

# Mark Scheme with Examiners' Report

## GCE O Level French (7193)

January 2005

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5(ii) Composite nouns may be awarded a maximum of two marks:

le petit déjeuner

la salle à manger

l'argent de police

NB. le match de football

le jus d'orange

un sandwich au jambon

5(iii) A noun which is accompanied by an adjective but by no article *or verb* will be rewarded only if the adjective indicates correctly gender and/or number

leur bagages

leurs sacs

mon montre

ses sacs = their bags

samedi dernière

l'été dernière

## 6. REPETITION

Any group of two correct words or more repeated in identical form within one answer will not gain any credit. Note the following in the case of verbs:

Monique dit = elle dit

Anne et moi aimons = nous aimons

✓	✓	✓	✓	✓	✓	✓
l'homme nous a dit «Bonjour» et puis il nous a montré ...						

Do NOT reward repeated errors in essays [but see 8 (viii) - (xi) for exceptions].

## 7. PADDING

Marks will not be rewarded for material irrelevant to the question being answered. Individual guidance will be given in mark schemes for particular questions as set.

## 8. VERBS: GENERAL COMMENTS

(i) Correct verbs may be given full credit even if there is an insignificant error in the spelling of the NOUN subject.

(ii) If a noun subject correctly spelt has the wrong gender which does not alter the meaning of the noun the verb *only* may be awarded full marks.

(iii) Reward a plural verb following a collective noun with ONE mark only:

la famille ont regardé le chien

la police sont arrivées

la police sont arrivés

(iv) The subject PRONOUN must be correct in number and gender. [See also Section 4]

(v) No credit may be given for a lexically incorrect verb:

eg: Ils sont allés

Ils ont eu un bon temps

for

Ils sont partis.

for

Ils se sont amusés



(iii) Prepositional phrases may be rewarded with one additional mark

✓                  ✓                  ✓✓✓                  ✓          ✓  
il était sur le point de partir il le fera avant de partir

11 **VERBS: IMPERATIVES** - TWO marks will be awarded to each correctly spelt. Credit will also be given for associated pronouns and prepositions:

✓✓✓                  ✓✓          ✓          ✓                  ✓✓          ✓  
allez-y                  donnez-le-moi                  viens voir

12. **VERBS: COMPOUND TENSES**

**A Reflexive verbs**

- 3 marks a] for a correct reflexive verb - elles se sont levées
- 2 marks b] incorrect past participle agreement - elle s'est levé  
c] incorrect reflexive pronoun - elle m'est levée  
d] incorrect spelling of auxiliary verb - elle s'es lavée  
e] pronoun in wrong position - ils sont s'assis
- 1 mark f] any two errors from b] to e]
- 0 mark g] any three errors from b] to e]

**B Simple verbs**

- 2 marks h] correct simple verb - elle a mangé  
elle est arrivée
- 1 mark i] very minor mis-spelling of correct stem of past participle (which would not mislead or confuse the SNS) - j'ai ordonné
- j] incorrect past participle agreement - la femme qu'il a vu  
k] incorrect spelling of auxiliary verb - tu a mangé
- 0 marks m] any two errors form j] or k] - la femme qu'il as vu

**C All verbs**

- 0 mark n] incorrect auxiliary verb - il s'a lavé  
p] omission of auxiliary verb - il bu le café  
q] incorrect past participle - il a ouvré la porte  
r] omission of reflexive pronoun - je suis lavé / j'ai lavé  
(as this changes the meaning) (for "je me suis lavé")

### 13. VERBS: PAST INFINITIVES

Credit will be given for each correct element, following the guidance in Section 12.

✓ ✓ ✓ ✓  
après nous être levés

✓ ✓ ✓  
après m'être levé [feminine intended]

✓ ✓ ✓  
après s'être levée  
[1st person feminine intended]

✓  
avant d'être mangé [active voice]  
[see 12 n] above]

✓ ✓ ✓  
après avoir visité

✓  
après, nous avons visité

✓ ✓  
après nous avons visité

### 14. NEGATIVES

a) NE ... PAS will not be rewarded except with the INFINITIVE: ne pas faire = 2

b) Do not reward a verb with which NE ... PAS is incorrectly used:

✓ ✓ ✓  
elle ne habite pas chez sa mère

✓ ✓  
elle n'a mangé pas son déjeuner

c) ALL OTHER NEGATIVES spelt correctly and in correct position may be awarded one mark with any verb which has been awarded one mark (TWO marks in the case of a reflexive verb in a compound tense).

NB Although marks may be awarded to a negative attached to a verb already used by the candidate, Examiners must remember not to reward the verb itself.

✓ ✓ ✓ ✓ ✓  
Je fais mes devoirs mais je ne fais jamais le ménage.

### 15. INVERSION

1 mark for correct inversion of any verb which can be awarded at least one mark.

✓ ✓ ✓  
«Non» a-t-il dit

✓ ✓  
«Viens» a-t-elle répondu

✓ ✓ ✓ ✓  
«Pourquoi ne vient-il pas ?»

✓ ✓ ✓  
«Pourquoi est-ce qu'il ne vient pas ?»

est-ce que = 1

qu'est-ce que = 2

### 16. ADJECTIVES

(i) All adjectives which are correctly placed and which agree in number and gender with the relevant noun or pronoun will be awarded a mark. The noun or verb itself need not have gained a mark [although the noun must be of the correct gender].

- a) either because the noun has already been given credit earlier
- b) or because the noun has a minor spelling error
- c) the verb ETRE must be accurate      elles était jolies = 0

- (ii) Adjectives attached to unrecognisable nouns or adjectives which are entirely inappropriate and do not make sense must not be rewarded.
- (iii) Possessive, demonstrative and interrogative adjectives may all be rewarded [but not in repeated phrases - and see also Section 21 - AVOIR EXPRESSIONS].

à <sup>✓✓</sup>quelles <sup>✓</sup>heure <sup>✓</sup>arrives-tu    <sup>✓</sup>quelle <sup>✓</sup>est la date    <sup>✓</sup>quelle <sup>✓</sup>jour <sup>✓</sup>sommes-nous [22c]

- (iv) Comparatives and superlatives are rewarded as shown below:

<sup>✓</sup>le <sup>✓</sup>garçon <sup>✓</sup>le <sup>✓</sup>plus <sup>✓</sup>intéressant    <sup>✓</sup>un <sup>✓</sup>garçon <sup>✓</sup>plus <sup>✓</sup>intéressant

- (v) Miscellaneous expressions based on the adjective QUELQUE

1 mark for each: quelqu'un    quelques-uns    quelquefois    quelque chose

## 17. PRONOUNS

- (i) No SUBJECT pronoun is to be rewarded.
- (ii) CE, CELA, ÇA are not to be rewarded.
- (iii) All other pronouns gain one mark each time they are correctly spelt and in the correct position provided they are not in a repeated phrase.
- (iv) QUI / QUE / Y / EN should be rewarded each time they are used correctly except in repeated phrases.

<sup>✓✓</sup>il <sup>✓</sup>a <sup>✓✓</sup>dit <sup>✓</sup>qu'il <sup>✓</sup>aimait <sup>✓</sup>le pain    <sup>✓</sup>et <sup>✓</sup>qu'il <sup>✓</sup>aimait <sup>✓</sup>le chocolat

(See Section 21 - AVOIR EXPRESSIONS - for il y a)

- (v) que instead of ce que = 0      qui instead of ce qui = 0

## 18. PREPOSITIONS and PARTITIVE ARTICLES

- (i) Reward all prepositions correctly used unless they are in a repeated phrase.

NB. A preposition + noun can earn up to two marks. The following examples should clarify rewarding as partially correct a phrase which appears to be completely inaccurate:

<sup>✓</sup>à <sup>✓</sup>la banque    <sup>✓</sup>au banque    <sup>✓</sup>au magasin    <sup>✓</sup>à la magasin    <sup>✓</sup>à le magasin

<sup>✓</sup>il a regardé <sup>✓</sup>au plan    <sup>✓</sup>il a regardé <sup>✓</sup>à la télévision    <sup>✓✓</sup>ils vont <sup>✓</sup>au Londres

<sup>✓</sup>je n'ai pas <sup>✓</sup>des gants    <sup>✓</sup>je n'ai pas <sup>✓</sup>de les gants    <sup>✓</sup>je n'ai pas <sup>✓✓</sup>de gants





## 20. CONJUNCTIONS

Reward all conjunctions with ONE mark (except ET / MAIS / OU) each time they occur unless in repeated phrase.

- NB: a] do not reward PENDANT for PENDANT QUE  
b] do not reward failure to elide: PARCE QUE ELLE  
c] PARCE QUE is automatically a repeated phrase

✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓  
quand ils sont arrivés et quand ils sont descendus du train

## 21. IDIOMATIC EXPRESSIONS WITH AVOIR and ETRE

- (i) ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓  
il a mal au pied il avait peur il aura faim j'ai seize ans nous étions dix

This supersedes the rule whereby the present and imperfect tenses of AVOIR are not rewarded. Award ONE mark for the present and imperfect and ONE mark for the noun.

- (ii) il y a / il y avait - impersonal expression:

✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓  
Reward only once per tense: il y a un chat dans le salon mais hier il y avait un chien

- (iii) il y a / il y avait + present / imperfect tense

✓ ✓ ✓ ✓  
Reward only once per tense: il y a trois jours que je suis ici

## 22. TIME EXPRESSIONS: The standard rules are to be followed with these exceptions:

- a] do not reward the nouns HEURES / JOURS / MINUTES / INSTANTS / MOMENTS  
b] DU SOIR / DE L'APRES-MIDI / DU MATIN / D'ÉTÉ / D'HIVER / DE PRINTEMPS / D'AUTOMNE are to be awarded ONE mark *each* only.  
c] "à" in time expressions is to be rewarded only if the "heures" element is correct.

✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓  
à 6 / six heures vers deux heures du matin il était 6 / six heures  
✓ ✓ ✓ ✓ ✓ ✓  
il était minuit à deux heures moins le quart la veille (au soir)  
✓ ✓ ✓ ✓ ✓ ✓  
à deux heures et quart un peu après neuf heures à minuit et demi

Reward only the first TWO expressions of time, no matter how sophisticated.

- d] le jour prochain = 0 le prochain jour = 0 le jour suivant = 1

e]      ✓      ✓                      ✓      ✓                      ✓      ✓                      ✓      ✓  
l'année dernière = l'année passée / la semaine dernière = la semaine passée

### 23. DATES

Names of months, days of week will be rewarded as nouns, as will a correct definite article or preposition used with a cardinal number.

Cardinal numbers themselves gain no marks.

Ordinal numbers will be rewarded as adjectives.

le 14 / quatorze juillet      il est arrivé le quatorze      sur le 14 juillet  
il est venu jeudi      il est venu sur le jeudi      il est venu jeudi matin  
en mil-neuf-cent-dix-neuf      en mil neuf cent dix-neuf      on y allait le jeudi

### 24. MISCELLANEOUS

s'il vous plaît = 1      s'il te plaît = 2

monsieur / madame / mademoiselle = 1 each

tout le monde = 1

The following expressions do not gain credit even when accurately used:

M. / Mme. / Mlle. / merci / bonjour / oh, là, là, / francs = 0

## PAPER 1: DICTATION

The passage has been divided into 60 boxes. Each box is worth ONE point, with no half marks. The box must be completely correct (see note on "minor errors") to be awarded a point. Additional guidance is given beside some boxes.

The first two minor errors as defined in the general mark scheme *in an otherwise correct box* will forfeit the mark for that box. One TWO "minor" errors have been dealt with in this way, further such errors should be ignored. Spelling out punctuation (including "à la ligne") is also a minor error, *as is incorrect copying of names*.

Consequential and identical errors (underlined), as well as incorrect punctuation, should be ignored.

1	Assis	31	tombée
2	dans un café	32	amoureuse
3	j'ai commencé	33	de la clarinette
4	mon interview	34	Elle travaille
5	avec Dominique	35	avec le même
6	J'ai pris	36	professeur depuis <i>prs if les m...s in 35</i>
7	une feuille	37	sept ans
8	de papier	38	<u>mais</u> à la maison (Box 29)
9	et un stylo	39	elle a toujours
10	pour noter	40	aimé jouer (Box 15)
11	les réponses	41	<u>sur</u> le piano
12	aux questions	42	de <u>sa</u> sœur (Box 15)
13	que j'allais	43	et elle est membre
14	lui poser	44	d'un groupe
15	sur sa vie	45	de jazz <u>avec</u> (Box 5)
16	dans notre école	46	plusieurs
17	de musique	47	autres jeunes
18	Elle m'a dit <i>ma dit = minor error</i>	48	Elle n'a aucune
19	que comme	49	intention de
20	tout le monde	50	devenir musicienne
21	elle venait	51	professionnelle <i>p...nel if masc. In 50</i>
22	ici seulement	52	Au contraire
23	le samedi matin <i>Samedi = minor error</i>	53	elle voudrait être
24	Au début	54	médecin
25	elle ne savait pas	55	et c'est pourquoi
26	encore de	56	elle étudie
27	quel instrument <i>reject plural</i>	57	les sciences maintenant
28	elle voulait	58	au lycée
29	jouer mais	59	Je lui ai dit:
30	elle est vite	60	« Bon courage. » <i>accept « bon ...</i>

**ADD ALL THE TICKS TOGETHER AND PUT THE TOTAL IN THE BODY OF THE PAGE - MAXIMUM 60  
DIVIDE THE TOTAL BY 2 - ROUND UP HALF MARKS AND CIRCLE THE TOTAL IN THE  
RIGHT-HAND MARGIN**

**PAPER 2: LISTENING**

Ignore spelling errors and extraneous material unless they alter the sense of the answer. Award points are they are indicated with a tick over the appropriate section of the answer.

There are TWO points per answer.

<u>Ideas required</u>	<u>Reject</u>
<hr/>	
(a) When did François pay his visit to the Lasserre house?	
Friday	evening night
<hr/>	
(b) How long did he hesitate before ringing the bell?	
at least more than	half an hour 30 minutes
<hr/>	
(c) François was carrying a record. How was he carrying it and who was it by?	
in a bag his	by <u>his</u> favourite singer artist(e)
	sack singers / musician he liked he preferred best singer
<hr/>	
(d) How did he try to calm his nerves?	
he walked by walking	(very) quickly / rapidly / briskly (quite) fast(ly)
	too quickly faster / quickly
<hr/>	
(e) Describe where Cécile was as she watched François.	
in <u>her</u> (bed)room	<u>on</u> (the) first floor
	in / at 1 <sup>st</sup> floor
<hr/>	
(f) What did François find surprising after he had rung the doorbell?	
no-one answered nobody came (to the door) there was no answer that the door did not open that they were not opening the door there was no ..... response	immediately straightaway at once .... immediate...
	quickly that Cécile did not answer no response
<hr/>	
(g) What did he suppose to be the reason for this?	
(perhaps) no-one they did <u>not</u> the bell had ... been heard	had heard (the bell) hear (the bell) not ... by anyone
	listen to

---

(h) What did François do once he was in the hall and how did Cécile react?

he gave her CD	she thanked him (for it)	she was pleased she was thankful
he handed the CD to her	she was full of thanks she said thank you	

---

(i) Where were Cécile's parents and what had her mother been doing before Cécile came in?

in the living room lounge family room parlour sitting room	writing a letter writing a letter	salon / saloon in the hall some letters lettre
--	--------------------------------------	---

---

(j) What did M Lasserre do when Cécile and François came in?

put down / aside put ... (down) on a table on the floor etc	his newspaper	journal closed stopped reading
---	---------------	--------------------------------------

---

(k) What topics did M. Lasserre ask François about?

his work (as a journalist) job the sort of work he did	and his (future) intentions / plans and what he intended to do (in future) / (later <u>in life</u> ) what he wanted to do what he was planning to do	about journalism her job what he did his career
--	--	--

---

(l) François gave long answers. Explain why.

he liked talking  loved enjoyed	about himself  of himself	about what he did for himself about him
--	---------------------------------	--

---

(m) Why did Cécile experience a feeling of relief?

F had made a good impression F had given a good impression	on her parents to her parents
---	----------------------------------

---

(n) Where did she go just before she left the house and why?

upstairs up to the first floor	to fetch her coat / her jacket to look for / to get ...	to put on to take her coat to find her coat
-----------------------------------	--	---

---

(o) What was she going to do with François and how did she feel?

to din(n)er	light-hearted	relieved
to dine	light of heart	to take a dinner
to have din(n)er	happy	excited
		she felt good
for a dinner date	cheerful / optimistic	
	relieved <u>and</u> happy	

---

**ADD ALL THE TICKS TOGETHER AND PUT THE TOTAL IN THE RIGHT-HAND MARGIN  
MAXIMUM 30 - CIRCLE THE TOTAL**

**PAPER 2: READING COMPREHENSION**

Ignore spelling errors and extraneous material unless they alter the sense of the answer. Award points are they are indicated with a tick over the appropriate section of the answer.

There are TWO points per answer.

Ideas required

Reject

---

(a) What was Georges Delage doing at the beginning of the story?

leaving (from)	his office	preparing to =
going out of	workplace	<i>invalid answer</i>
stealing from		living
		going outside
		bureau
		quitting
		his job
		her office

---

(b) In what form had he stolen 50 000 euros and how was he carrying it away?

in (bank) notes / bills	in his briefcase	(suit)case
in cash	in his attaché case	holdall
in euro <u>notes</u>	in his document case	luggage
in cash		in liquid currency
in paper currency		in note form
		in terms of notes

---

(c) What special responsibility had Georges' employers given him?

pay(ing)	the (factory) workers	take the money =
he made the payments to	the (work's) employees	<i>invalid answer</i>
he gave .... their salary	workforce	give the salary of
	labourers	
	labour force	

---

(d) When did he carry out this responsibility?

at the end of	every month(s)	30 <sup>th</sup> April
	each month	

---

(e) What will the newspapers probably publish and who will see it?

his photo(graph) a photo of him his picture	everyone the public the whole population	all the world €50 000 and his photo photo of everyone= <i>invalid answer</i>
---	--	---

---

(f) Describe George's hands before he removed his disguise and say what caused this.

(they were) (stained) yellow	tobacco / tobaco smoking that he smoked (the) cigarettes	blackened dirty / spotted the smoke
------------------------------	---	---

---

(g) In what way did Georges change the appearance of his face?

he took off removed shaved	his (false) moustache } his wig / false hair } any 2 his glasses }	took off sunglasses
----------------------------------	--	------------------------

---

(h) Georges appeared to have one leg longer than the other. What had he done to achieve this?

(he had) put a piece of plastic a plastic thing / block	in his (right) shoe in one shoe in one of his shoes	in the right shoe under one shoe in his shoes plastic things a plastic piece used a piece of ...
--	---	---

---

(i) Georges had already been to the garage. When?

a week 8 days	earlier / ago / before previously / back
------------------	---

---

(j) Why had he gone there?

to rent / to hire / to book to collect the car	a car he had rented
---	------------------------

---

(k) What showed that the receptionist had a good memory?

she remembered him (by name) Georges / Philippe she recognised him his face / his name	immediately straight away as soon as she saw him	suddenly recognised her called him with his name
---	--	---



---

(l) Why did she ask Philippe to wait?

someone had to  
they must  
someone must

(go and) get his / the car (out)  
fetch his car (out)  
bring the vehicle

she had to  
take out  
car was not  
ready

so someone could  
they would have to

---

(m) What paper did he have to sign and what number did he have to write on it?

insurance  
(paper / document / policy)

(of his) driving licence  
drivers licence

insurance

---

(n) What mistake did Philippe make when he signed the paper and why?

signed / wrote Georges  
put his old name

habit  
as usual

his before name  
signed for  
Georges  
his ancient name  
his real name  
used to sign like  
✎ that before 6  
years  
as he has used to  
habite  
had taken the  
habit

signed (under) his false name

because he had used it for 6 years  
he was used to signing that name  
he was accustomed to...

---

(o) How did the receptionist realise that her client was a criminal?

she had read (in) the newspaper

about it  
about him  
about the crime  
..... (about) it .....

she had seen

she had read ..... in the paper

---

**ADD ALL THE TICKS TOGETHER AND PUT THE TOTAL IN THE RIGHT-HAND MARGIN  
MAXIMUM 30 - CIRCLE THE TOTAL**

PAPER 3

QUESTION 1 - TRANSLATION

Each box is worth ONE point only. Tick over the last word of a correct box.  
Ignore spelling errors unless they alter the meaning of the answer.

	<u>Accept</u>	<u>Reject</u>
1. J B qui adore la Roumanie	J B who adores Romania loves Rumania Roumania	love adore
2. vient de revenir	has just returned come back got back arrived <u>back</u>	
3. d'une courte visite	from a short visit brief	visite
4. dans ce pays	to that country	this in
5. avec une vingtaine d'élèves	with about twenty (20) pupils with twentyish pupils students with some 20 pupils a score of pupils	
6. d'un grand lycée	of a big (grammar) school / lycée of a large college from ... high school secondary school	college
7. à Calais où	in Calais where at	from of in which
8. il est professeur	he is a teacher	professor professor
9. Avant le départ	Before they left Before leaving Before setting off Before <u>their</u> departure	the departure his departure ... take off
10. les jeunes	the youngsters the young <u>students</u> / <u>pupils</u> / <u>people</u> the young <u>ones</u>	youths / juniors young men  one's children persons

11.	s'étaient réunis	had met (together) had had a meeting had gathered	met each other reunited had been together
12.	plusieurs fois	several(l) times  11 + 12 had had several meetings = 2	many plenty of
13.	pour être informés sur	(in order) to be told about to get information about to find out about to learn about	to be informed about
14.	ce qu'	what	
15.	ils allaient voir	they were going to see they would see	
16.	mais au cours de la visite	but during the visit but in the course of the visit but during the visit	
17.	quelle surprise	what a surprise	surprise surprise
18.	Ils ont découvert	They discovered found	They have discovered The discovered They found out
19.	des trésors merveilleux	(some) marvel(l)ous treasures fantastic wonderful	things fantastique excellent
20.	C'était le château de D	It was Dracula's castle It was the castle of Dracula the Dracula castle	This was Dracula's home the c- of the D home // castell
21.	caché dans la forêt	hid(d)en in the forest woods	into
22.	pas loin de	not far (away) from	near
23.	la petite ville de Lugoi	the small town of Lugoi little city	
24.	qu'ils ont *** aimé	that they ♡ loved which .... liked	
25.	*** surtout ***	above all ♡ particularly ♡ especially	mostly really simply

26.	A la fin de la semaine	At the end of the week By	weak in the end
27.	le groupe a été invité	the group was invited were	has been this group
28.	à rencontrer le maire de L	to meet the mayor of Lugoi to meet Lugoi's mayor	join
29.	Les visiteurs français	The French visitors French	visitors
30.	lui ont offert	gave him presented him with presented to him	offered have given
31.	un livre sur leur région	a book about / on their region district area  (see Box 3 for "sur")	country  they area
32.	et dans l'entrée de la mairie	and in the entrance (hall) of / to the town hall	city hall
33.	on avait mis	they had put (up) had been put someone had placed	we he
34.	le drapeau bleu et blanc de Calais	the blue and white flag of Calais	
35.	comme signe d'une nouvelle amitié	as a sign of a new friendship signifying a new friendship	bond  the new ... sing / signe
36.	Au retour	On their return When they returned When they got back On returning	At their return On the way back
37.	tout le monde	everyone / everybody all of them	all the people every body
38.	a remercié D D	thanked D D said thank you to DD	have thanked say thank you
39.	qui leur avait prêté	who had lent them	given lend(ed)
40.	son meilleur minibus	his best minibus	

**ADD ALL THE TICKS TOGETHER AND PUT THE TOTAL IN THE RIGHT-HAND MARGIN  
MAXIMUM 40 - CIRCLE THE TOTAL**

## QUESTION 2(a) - GUIDED WRITING

Presque 30 000 coureurs ont participé hier, au 26<sup>e</sup> marathon de Paris. Suivant le départ à 9 heures des Champs-Élysées, des centaines d'athlètes ont traversé la place de la Concorde. Après un tour du bois de Vincennes, les coureurs sont revenus vers l'ouest de Paris pour terminer avenue Foch. Là, ils ont été accueillis par le maire de Paris en personne.

Whilst staying in France with your pen-friend, you both took part in the junior section of the Paris marathon. Using the article above and the notes below, write an account of your experience of the marathon.

bon commencement - monuments historiques - soleil - nouveaux amis -  
faim et soif - souffrir - repos bien mérité

1. Starting at the first word, excluding any title, count 140 words according to the general mark scheme. Place an oblique line after word 140.
2. Check that the essay contains no blatantly irrelevant material or padding. Advice will be given during the Standardisation Meeting. Irrelevant material or padding should be put in square brackets [after marking the essay as a whole]. This material may not be credited. This procedure should be used very sparingly. Refer to CE if in doubt.
3. Mark the 140 words by putting a tick over every word which can be rewarded according to the general mark scheme. The exceptions below must be taken into account:
  - (a) if the whole essay is written in the present tense, do not reward the first FOUR CORRECT occurrences of the present, thereafter accept correct usage of the present.
  - (b) if the whole essay is written in a mixture of the *passé composé* and the *passé simple*, assume that the candidate has chosen the FIRST tense used. Do not reward the first TWO occurrence of the CORRECT usage of the "other" tense. Thereafter, reward and correct usage of either tense (see general mark scheme 8 viii).
  - (c) when the text is written in the first person, accept the candidate's first use of masculine or feminine as correct. Mark m. or f. in the margin. Do not reward the first TWO deviations from the candidate's first choice of gender. Ignore further deviations and mark either gender as correct.
4. A word which cannot be rewarded according to the general mark scheme or because it appears in the list on the following page must be ignored (eg do not indicate "minor" errors in margin).
5. Consequential errors should be marked according the general mark scheme.
6. There are no "repeated errors" in the essays. A candidate may only be rewarded for work which is correct.

Do not reward

Reward

à + time expression

au marathon

accueilli(e)(s)

ami(s)

après

avenue(s)

bois (noun)

bon(ne)(s)

centaine(s)

commencement

coureur(s)

d'athlètes

de + any place name

de la Concorde

de Paris

départ(s)

des centaines

des Champs-Élysées

du bois

été (passé composé)

faim

hier

historique(s)

là

lui-même

maire(s)

marathon(s)

mérite (passé composé)

monument(s)

nouveau(x) / nouvelle(s)

ouest

par

participé (passé composé)

place(s)

pour

pour terminer

presque

repos

revenu(e)(s) (passé composé)

soif

soleil

souffrir

suivant

sur

terminer

tour(s) masculine

traversé (passé composé)

trois mille (en toutes lettres)

vers

à with any other noun except time expression  
accueillir in any form other than p.c.

d' with any other noun  
de with any other noun

des with any other plural noun  
des with any other plural noun  
du with any other noun  
être in any form other than p.c.

moi-même = 1

mériter in any form other than p.c.

de nouveaux amis = 1

participer in any form other than p.c.

revenir in any form other than p.c.

terminer in any form other than infinitive  
la tour Eiffel / la Tour Eiffel = 1  
traverser in any form other than p.c.

**ADD ALL THE MARKS TOGETHER AND PUT THE TOTAL IN THE RIGHT-HAND MARGIN  
MAXIMUM 80 - CIRCLE THE TOTAL**

## QUESTION 2(b) - PROSE

Each box is to be awarded a maximum of TWO points.

Each box is divided into two halves. A correct half box may be awarded a point even if the other half of the box contains more than one error.

Consequential errors, punctuation and any identical subsequent errors should be ignored.

A NEW version of an error must not be rewarded.

Do not underline errors.

Deal with "minor" errors (as defined in the general mark scheme) in the following way :

- a) deal with "major errors before considering minor errors
- a) an otherwise correct half-box containing a "minor" error will gain NO point

\*\*\* \*\* indicates required word order

∩ indicates optional word order

		<u>Accept</u>		<u>Reject</u>
1.	Let's go for a swim	Allons	nager faire de la natation	à nager
2.	in that	dans	ce	
3.	new hotel	nouvel (nouvelle <i>if</i> cette)	hôtel ( <i>discrete item</i> )	neuf / neuve
4.	in the centre of town	en centre dans le centre au milieu	-ville de la ville	cit�
5.	said my friend Dan	a dit dit	mon ami Dan	amie
		<i>mark pc or ps in margin</i>		
6.	Are you mad	Tu es  Est-ce que tu es T'es Es-tu  Ça ... va ....	fou // malade  b�te // idiot stupide dingue  ...ne.... pas ?	Ça va <u>positive</u> = 0
7.	I replied	ai-je r�pondis-	r�pondu je	ai-je dit = 1 j'ai dit = 0
		<i>1 mark for verb, See Box 5 for tense</i>		<i>1 mark for inversion</i>
8.	the hotel had	L'h�tel	venait	
		<i>see Box 1</i>		

9.	just opened	d'	ouvrir	
10.	in Port Louis and Dan had seen	à Port(-)Louis	et Dan avait vu	
11.	a television programme	une émission un programme un télévision <sup>γ</sup>	télévisée de télévision à la télévision programme = 1	
12.	which showed	qui	montrait	<i>passé composé</i>
13.	its elegant bedrooms	ses chambres	élégantes chic	salles chics
14.	its bar decorated with	son bar  sa bar <sup>γ</sup>	décoré avec des décoré de décorée de = 1	décorée en
15.	exotic green plants	plantes vertes	exotiques	
16.	and its Olympic swimming pool	sa piscine	olympique  <i>Olympique = minor error</i>	
17.	Or if you prefer	Ou si  Où = minor error	tu préfères	vous
18.	we can go	nous pouvons nous pourrions on peut / pourrait	aller	d'aller
19.	to the cinema. There is	au cinéma	il y a	
20.	an American horror film	un film d'horreur d'épouvante un film américain <sup>γ</sup>  une film d'horreur <sup>γ</sup>	américain d'horreur = 1  <i>Américain = minor error</i> <i>American = 1 minor</i> américaine = 1	
21.	at the Rex. I hesitated	au Rex	J'ai hésité J'hésitai (see Box 5 + 7)	dans le Rex



22.	Mum wouldn't let me	Maman ne **** permettrait pas	*** me (le) ***	Ma mère
23.	Dan looked at me for a moment	Dan m'a regardé(e) <i>(mark f in margin)</i>	un moment pendant un moment un instant	pour un moment
24.	before asking	avant de	demander (me) poser une question	dire interroger
25.	You don't really imagine	Tu ne (t') imagines <sup>γ</sup> pas Tu ne penses <sup>γ</sup> pas	<sup>γ</sup> vraiment	
26.	we are going	que	nous allons	
27.	tell her	lui	dire raconter annoncer	
		l' *** de	*** informer ***	
28.	what we're doing	ce que ce qu'	nous faisons on fait	allons faire
29.	He then explained	Puis	il a expliqué il expliqua	Plus tard expliquait
30.	patiently as if	patiemment avec patience	comme si  <i>(see Box 17 for "si")</i>	
31.	I was a small child	j'étais	un petit enfant	garçon
32.	Your mother doesn't know	Ta mère	ne sait pas	votre mère ta maman
33.	that there are no	qu'	il n'y a pas	
		<i>(not repeat error)</i>		
34.	lessons	de	leçons classes cours	
35.	this afternoon. She will think	cet(te) après-midi cet(te) aprèm	Elle pensera Elle va penser	

36.	that you have gone back to	que tu es rentré(e) <i>(see Box 32 for "que") (see Box 34 for fem.)</i>	à	retourné
37.	school with me	l'école	avec moi	
38.	It was a dangerous suggestion	C'était une suggestion proposition	dangereuse  (dangereux if un suggestion)	
39.	but believe me	mais crois  mais croyez	-moi  (moi - minor error)	
40.	I did not want to refuse.	je ne .... pas  je n'ai pas je n'avais pas  je n'ai voulu pas <sup>∇</sup>	voulais ... refuser  voulu refuser envie de refuser  refuser = 1	<i>assume incorrect preposition in 2<sup>nd</sup> Box eg: de refuser</i>

**ADD ALL THE TICKS TOGETHER AND PUT THE TOTAL IN THE RIGHT-HAND MARGIN  
MAXIMUM 80 - CIRCLE THE TOTAL**

**QUESTION 3(a) - FREE ESSAY**

Un jour en route pour l'école vous avez eu un accident. Décrivez ce qui s'est passé.

- Count 120 words, excluding any titles, according to the general mark scheme. Place an oblique line after word 120.
- Mark according to the mark scheme for Paper 3 Question 2a, using the list below of words which are not to be rewarded.

**Do not reward**

accident(s)  
ce qui  
décrivez (*imperative*)  
école(s)  
en route  
eu (*passé composé*)  
passé (*passé composé of se passer*)

**Reward**

qui *as relative pronoun*  
décrire *in any form other than imperative*  
lycée / collège / aller en cours / en classe  
en *in any other construction*  
avoir *in any form other than p.c.*  
j'ai ✓ passé ✓ 3 jours à ✓ l'hôpital ✓

route(s)  
s'est passé (*passé composé*)

se passer *in any form other than p.c.*  
voilà ✓ ce qui ✓ s'est passé

casser     *je me suis cassé le bras = 4*  
              *je me suis cassé mon bras = 4*  
              *j'ai cassé mon bras = 3*  
              *j'ai cassé le bras = 2*

IF CLEARLY ABOUT AN ACCIDENT, BUT  
TO A THIRD PARTY AND NOT THE  
CANDIDATE, MINUS 8 MARKS

**ADD ALL THE TICKS TOGETHER AND PUT THE TOTAL IN THE RIGHT-HAND MARGIN  
MAXIMUM 60 - CIRCLE THE TOTAL**

**QUESTION 3(b) - PICTURE ESSAY**

Le chien fait peur au chat

1. Count 120 words, excluding any titles, according the general mark scheme. Place an oblique line after word 120.
2. Mark according the mark scheme for Paper 3 Question 2a, using the list below of words which are not to be rewarded.

**Do not reward**

**Reward**

ballon

une balle  
une balle en laine = 3  
une pelote de laine = 3  
à la main = 2  
dans ma main = 1

banc

la terrasse  
l'escalier  
la véranda  
le porche

**ADD ALL THE TICKS TOGETHER AND PUT THE TOTAL IN THE RIGHT-HAND MARGIN  
MAXIMUM 60 - CIRCLE THE TOTAL**

## FRENCH 7193, CHIEF EXAMINER'S REPORT

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### General Comments

Centres are reminded that the candidates' scripts for Paper 1 (Dictation) must be collected before the candidates start to listen to the text of the Listening test of Paper 2. The Listening and Reading Tests of Paper 2 must be written in one booklet, separate from the booklet used for Paper 1.

### Paper 1

#### Dictation

Candidates did well in the dictation test. The test itself was straightforward and candidates understood the basic story line. More importantly, it is clear that the vast majority of candidates had had adequate preparatory practice in class. Basic words, many of which contain spelling traps for the careless or unprepared candidate, (eg *feuille*; *stylo*; *réponses*; *seulement*; *samedi*; *travaille*; *professeur*; *sœur*; *plusieurs* and *médecin*) were accurately written.

It is a credit to the candidates that so many wrote *aux questions* in the correct form of the plural. Candidates were aware that *question* is not a masculine word (*au question* rarely appeared) and that they had thought about the fact that an interview consists of many questions and not just one. Similarly, *depuis sept ans* was nearly always correctly written. Candidates can do this only if they have thought about what they are writing and are very familiar with the phonetic patterns of the French language.

On the other hand, some words, which might have been familiar to the candidates through their knowledge of English, appeared to create difficulties: *entrevue* for *interview*; *intrument* for *instrument*; *clarinet* for *clarinette*; *jaz* for *jazz* and *attention* for *intention*.

Many of even the more knowledgeable candidates found the last two sentences of the passage extremely challenging. In context, *les sciences* eluded many candidates, possibly because they did not expect to find such a word in a text about a music school. However, a little thought about the fact that Dominique wished to be a doctor might well have lead them to thinking about *les sciences*. Similarly, *Je lui ai dit* was often written as *Je lui est dit*. Most surprisingly in these sentences, the word *lycée* was largely unknown.

Teachers have a difficult task in choosing the right speed at which to read the text and to decide how much emphasis to give to liaisons. That so many candidates wrote *elle voudrai tête* or *elle voudrai-t-être* suggests some teachers are doing a disservice to their candidates by over-emphasising liaisons. As has been stressed in previous Examiners' Reports, reading the text too slowly can be as disadvantageous to candidates as reading it too quickly.

## Paper 2 - Listening and Reading Comprehension

Candidates are to be commended for writing short, concise answers. Any difficulties that candidates may have in writing English are minimised by making answers as brief as possible.

The vast majority of scripts are extremely well presented with neat writing and clearly set out answers. The examiners are most grateful to teachers for training their candidates in this way.

Both the listening and the reading tests were well within the range of all candidates. This highlights the fact that many candidates are still losing marks through sheer carelessness, as will be highlighted below.

### Listening comprehension

Marks were generally higher for the listening test than for the reading test. Listening is a skill which can be improved only by practice in class or in a French-speaking environment.

Weaker candidates started badly by writing *Wednesday* or *Thursday* for *vendredi* (a). Throughout the test, examiners gave marks to answers with misspellings, so long as these did not create ambiguities.

Marks could not be given for incorrect translations, however. Candidates must, for example, distinguish carefully between:

- *to hear* and *to listen* (g)
- *writing* and *reading* (i)
- *to fetch* and *to take* (n)

Surprisingly, only a tiny percentage of candidates spotted that *au moins* (b) means *at least*. Many candidates avoided writing anything for that part of the answer. The vast majority who attempted to convey the idea misinterpreted this as *less than*.

The examiners were pleased to see a good grasp of vocabulary. Despite being fairly sophisticated expressions, the following were all well known:

- *chanteur préféré* (c)
- *remercié* (h)
- *de lui-même* (l)

The answers to part (k) revealed that very many candidates are not completely familiar with the abbreviations *M.*; *Mme*; *Mlle*. The answer to this question often started: *She asked him about his work*. In this particular case, the error does not affect the mark for the question, but teachers would do well to ensure that candidates are familiar with a range of abbreviations in French. A short list is provided in Appendix A.

## Reading comprehension

Many of the candidates who sat this test are to be admired for having evidently followed the rather complex story of false identity and skulduggery. This may reflect the fact that young people like such stories and are familiar with some of the conventions. It is certainly a good indication that reading of all kinds will be useful in their preparation for the comprehension test.

Everyday vocabulary was generally very well known:

- *bureau* (a)
- *travailleurs* (c)
- *chaque mois* (d)
- *tabac* (f)
- *lunettes* and *faux cheveux* (with many excellent uses of the word *wig*) (g)
- *lu* and *journal* (o)

This part of Paper 2 presented a challenge to many candidates whose first language is not English. Part (b) in particular was a stumbling block. The expression *billet de banque* gave rise to some convoluted but acceptable expressions. Candidates gained their mark but wasted valuable time. The lexical item *porte-documents* was almost universally unknown. Unfortunately, candidates spotted the part of the word *documents* without attempting to analyse the whole item. Had they known *porte-monnaie* they should have been able to guess that it was *something in which he carried his documents*.

Part (d) was a challenging question and was rarely read carefully. It should have been clear to candidates that Georges did *not* carry out his responsibility on the 30<sup>th</sup> April. The text states: *ce jour-là, les ouvriers n'allaient pas être payés*. Many candidates had already used the information *at the end of every month* as a part of their answer to part (c). However, they did not realise that the same information could help them to find the answer to part (d).

Far too many candidates, including many of those of above average standard, "translated" *tout le monde* part (e) as *the whole world*. The examiners considered this an elementary error.

The full value of the expression *il faudra* was not conveyed in the majority of answers to part (l). Candidates needed to express the idea of compulsion: *they had to; someone would have to; it was necessary to* etc.

The examiners were encouraged to see that *l'assurance* was rarely translated as *assurance papers*. Yet spelling of *insurance* frequently proved a further challenge for candidates. Such versions as *issurance* could not be considered to convey the meaning adequately.

Not all candidates knew *permis de conduire*. *Permission to drive*, for example, was not accepted. This term has appeared on past papers, and studying past papers is highly recommended as a way for candidates to build up vocabulary in the range required at O Level.

### Paper 3

Teachers should remind their candidates to be very vigilant when identifying the tenses used in the Paper. Questions 2(a) and 3 required candidates to write almost exclusively in the past tense. This meant that questions 1 and 2(b), out of necessity, had to test knowledge of the present tense as well as the future and the conditional. The pluperfect was also used in questions 1 and 2(b) as candidates rarely have a need to use it in their essays.

#### Question 1 Translation into English

There was little consistency in candidates' answers, reflecting perhaps different styles across the world in the teaching of English rather than the teaching of French.

Surprisingly, many candidates who translated the last line of the English text correctly (earning 5 marks) performed poorly in other parts of the translation. And yet there were a considerable number of very able candidates who, by the time they reached the last line, seemed to have exhausted all their translation skills and wrote clumsy, inaccurate English.

It was not expected that candidates know the name of the European country Rumania. It was, however, expected that candidates should recognise the convention of replacing the French ending *-ie* with the English *-ia*.

The text was chosen to test basic textbook grammar topics, many of which are mainly idiomatic, such as:

- *venir de* (which also appeared in question 2(b))
- *dans ce pays* (candidates must be aware of the *this / that* distinction in English. In this context, *this*, was not appropriate)
- *-aine* to express approximate quantities
- *il est professeur* (idiomatic use of indefinite article with professions - *he is a teacher*)
- *avant le depart / Au retour* (English preference for verbs / gerunds - *before they left / before leaving*)
- *dans ce pays / à Calais / informés sur / sur leur région* (idiomatic translation of prepositions: *to that country / in Calais / informed about / about their region*)
- *allaient voir* (the past continuous value of the imperfect tense *were going to see*)
- *quel(le) + nom* (idiomatic use of indefinite article *what a + noun*)
- *a été invité* (the passive verb)
- *on* (candidates must look carefully at the context in which *on* is used. Here, it would be inappropriate to use *we*)

Vocabulary items most frequently not known were: *courte; vingtaine; lycée; château; mairie*. Many candidates knew *maire* and had a vague idea about what a *mairie* was, but did not have the range of English to find the right words: *town hall* or *municipal offices*. Furthermore, at least a third of all candidates wrote *village* for *ville*.

A short list of common French words which might present a difficulty in translation into English is given below, in Appendix B.

Verb tenses continue to pose a problem to non-native speakers of English. Candidates are increasingly aware of the pluperfect tense. However, distinguishing between *they have discovered* and *they discovered (ils ont découvert)* remains a challenge. It can be overcome only by a great deal of practice in reading and using English. The same was true of *ils ont aimé; a été invité; ont offert; a remercié; a prêté*. These all had to be rendered in the “past perfect” as the event was clearly at a time in the past that has gone.

At the end of the text, neither *lend* nor *lended* was accepted. For question 1, candidates are expected to write grammatically correct, idiomatic English. In this way, it is different from Paper 2 in which grammatical accuracy is not expected and many errors of spelling are tolerated.

### Question 2(a) - Guided essay

Only a quarter of all candidates attempted this question. It is possible that the topic did not appeal to young people.

Marks for this question were, in general, extremely low, as more confident candidates tended to take the option of answering 2(b). Candidates who attempted 2(a) and performed poorly tended also to score low marks on question 3. The few candidates who performed well on this question scored very high marks. Those who scored low marks relied heavily on copying the text of the stimulus article and the vocabulary provided below it.

### Question 2(b) - Translation into French

As with question 1, there was a very varied response to this text. Some weaker candidates made a very creditable attempt at some parts of the test; other more knowledgeable candidates occasionally made surprising errors. The grammatical areas tested were:

- the imperative (*allons*)
- *nouvel (bel, vieil* etc) before vowel
- inversion for questions (*es-tu*)
- inversion after speech (*ai-je répondu*)
- *venir de*
- possessive adjectives (*ses chambres* etc. It was surprising to see how many candidates wrote *Sa mère* instead of *Ta père*)
- *-s* at the end of the *tu* form of verbs in the present. (Surprisingly the vast majority of candidates correctly wrote *j'étais* whilst forgetting the *-s* on the two other verbs in the second person singular.)
- *for* - Candidates aiming for grade B and above should be able to distinguish between the different meanings of *for*: *pour* (future); *pendant* (past) and *depuis* (continuous)
- preposition + infinitive *avant de demander*
- omission of the conjunction *that* in English *Tu ne t'imagines pas que...*
- adverbs follow verbs *il a expliqué avec patience*
- *il y a* being used both for the singular and the plural (*there is; there are*)
- *de* after the negative (this was almost universally known)



The past historic tense: Generally, only a passive knowledge of the *passé simple* is required at O Level. It is pleasing to see that some candidates have been taught to use the tense actively in questions 2 and 3. However many of these candidates did not use the *passé simple* consistently. In this passage, candidates could lose a maximum of two marks if, for example, their text started: *a dit mon ami* and *ai-je répondu* but then wrote *j'hésitai* and *Dan me regarda*. It is excellent to see that teachers are able to teach the *passé simple* successfully, but they must remember to teach candidates to use the tense consistently.

There was a surprising weakness in vocabulary. It had been expected that all candidates had, in class, written essays about various leisure time activities. It was disappointing, therefore, that *nager*, *piscine*, *au cinema* and *un film d'horreur* were frequently unknown.

### Question 3 - Essays

Approximately one third of all candidates chose question 3(a) and two thirds chose question 3(b). Marks were slightly lower for question 3(a) than question 3(b). This was mainly because candidates found the vocabulary a little more challenging. More importantly, there were several candidates who did not gain as many marks as they could have done, because they wrote about an accident happening to another person, rather than to themselves. Similarly, some candidates padded out their essay with a long description of getting up in the morning, washing and having breakfast. Whilst a brief introduction to any essay is to be encouraged, within the confines of 120 words, no more than about ten words should be spent on setting the scene. Irrelevant introductions longer than about ten words are not rewarded.

Both essays demanded the use of the imperfect tense: *je me promenais dans la rue quand...*; *j'étais en route pour l'école...*; *je regardais le feu rouge quand...* or *je jouais avec mon chat quand...*; *mes parents étaient dans la cuisine* etc. Confident use of the imperfect tense will usually guarantee a candidate an excellent mark in the essay component of Paper 3.

The essay is the one opportunity where candidates are completely free to manipulate all the French they have learned, showing how they can use it creatively. It is not uncommon for candidates to attain full marks. The judicious use of a varied vocabulary, adjectives (including possessive adjectives), a range of tenses and a good selection of adverbs and conjunctions will easily bring candidates to above half marks.

While accurate use of direct and indirect object pronouns, the pluperfect tense, the passive form and inversion tend to be found only in the very best essays, candidates of widely differing abilities can still improve their Paper 3 mark considerably by paying particular attention to question 3.

### Question 3(a)

This question had often been attempted by candidates in class or as homework in preparation for the examination. Answers were often pedestrian and lacked spontaneity, as it tended to be attempted by candidates who were aware of their limitations and were falling back on a topic with which they felt familiar.

### Question 3(b)

The vast majority of candidates responded to this question clearly, logically and in sound French. The vocabulary was well within their range. Answers were lively. Examiners were impressed by candidates who started with brio, for example: *Un jour je jouais avec mon chat...* Such candidates showed good control in their writing and usually went on to give an extremely good account of the event as shown in the four pictures.

### Appendices

Appendices A and B have been compiled from the O-Level French examination papers of the last ten series.

British English is used throughout the Appendices. American English is acceptable in examinations. Examiners attempt to identify and reward other varieties of English whenever possible.

### Appendix A

Common abbreviations used in the O Level French examination. In examinations, it is not usually expected that these abbreviations should be translated. Candidates should, however, be taught their cultural connotations.

Unless only the abbreviated form is ever used, all French words (including numbers) will be written out in full in the printed text of both the dictation and the listening comprehension test.

Abbreviation	French	English
M.	Monsieur	Mr (use <i>he / him / his</i> )
Mme	Madame	Mrs (use <i>she / her / hers</i> )
Mlle	Mademoiselle	Miss (use <i>she / her / hers</i> )
m	mètre	metre
cm	centimètre	centimetre
km	kilomètre	kilometre
kg	kilogramme	kilogram
la SNCF	Société nationale des chemins de fer français	French railways
la gare SNCF		the train station
la gare routière		the bus station
la RATP	Régie autonome des transports parisiens	Paris public transport company (métro, bus, RER)
le RER	Réseau Express Régional	express metro trains (in the Paris area)
la PTT (La Poste)	Poste, Télégraphie et Télécommunications	the Post Office

une BD	bande dessinée	comic strip / cartoon a comic / graphic novel
le SAMU	Service d'aide médicale urgente	the ambulance (service)
les TIC	Technologies d'Information et de Communication	CIT (Communication and Information Technology)
les NTIC	Nouvelles TIC	
un mél	un courrier électronique un courriel	an e-mail (message)
un 4x4	véhicule à 4 roues motrices	a four-wheel drive vehicle
un deux-roues	un véhicule à deux roues	a two wheel vehicle

## Appendix B

### French

### English translations acceptable at O-Level

1 <sup>er</sup> premier au premier étage (en)1 <sup>ière</sup> première	first / 1 <sup>st</sup> on the first floor (in) Year 12 ( <i>in schools</i> ) (in) first class ( <i>on a train etc</i> )
2 <sup>e</sup> deuxième (en) 2 <sup>e</sup> en seconde	Lower Sixth ( <i>rare</i> ) second / 2 <sup>nd</sup> (in) Year 11 ( <i>in schools</i> ) GCSE year ( <i>in schools</i> )
3 <sup>e</sup> troisième (en)3 <sup>e</sup> troisième	third / 3rd (in)Year 10 ( <i>in schools</i> )
lycée / collège / école maître / instituteur / professeur / enseignant baccalauréat / bac l'informatique	school teacher (not professor) baccalaureat / school leaving exam IT / computer studies
la fête	festivities / festival
arrondissement quartier département	district / arrondissement district / area / part of town county / department
agent de police / policier / gendarme la gendarmerie / le commissariat de police gardien / surveillant / agent / vigil	policeman the police station security guard
mon travail / emploi / métier / job / boulot mes affaires	my work my things / my stuff

faire les courses	to do / to go shopping
gagner une course	to win a race
un cours de français	a French lesson
jouer dans la cour	to play in the yard / playground
la Cour de Justice	the Courts of Justice
le court de tennis	the tennis court
au cours de	during
exposition	exhibition
endroit	place
place	(town) square
place du marché	market place
un parking	a car park
habitants	inhabitants
la librairie	book shop
réussir (à un examen)	pass (an exam)
passer (un examen)	to take (an exam)
caméra	film / television camera
appareil (photo)	camera
des baskets / des tennis / des chaussures de sport	trainers / training shoes
scooter	scooter (motorbike)
trottinette	scooter (child's toy)
les rollers	roller skates/blades
un car	coach
une promenade à pied	a walk
une promenade à vélo	a (bike) ride
une promenade à cheval	a horse ride
une promenade en bateau	a boat trip
une promenade en voiture	a car trip
un fast-food / un fast	a fast food restaurant
chips	crisps
frites	(potato) chips
un billet de 10€ / euros	a 10€ / euro note
une pièce de 10€ / euros	a 10€ / euro coin
une pièce de théâtre	a play (theatrical performance)
une pièce dans notre maison	a room
zapper	channel hop (on television)
surfer	surf (on the Internet)

## FRENCH 7193, GRADE BOUNDARIES

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Grade	A	B	C	D	E
Lowest mark for award of grade	58	47	36	32	27

**Note:** Grade boundaries may vary from year to year and from subject to subject, depending on the demands of the question paper.

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