetic confusion will affect the communication.

avec mes copaines

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

au bord de la mer T.C.

avec John et Sally T.C.

The word order will be anglicised...

le temps fait beau

Spelling errors will seriously affect the communication...

je raconter mes compaines

SECTION 2 (Foundation and Higher Tier)**COMMUNICATION****Question 1****Task 1**

Insist on past tense reference(s) to any activities which help in preparation for exams. Descriptions of morning routine on day of exam constitute partial communication.

Task 2

Details may include a list of exams to be taken / start, finish dates in a relevant tense. One detail is sufficient for full communication. Remember that the brackets contain suggestions; any relevant reference would suffice.

Task 3

Accept any positive or negative comment about exams.

Task 4

One activity is sufficient provided that there is **either** a verb in a future tense, **or** a present tense with a clear future time phrase.

Question 2**Task 1**

Insist on past tense reference(s) to a previous school trip / visit. Omission of reference to school will constitute partial communication.

Task 2

One detail in the past tense is sufficient for full communication.

Task 3

Accept any positive or negative comment about school trips in general. Comments on the particular trip mentioned constitute partial communication.

Task 4

One activity is sufficient provided that there is **either** a verb in a future tense, **or** a present tense with a clear future time phrase.

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

The Examiner assesses the degree of success in the Candidate's communication.

Possible Annotation

T- The Candidate has achieved partial communication (see below).

eg q1, t2 *Mes examinations / examines / tests ont commencé le 3 juin.*

T The candidate has achieved acceptable communication (see below).

eg q1, t2 *Mes examens / exams (sic) vont finir demain.*

T+ The Candidate has achieved acceptable communication and has been able to provide further relevant material.

eg q2, t4 *L'année prochaine je vais aller en France pour faire du ski avec mon collègue.*

Omit 'T' if a candidate has failed to communicate anything relevant (or has omitted the task altogether).

eg q1, t4 *Dans le soir je aller dance.*

**ACCEPTABLE
COMMUNICATION**

**PARTIAL
COMMUNICATION**

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

eg q1, t4 *Je vais visiter mon grand-père
pendant les grandes vacances.*

*Pendant l'été j'ai visité
mon grand-père.*

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

eg q1, t1 *J'ai étudier / étudiez...*

Je étudié ...

eg q2, t2 *J'ai regarder les tableaux...*

Je regarder les tableaux...

eg q2, t2 *Je suis visité le château...*

Je visitant le château...

20 Future time frames or time references are acceptable in a variety of forms...

eg q1, t4 *J'irai en France.
En juillet je vais chez ma grand-mère.
J'espère aller en Espagne...
J'ai l'intention de travailler ...*

*Je vais en France. T.C.
J'espère alle (sic) en Espagne...*

eg q2, t4 *Je vais faire un échange...
Je voudrais visiter l'Italie...*

*Je vais fais un échange...
Je voudrais visite l'Italie...*

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

**SUCCESSFUL
COMMUNICATION**

eg q1, t3 *Les examens sont difficiles...*

eg q2, t3 *J'aime voyager avec les copains...*

**ATTEMPTED BUT UN-
SUCCESSFUL COMMUNICATION**

Je n'amie pas les examens ...

La visite été ennuyeux

QUALITY OF LANGUAGE

- 22 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"**. The assessment principle for "Quality" is different from that for "Communication".

NB Correctly used imperfect or conditional verbs are acceptable for past and future.

SUCCESSFUL

eg q2, t2 *Je suis allé au musée ...*

eg q1, t4 *Je vais aller chez grand-mère ...*

**ATTEMPTED BUT
UNSUCCESSFUL**

Je suis aller / allez au musée ...

Je vais allé chez grand-mère ...

NOTE that such unsuccessful examples may be phonetically acceptable for Communication but are not grammatically correct and so are not successful in terms of the Quality criteria.

CONCLUSION

Communication

For a mark in the top band candidates must express an opinion and show evidence of correct usage of past and present tense, plus a future tense or a conditional (eg *je voudrais + infinitive*) or a present tense verb with a future time frame (eg *l'année prochaine je vais en France*).

Quality of Language

For a mark in the top band candidates must show evidence of correct past, present and future / conditional verb forms (*je voudrais / j'aimerais + infinitive* is an acceptable form for future).

If only two tenses are used correctly the maximum mark will be 4.

Accuracy

To avoid a double penalty remember that candidates may be awarded 4 for Accuracy if there is more accuracy than inaccuracy whether or not there is evidence of all three time frames.

SECTION 3 (Higher Tier only)**COMMUNICATION****Question 1****Task 1**

Accept any details which relate to the beginning of the holiday after arrival at the destination.

Task 2

Accept details about the loss of the item of luggage. Do not insist on *how* the loss occurred.

Task 3

Actions taken as a result of loss and *why*. Remember brackets only provide examples.

Task 4

Insist on future or conditional tense or *il faut, je dois* or similar structure.

Question 2**Task 1**

Accept any description of a real or imagined person, including themselves. There is no need for identification by name.

Task 2

Insist on an account of previous achievements in any relevant field.

Task 3

Insist on advantage(s) and disadvantage(s) of their situation.

Task 4

Insist on references to future plans and reason(s) for choice.

QUALITY OF LANGUAGE

Annotation can be a guide when choosing the appropriate mark-band for a piece of work. Some effective, acceptable examples are:

23 **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.

NB *Parce que* and *car* are not considered to be of particular merit at this level.

- 24 **Ju** Justification. The Candidate explains the reason for an opinion, feeling or point of view...
- eg q2, t3 *J'étais très déçu parce que nous avons attendu longtemps et donc nous sommes arrivés à l'hôtel très tard et le restaurant était fermé.*
- 25 **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.
- eg q1, t2 *Malheureusement, mon sac avait disparu.*
- q2, t3 *Ma vie est plus difficile qu'avant.*
- q1, t3 *Je lui ai expliqué ce qui s'était passé.*
- 26 **Te** Tense. The Candidate shows the ability to employ more complex tense usage...
- eg q1, t2 *Comme j'avais mis mon passeport dans ce sac...*
- eg q2, t3 *Je me sentirais inquiet si je voyais des photographes devant chez moi.*
- eg q1, t4 *J'aurais dû prendre le train et c'est ce que je ferai à l'avenir.*
- 27 **V** Verbal construction. The Candidate uses more than the simple form of the verb...
- eg q1, t3 *Nous avons décidé de téléphoner tout de suite à la police.*
- eg q1, t2 *Après avoir cherché pendant une demi-heure, nous sommes allés au bureau des objets trouvés.*
- eg q1, t1 *En descendant de l'avion, je suis allé chercher ma valise.*
- eg q2, t1 *Je viens de tourner un nouveau film romantique.*

CONCLUSION

Communication

Examiners are reminded that in Section 3 Band 3-4 reflects Band 8-10 in Section 2. Any answers in Section 3 which do not rise above the maximum standard expected for Section 2 (ie do not include justifications and reasons) should not be awarded a mark above this 3-4 Band.

NB see earlier note on the use of *parce que* and *car* in paragraph 23.

Quality of Language

Examiners are reminded that in Section 3 Band 3-5 reflects Band 5-6 in Section 2. Any answers in Section 3 which do not rise above the maximum standard expected for Section 2 should not be awarded a mark above this 3-5 Band.

2356 Written Coursework

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.

Grade Thresholds

General Certificate of Secondary Education French (Specification Code 1925) June 2008 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	32	26	21	16	11	0
	UMS	59	N/A	N/A	N/A	50	40	30	20	10	0
2351/02	Raw	50	40	34	25	17	12	9	N/A	N/A	0
	UMS	90	80	70	60	50	40	35	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	35	N/A	N/A	0
2353/01	Raw	50	N/A	N/A	N/A	34	27	20	14	8	0
	UMS	59	N/A	N/A	N/A	50	40	30	20	10	0
2353/02	Raw	50	39	33	26	19	13	10	N/A	N/A	0
	UMS	90	80	70	60	50	40	35	N/A	N/A	0
2354/01	Raw	50	N/A	N/A	N/A	38	31	25	19	13	0
	UMS	59	N/A	N/A	N/A	50	40	30	20	10	0
2354/02	Raw	50	41	34	25	16	10	7	N/A	N/A	0
	UMS	90	80	70	60	50	40	35	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	35	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	12.4	28.1	47.6	73.0	89.9	96.9	99.2	99.8	100	32,410

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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