

FRENCH 7193, JANUARY 2006, MARK SCHEME

PAPER 1 DICTATION - 30 POINTS

The passage has been divided into 60 boxes. Each box is worth ONE point. There are no half marks. Each 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. Once TWO minor errors have been dealt with in this way, further such errors should be ignored.

Spelling out punctuation (including "à la ligne) and incorrect spelling of a proper noun written on a board for the candidates is a "minor" error.

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

1	La semaine dernière	31	La nuit
2	les parents de Pierrot	32	commençait
3	lui avaient dit	33	à tomber
4	qu'ils allaient	34	et il <u>avait</u> peur (see Box 8)
5	passer le week-end	35	parce <u>qu'</u> (<u>qu'il</u> See Boxes 11 + 30)
6	ensemble à Québec	36	<u>il</u> croyait
7	Le petit garçon	37	que sa mère
8	avait été	38	et son père
9	très heureux	39	l' <u>avaient</u> (See Box 3)
10	d'apprendre	40	abandonné
11	qu'il allait	41	Que faire
12	visiter	42	maintenant
13	une grande ville	43	Fatigué
14	pour la première fois	44	il s'est
15	de sa vie	45	assis
16	Ils étaient donc	46	par terre
17	arrivés dans	47	et il a fermé
18	la vieille capitale	48	les yeux
19	S/samedi après-midi	49	<u>pour</u> pleurer (See Box 14)
20	Ils ont commencé	50	Quelques minutes
21	par visiter	51	plus tard
22	tous les monuments	52	un homme
23	célèbres (<u>célèbre</u> if <i>tout le monument</i>)	53	et une femme
24	avant de dîner	54	sont apparus
25	C'est	55	en criant
26	<u>dans</u> la foule (See Box 17)	56	<u>son</u> nom (See Box 38)
27	devant	57	Malheureusement
28	le château Frontenac	58	il ne les a pas
29	que Pierrot a compris	59	entendus.
30	<u>qu'il</u> était perdu (See Box 11)	60	et ils <u>sont</u> repartis (See Box 53)

ADD ALL THE TICKS TOGETHER AND PUT THE TOTAL BENEATH THE SCRIPT.

DIVIDE BY 2 AND ROUND UP THE RESULT

PUT THE RESULTING TOTAL IN THE MARGIN. CIRCLE THE TOTAL. MAX 30

LISTENING COMPREHENSION TEST

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 day of the week is it and what is special about the T-shirt the narrator puts on?

Monday

it is new

(b) What indicates that the narrator's mother is not yet ready to leave the house?

(her) hair is in a mess
messy
untidy
is not fixed

in her pyjama(s)
still wearing her pyjama(s)
night clothes
she wears pyjama(s) / pjama(s) /
pyjame(s)

are in a mess
like a brush
in disorder / not in order
with her pyjamas
pijame(s)
nightdass

(c) What does the narrator eat?

toast
(a) toast(ed) bread

(with) jam

grilled bread

(d) Why does she not listen to what her mother is saying?

she is thinking / she thinks of

other things
something else

she is doing
many other things
the other things
she though

she has other things

on her mind

(e) For what reason does the narrator go back up to her room?

to get ready
to prepare

her (school) things
her books and (for example) bag
her stuff

her work
some things
her staff

(f) Where does the narrator go to sit on the bus and since when has she done so?

next to Marianne
beside(s)
with

since the beginning of the year
from the start of the (school) year

near
since school started
since the first day of
school

(g) What has Marianne not done and why not?

biology homework / exercises	<u>to(o)</u> difficult / hard	project very difficult harder than usual
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(h) Where do the two girls enter the school and what do they buy?

through front door by the main door / entrance / gate	lunch(eon) ticket / pass lunch voucher / token dinner The(ir) lunch	principal door meal breakfast
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(i) When can the two girls always be found together.

(in the) Spanish lesson(s) in Spanish classe(s)	during the midday break in the lunch break any / at lunchtime	a Spanish lessos Spanish course afternoon break everywhere
always always +	= 1 one other item = 2	

(j) What is the narrator wondering as she approaches the biology laboratory?

<u>what</u> the teacher Monsieur Gauthier	is going to say to her friend to Marianne	professor to <u>tell</u> her friend whether to say to <u>her</u> (<i>ambiguous</i>)
--	--	---

(k) Where does the narrator sit in the laboratory and what does she do as soon as she has sat down?

at her usual place in her normal seat on the seat she always sits on	gets out her (exercise) <u>books</u> note / copybooks remove her books <u>from her bag</u>	her usual sit
--	--	---------------

(l) Today, why does M. Gauthier not glare at the narrator as he usually does?

she is / was not she is	late on time	she is early (for class)
she is she hasn't done	late = 0 anything wrong = 1	

(m) Describe what is strange about the way Marianne enters the laboratory.

she tries to hide (herself)	behind the narrator behind her friend	after the narrator
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| at the back of her friend |

(n) What does M. Gauthier tell Marianne to do?

give him the exercise / copy book
hand in her (home)work
bring her assignement

tomorrow (morning)
the next day

the / a copy of the work
her copy

(o) What news does M. Gauthier announce to the class?

someone has stolen

his calculator

his calculator

has been stolen

he asked who stole
was stolen
calculations

ADD ALL THE TICKS TOGETHER AND PUT THE TOTAL IN THE RIGHT-HAND MARGIN
MAX. 30 - CIRCLE THE TOTAL

READING COMPREHENSION TEST

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. Where was Fouroulou's father now and how long had he been absent?

(in) France

22 days
3 weeks

b. Why did the family wait for Fouroulou to arrive before opening the letter?

he was the only one
only he

could read French / french
knew how to read (in) French

reject

c. What did Fouroulou's sister do when he arrived home?

gave him

the envelope
the letter in the envelope

reject

d. What did the family then do?

surround(ed)
gather(ed) round
come / came (a)round
stand / stood (a)round

him
Fouroulou

reject

e. How did Fouroulou's little brother try to attract his attention?

by pulling
tugs at

his (shirt) sleeve(s) / sleeve(s)

reject

f. Whom exactly did Fouroulou call upon to help him?

a school friend

who was older than him

reject

an older

school friend
classmate

elder / bigger

g. What realisation pleased him?

(that) he could have he could was able to (that) he could <u>also</u>	done the same thing do read / translate the letter do what the friend was doing	would be able to do do <u>it</u> himself write the letter
--	--	---

h. What were the first two items of news in the letter?

he was in good health he was healthy <u>y</u> / well he was working	and (he was) working and had work and had employment had started working well = 1	he was fine / in good shape / well <u>and</u> he was working hard he worked
---	---	--

i. What was the third piece of news?

he could send (them) he would <u>be able</u> to send	(some / a little) money	
---	-------------------------	--

j. Why did Fouroulou not wish to write the reply to his father?

he did not know (yet) he could now write	the right expressions / words the essential / necessary / improtant the words which were essential	did not now how to write French properly how to express himself enough expressions
---	--	---

k. What was the result of Fouroulou's jealousy?

he did not thank he failed to he did not want to thank he refused to	the person / him / her / his friend	
---	-------------------------------------	--

l. What criticism of the reply written by his friend did he make to his mother?

it had 2 spelling mistakes and mis(-)spellings orthographical <u>y</u> / of orthograph <u>y</u>	a grammar mistake a grammar (grammatical) error a grammer mistake a grammatical(e)	<u>to</u> spelling mistakes orthographe / grammatic faults dictation mistakes
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m. Explain why he took the letter to school.

he was to take it to the post (office)	after school	poste it
he was going to post it / mail it	lessons	
put it in the letter box	class(es)	

n. What surprised the teacher when he saw the envelope?

he did not see F's	(hand) writing	it wasn't his (<i>ie. the teacher's</i>)
it was not <u>Fouroulou's</u>		
Fouroulou had not	written it	character / signature
not seeing that his student	had written the letter	letters / the writings
it had not been written	by Fouroulou	

o. What did Fouroulou promise the teacher he would do?

write / compose (himself)	next time	
write (himself)	the next letter	
he would be the one to write		
do the writing (himself)	of the next letter	

ADD ALL THE TICKS TOGETHER AND PUT THE TOTAL IN THE RIGHT-HAND MARGIN
MAX. 30 - CIRCLE THE TOTAL

PAPER 3 QUESTION 1 – TRANSLATION INTO ENGLISH

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. Plus de 548 arrivées	a) More than 548 arrivals Over landings	
	b) More than 548 planes arrive	passengers people
2. et départs tous les jours	a) and departures every day each day take offs	takes off
	b) and leave / take off	
3. c'est beaucoup	that is a lot that's a large number it's a great deal	alot
4. mais c'est ce qui	but it is what but that is what this	that is which
5. se passe à Orly	happens at Orly takes place goes on is happening / is going on	in Orly
6. Debout devant sa maison	Standing in front of his house (accept <i>her</i>)	stood
7. qui est juste à côté de	which is just next to right beside just by the side of just of the outskirts of	who near at the side of
8. l'aéroport d'Orly, Raymond regarde	Orly airport, Raymond looks at the airport <u>at</u> Orly, Raymond is looking at	the Orly airport the airport of Orly watching
9. les bâtiments et les pistes	the buildings and the run(-)ways	

10.	de son voisin géant	of his gigantic neighbour huge giant	neighbouring giant neighbour / neighbour giant
11	C'est affreux commente-t-il	It's dreadful, he remarks It is awful, he comments terrible / horrid / horrible appal(l)ing	That's / That is scary / frightening disgusting
12.	J'habite ici	I have been living here I have lived here	hear
13.	depuis quarante ans	for fo(u)rty years	over forty
14.	mais récemment tout va	a) but recently everything is getting lately becoming has been getting b) is going	all is going
15.	de plus en plus mal	a) worse and worse b) from bad to worse	more and more bad/worse to the worst from worse to worse
16.	En août, pendant	In August, during in	
17.	la période des vacances	the holidays / vacations the holiday / vacation period season the period of <u>the</u> holidays	vacations period
18.	presque soixante avions	nearly sixty aeroplanes almost (air)planes close on / to	about plains
19.	par heure passent	(in) an hour pass fly / go	
20.	au-dessus de chez moi	over my house / place above where I live	over me on top of

21.	Les fenêtres tremblent	The windows tremble shake / vibrate / rattle	are trembling
22.	et le plâtre commence	and the plaster starts	plaster
23.	à se détacher des murs	to fall off the walls to come off to peel off .. to detach <u>itself</u> from	leave
24.	Les règles disent que les avions	The rules say that aeroplanes regulations (see Box 18 for <i>aeroplanes</i>)	laws
25.	ne doivent pas	should not ought not must not are not supposed to are not allowed	don't have to
26.	voler entre vingt-deux heures	fly between 10 / ten pm between 22 hours 10 o'clock <u>in the evening</u> 22.00 / 22:00	take off 22 o'clock
27.	et six heures du matin	and six / 6 o'clock in the morning 6 am	of morning(s) six hours in..
28.	mais les compagnies aériennes	but (the) air(line) companies but the airlines aeroplane companies aviation	aerial airways
29.	ne respectent pas toujours la loi	do not always obey the law abide by keep to	respect always <i>at end of sentence</i>
30.	Souvent le bruit	Often the noise / sound The noise often	noise
31.	me réveille	wakes me (up) awakes me	

32.	au milieu de la nuit	in the middle of the night during	at the middle
33.	Quand mes petits-enfants	When my grandchildren	
34.	viennent ici	come here	hear (<i>See Box 120</i> are here
35.	ils adorent jouer	they love to play they adore playing	like / enjoy adore to play
36.	dans le jardin	in the garden	gardin yard
37.	mais ils ont très peur	but they are very afraid really scared	so afraid
38.	chaque fois qu'un	each time that one every time one every time when <u>one</u>	
39.	de ces monstres	of these monsters those	monstres monstors
40.	nous survole	flies over us / overhead above us overflies us passes is flying	fly / pass comes over

ADD ALL THE TICKS TOGETHER AND PUT THE TOTAL BENEATH THE SCRIPT.
DIVIDE BY 2 AND ROUND UP THE RESULT
 PUT THE RESULTING TOTAL IN THE MARGIN. CIRCLE THE TOTAL. **MAX 20**

JANUARY 2006 PAPER 3 QUESTIONS 2a - GUIDED WRITING

et puis dans notre lycée on peut prendre le petit déjeuner avec le profs. Entre sept heures et quart et huit heures chaque matin, la cantine est ouverte et on nous sert du chocolat chaud, du pain grillé, tout. Ce n'est pas du tout obligatoire, mais sur 1 800 élèves, au moins 700 y mangent..

Above is part of a letter you received from your French pen friend. Write an answer to your friend, telling your friend about the morning when your school organised a French-style breakfast. Start your letter *Chère Anne* or *Cher Philippe*

se lever tôt – croissants – parler français – rires
voir les amis – s'amuser – en retard pour les cours

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.

PAPER3 QUESTION 2a - GUIDED WRITING

Do not reward

Reward

ami(e)(s)	des ami(e)s = 1
au moins	moins <i>in comparative construction</i>
avec	
chaque	
chaud(e)(s)	
cours	
croissant(s)	des croissants = 1
dans	
du chocolat	
du matin	
du pain	
du tout	
élève(s)	étudiants / écoliers / lycéens
en retard	
entre	
français (adjective and noun)	
grillé(e)(s)	
heures	
le chocolat	
le pain	
le petit déjeuner	
les profs	des profs(esseur)s = 1
lycée	école
mangent	manger <i>in any form other than ils mangent</i>
matin	
notre lycée	notre <i>with any other noun</i>
obligatoire(s)	
on nous	
on peut	pouvoir <i>in any form other than on peut</i>
on sert	servir <i>in any form other than on sert</i>
ouvert(e)(s)	
parler (infinitive)	parler <i>in any form other than infinitive</i>
pour	
prendre	prendre <i>in any form other than infinitive</i>
profs	
puis	alors / ensuite
quart	et demie = 1
retard	
rire(s)	rire (verb) <i>in any form</i>
s'amuser (infinitive)	s'amuser <i>in any form other than infinitive</i>
se lever (infinitive)	se lever <i>in any form other than infinitive</i>
sur + number	sur <i>in any other construction</i>
tôt	
tout (pronoun)	tout(e)(s) / tous <i>adjective</i>
voir (infinitive)	voir <i>in any form other than infinitive</i>
y	

ADD ALL THE MARKS TOGETHER AND PUT THE TOTAL IN THE RIGHT-HAND MARGIN
MAX. 80 - CIRCLE THE TOTAL

PAPER 3 QUESTION 2b – TRANSLATION INTO FRENCH

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

			<u>Accept</u>	<u>Reject</u>
1.	this year	cette	année cet an = 1 cet année = 1	cet anne
2.	For the third time	Pour la troisième	fois	
3.	the Parents' Association	l'Association	des Parents	
4.	in Rouen has organised	à Rouen	a organisé	dans Rouen arrangé
5.	a short stay	un court de courtes	séjour vacances	petit visite
6.	in the country	à	la campagne	dans
7.	for the children of the school	pour les enfants	de l'école du lycée du collège	
8.	This summer	Cet	été	cet + consonnant
			Cet + masc + vowel = 1	

9.	the youngest	les plus	jeunes	petits
		les élèves cadets = 3		
		les cadets élèves = 2		
10.	pupls will go	élèves	(y) iront	étudiants vont aller viendront
11	Early this morning	De bonne heure Tôt	ce matin	
12.	a group of adolescents aged	un groupe d' une bande de	ado(lescent)s âgés teenagers ayant (âgées if adolescentes)	une équipe adolescentes
13.	from eleven to thirteen years old	de onze	à treize ans	11 13 entre onze
14.	arrived	sont est	arrivés arrivé (arrivée if une groupe)	ont arrivé(s) = 0
15.	at the large campsite	au grand dans le grand	camping	lieu de camping
16.	not far from Dieppe	pas loin	de Dieppe	
17.	We had already	a) Nous étions b) Nous avions c) Nous avions	déjà	avant
18.	been there	a) allés b) été c) visité	là y <i>in Box 17</i> l' <i>in Box 17</i>	ici
19.	and we knew that	et nous savions	qu' que	

20.	it was ideal for us	il était idéale c'était parafit	pour nous	génial
21.	Madame Bilon told me	m'	a raconté a dit Madame Bilon	
22.	At first the youngsters	D'abord Au début	les jeunes les enfants les gosses les petits	
23.	were unhappy	étaient	malheureux / mécontents	
n'étaient pas heureux / contents = 1				
24.	because it rained	parce qu'il car	a plu pleuvait	
25.	but everybody was able	mais tout le monde	a pu pouvait a réussi à	toutes les personnes capables de
26.	play outside	jouer	dehors à l'extérieur	à dehors
27.	for at least	pendant	au moins	au mons de du moins
28.	half an hour The boys	une demi-heure	Les garçons	trente minutes
29.	are going to sleep	vont	dormir	pour dormir de dormir
dormiront = 1				
30.	in one tent and the girls in another	sous une tente dans	et les filles sous / dans une autre (tente) (dans un autre if un tente)	
31.	There will be a teacher in each tent	Il y aura	un prof(esseur) dans chaque tente un maître / une maîtresse un instituteur / une insti..	Il va y avoir

32.	They've spent a day	Ils ont passé	un jour une journée	ils ont eu
33.	very busy ... and now	très chargé très chargée bien rempli(e)	et maintenant	occupé(e) très fort(e) très actif / ..ve
34.	they are tired and soon	ils sont fatigués	et bientôt	
35.	they will be hungry	ils auront	faim	vont avoir
36.	Tomorrow we are going	Demain	nous allons (aller) on va nous irons / on ira nous allons visiter	
37.	to go to a farm	à / dans une ferme à une exploitation (agricole)	où dans laquelle	
38.	where the farmer us	le fermier l'agriculteur l'exploitant le cultivateur	nous	
39.	show how	montrera exposera	comment	
40.	he makes cheese	il fait produit fabrique	le fromage	du fromage les fromages

ADD ALL THE TICKS TOGETHER AND PUT THE TOTAL BENEATH THE SCRIPT.

DIVIDE BY 2 AND ROUND UP THE RESULT

PUT THE RESULTING TOTAL IN THE MARGIN. CIRCLE THE TOTAL. **MAX 40**

PAPER 3 QUESTION 3a - FREE ESSAY

Votre correspondant(e) français(e) passe un mois chez vous. Décrivez ce que vous avez fait pour préparer sa visite avant son arrivée.

USE GRIDS A, B AND C.

WRITE THE MARK FOR ALL THREE GRIDS UNDER THE SCRIPT

ADD THE TOTAL OF THE **THREE** MARKS.

CIRCLE THE TOTAL IN THE RIGHT-HAND MARGIN

Example:

6 + 7 + 5

| (18)

MAX 30

PAPER 3 QUESTION 3b - PICTURE ESSAY

Boys break gymnasium window with basket ball

USE GRIDS A, B AND C.

WRITE THE MARK FOR ALL THREE GRIDS UNDER THE SCRIPT

ADD THE TOTAL OF THE **THREE** MARKS.
CIRCLE THE TOTAL IN THE RIGHT-HAND MARGIN

Example:

$$6 + 7 + 5$$

| (18)

MAX 30

Paper 3 Appendix

Mark scheme grids to be used with Questions 3a and 3b

Grid A

Communication and content

9 – 10

Responds fully and appropriately in the candidate's own words to the stimulus with excellent and relevant expansion. Clear and unambiguous. A coherent piece of writing. Narrative very easy to follow and very pleasant to read.

7 – 8

Responds to nearly all the task in the candidate's own words. Some relevant expansion at times. Occasional minor ambiguities and / or irrelevance. A generally well structured piece of writing. A sound attempt overall to link the piece into a coherent whole with, however, some lapses. Narrative generally easy to follow and pleasant to read.

5 - 6

Majority of task completed in the candidate's own words. There may be some irrelevance. Goes beyond a minimal response. Some ambiguity. Comprehensible overall with some attempt to link the piece into a coherent whole. Tends to be somewhat predictable. Narrative can be read with a little difficulty.

3 - 4

A few main points of the task conveyed in the candidate's own words but level of response limited. A degree of irrelevance and / or repetition. A marked degree of ambiguity. Narrative not easy to follow.

1 - 2

Little relevant information conveyed in the candidate's own words. Much ambiguity, confusion. Level of response minimal with only a few relevant phrases. Communication largely impaired. High level of ambiguity. Largely incomprehensible with the exception of isolated items. Narrative very difficult to follow.

0

No language worthy of credit.

Grid B

Quality of Language

9 - 10

Uses a wide range of vocabulary, idiom and structure appropriate to the task with very little or no repetition. Excellent use of tense concept / time referents. Several examples of subordination and appropriate use of more complex structures. Clear ability to manipulate language.

7 - 8

Uses a good range of vocabulary, idioms and structures, which are for the most part appropriate to the task. Attempts at more ambitious structures not always successful. Generally a secure grasp of tense concept / time referents. Manipulates language to suit the task at hand.

5 - 6

Range of vocabulary, idiom and structure somewhat predictable. Some inconsistency in use of tense concept / time referents. Some attempts at subordination and sentence linking which are only partially successful. Use of adjectives and/or adverbial phrases moderately successful.

3 - 4

Range of relevant vocabulary and structure very limited. Use of tense concept / time referents limited and often inappropriate. Limited success in attempts at enhancement of fact with adjectives, and / or adverbial phrases.

1 - 2

Little or no awareness of tense concept / time referents. Vocabulary very basic with little or no evidence of correct use of basic structures.

0

No language worthy of credit.

Grid C

Accuracy

9 - 10

Predominantly accurate: free of all but minor errors in grammar though not necessarily faultless.

7 - 8

Generally accurate and secure in grammar, with some lapses. Accuracy less secure when more complex language is attempted.

5 - 6

Fairly accurate in simple language. About half of what is written should be free of major errors.

3 - 4

Accuracy is inconsistent with frequent basic errors in grammar.

1 - 2

A high level of inaccuracy with very frequent and basic errors in grammar. There may be the occasional correct phrase.

0

No language worthy of credit.