

GCSE

**French
(Short Course)**

Summer 2009

Mark Schemes

Issued: October 2009

**NORTHERN IRELAND GENERAL CERTIFICATE OF SECONDARY EDUCATION (GCSE)
AND NORTHERN IRELAND GENERAL CERTIFICATE OF EDUCATION (GCE)**

MARK SCHEMES (2009)

Foreword

Introduction

Mark Schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

The Purpose of Mark Schemes

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of 16- and 18-year-old students in schools and colleges. The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes therefore are regarded as a part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

The Council hopes that the mark schemes will be viewed and used in a constructive way as a further support to the teaching and learning processes.

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Rewarding Learning

**General Certificate of Secondary Education
2009**

French
Short Course
Paper 1
Listening
Foundation Tier
[G0601]

WEDNESDAY 13 MAY, AFTERNOON

**MARK
SCHEME**

			AVAILABLE MARKS
1	(a) four	[1]	4
	(b) mother	[1]	
	(c) sister	[1]	
	(d) 16	[1]	
2	(a) 6	[1]	4
	(b) PE	[1]	
	(c) Maths	[1]	
	(d) difficult	[1]	
3	(a) A	[1]	4
	(b) D	[1]	
	(c) C	[1]	
	(d) B	[1]	
4	(a) A	[1]	6
	(b) C	[1]	
	(c) B	[1]	
	(d) C	[1]	
	(e) C	[1]	
	(f) C	[1]	
5	(a) A	[1]	6
	(b) B	[1]	
	(c) B	[1]	
	(d) B	[1]	
	(e) A	[1]	
	(f) B	[1]	

6	(a)	E 1	[2]	AVAILABLE MARKS
	(b)	C 5	[2]	
	(c)	A 2	[2]	
	(d)	B 4	[2]	
7	(a)	B	[1]	8
	(b)	B	[1]	
	(c)	A	[1]	
	(d)	A	[1]	
	(e)	B	[1]	
	(f)	B	[1]	
	(g)	C	[1]	
	(h)	A	[1]	
Total				40

Northern Ireland Council for the Curriculum, Examinations and Assessment

General Certificate of Secondary Education, 2009

French, Short Course, Paper 1, Listening, Foundation Tier

Read each question carefully. Listen to the recording and write your answer in the space provided.

1 Claude is making a presentation on his family.

He says:

M (a) Nous sommes quatre chez moi.

He continues:

M (b) Mon père s'appelle Christophe et ma mère s'appelle Marie.

He adds:

M (c) J'ai une soeur qui s'appelle Charlotte.

Finally he says:

M (d) Charlotte a seize ans.

2 Céline speaks about her school.

She says:

F (a) Je vais au collège six jours par semaine.

She continues:

F (b) Ma matière préférée est l'éducation physique.

She remarks:

F (c) Je déteste les maths.

Finally she says:

F (d) Je les trouve difficiles.

3 On écoute la radio. Quel temps fait-il?

M Exemple: Voici la météo pour aujourd'hui. Dans les Alpes il neige.

M (a) Il y a des vents forts sur la côte atlantique.

M (b) A Paris il pleut.

M (c) La température à Paris est de douze degrés.

M (d) Dans le sud il y a du soleil.

4 Stéphanie téléphone à Marc.

Exemple: Allô, c'est Stéphanie à l'appareil. Ecoute, tu es libre samedi soir?

Marc dit:

Marc: (a) Désolé Stéphanie, je dois aller chez mes grand-parents le samedi.

Stéphanie continue:

Stéphanie: (b) C'est dommage car je veux aller au cinéma pour voir le dernier film de Harry Potter.

Marc ajoute:

Marc: (c) On peut aller au ciné le dimanche soir. D'accord?

Stéphanie exprime:

Stéphanie: (d) Oui, le film commence à vingt-et-une heures trente. Dis-moi, on se retrouve où?

Marc dit:

Marc: (e) A la gare? Ça va?

Stéphanie: Non, c'est trop loin du cinéma. Devant le cinéma c'est mieux. Vers quelle heure?

Marc continue:

Marc: (f) On se retrouve vers vingt-et-une heures?

Stéphanie: D'accord. Dimanche soir alors, devant le ciné à vingt-et-une heures. A dimanche alors. Au revoir.

Marc: Au revoir.

5 Jean et sa mère, Justine, parlent des vacances.

Exemple: On passe de bonnes vacances en Espagne.

Jean dit:

M (a) Oui, c'est formidable. L'hôtel est super. On a tous les confort.

Justine répond:

F (b) Le restaurant me plaît. On dîne sur la terrasse chaque soir.

Jean continue:

M (c) Il fait bien chaud. Même le soir il fait vingt-deux degrés.

Justine ajoute:

F (d) On se bronze tous les jours sur la plage. Tu fais du ski nautique chaque jour.

Jean explique:

M (e) Je n'aime pas passer le jour en lisant un livre, je dois faire quelque chose.

Finalement Justine dit:

F (f) Oui, c'est vrai. Nous jouons au tennis à l'hôtel tous les matins.

6 Les jeunes se présentent.

Exemple: Je m'appelle Martine. J'ai treize ans. Je viens de France. Je suis française.

M – Je m'appelle Serge. J'ai quinze ans. J'habite à Oran. Je suis algérien.

F – Je me présente. Je m'appelle Mathilde. J'ai quatorze ans. Je suis canadienne.

M – Je m'appelle Pierre. J'ai seize ans. J'habite à Abidjan. Je suis africain.

F – Je m'appelle Nicole. J'ai dix-sept ans. Je viens de Berne. Je suis suisse.

7 Madame Couffin fait les achats en ville.

Exemple: A la boucherie elle demande:

F – Je voudrais trois côtelettes de porc.

On continue:

M (a) Comme ça madame?

F – Elles sont trop petites, un peu plus, s'il vous plaît monsieur.

A la boulangerie elle dit:

F (b) Puis-j'avoir deux baguettes?

M – Bien sûr, madame, c'est tout?

F – Oui, monsieur.

A la charcuterie elle dit:

F (c) Cinq cents grammes de saucisson, s'il vous plaît monsieur. C'est combien?

M – Douze euro le kilo madame, alors ça fait six euro s'il vous plaît madame.

A la pâtisserie Madame Couffin dit:

F (d) Je voudrais un gâteau d'anniversaire.

On continue:

M (e) Vous voulez autre chose madame?

F – Oui, je voudrais des biscuits au chocolat.

M – C'est pour qui madame?

Elle ajoute:

F (f) C'est pour mon fils, Marcel. Il va avoir douze ans.

M – Le gâteau sera prêt demain matin vers onze heures.

F – Ça coûte combien?

M – Seize euro, madame.

F – A demain alors.

Elle va au marché:

F (g) Trois cents grammes d'oignons.

M – Et avec ça?

F – Et un demi-kilo de champignons, s'il vous plaît. Ça coûte combien?

Finalement on dit:

M (h) Trois euro trente madame.

F – Voilà, merci bien monsieur, au revoir.

This is the end of the recording.



Rewarding Learning

**General Certificate of Secondary Education
2009**

French

Paper 2

Speaking Tests

Short Course

Role-Playing Situations

Foundation Tier

[G0602]

ALL SESSIONS

**MARK
SCHEME**

TASK	COMMUNICATION	KNOWLEDGE and APPLICATION of GRAMMAR	TOTAL MARKS
ROLE-PLAYS	4 × 2 = 8	0	8
VISUAL STIMULUS	8	8	16
CONVERSATION	11	10	21
TOTAL MARKS	27	18	45

Role-plays – Communication

Band	Marks	Description of Performance
2	2	The response to the task is appropriate. Communication is achieved even if there is some linguistic inaccuracy in the message.
1	1	Communication is only partially achieved. The message is not completely understood.
0	0	The task is not achieved or the message not meaningful.

Visual Stimulus – Communication

Band	Description of Performance	Mark Range
5	Candidate's delivery of topic is clear and well developed. Some attempt is made to include basic personal opinions. Pronunciation and intonation are acceptable.	8
4	Candidate conveys main points with increasing development appropriate to topic with little undue hesitation. Pronunciation is acceptable.	6–7
3	Candidate conveys main points appropriate to basic needs of topic with some development evident. Candidate is still quite hesitant where more complex language is required. Pronunciation may still be weak.	4–5
2	Candidate conveys simple messages with little or no development of the stimulus topic. Candidate is quite hesitant and pronunciation is weak.	2–3
1	Candidate conveys very simple messages with little relevant detail. Candidate is very hesitant and poor pronunciation makes comprehension difficult.	1
0	Nothing meaningful communicated.	0

Visual Stimulus – Application of Grammar and Structures

Band	Description of Performance	Mark Range
5	Candidate uses a wider range of vocabulary with a variety of structures with an attempt to use some idiomatic language. Major and minor errors are less frequent.	8
4	Candidate uses a range of vocabulary and attempts to use more complex structures. There may still be some major errors and frequent minor errors.	6–7
3	Candidate begins to use a range of vocabulary and basic structures with some accuracy. An attempt is made to use some complex structures but major errors are still frequent.	4–5
2	Although candidate uses mainly sentences, vocabulary and structures are simple and very limited in range and variety. Major errors are frequent and repeated.	2–3
1	Candidate uses only short sentences or phrases with little or no range of language, structures and vocabulary. These are characterised by major errors.	1
0	No meaningful language is used.	0

Foundation Conversation – Communication

Band	Description of Performance	Mark Range
5	Candidate's responses are clear, relevant and well developed. Some attempt is made to include basic personal opinions. Pronunciation and intonation are acceptable.	10–11
4	Candidate increasingly develops conversation with relevant details and goes beyond single sentence responses with little undue hesitation. Pronunciation is acceptable.	8–9
3	Candidate's responses are generally short with some development evident, but largely reliant on structured questioning or prompting. Candidate is still hesitant where more complex language is required. Pronunciation may still be weak.	5–7
2	Candidate's response is characterised by simple short answers or single word responses with little or no development. Candidate is quite slow and hesitant and pronunciation is weak.	3–4
1	Candidate's response is very brief and limited with little relevant information conveyed. Candidate is very slow and hesitant. Poor pronunciation makes comprehension difficult.	1–2
0	Nothing meaningful communicated.	0

Foundation Conversation – Application of Grammar and Structures

Band	Description of Performance	Mark Range
5	Candidate uses a wider range of vocabulary with a variety of structures and with an attempt to use some idiomatic language. Major and minor errors are less frequent. Use is made of past and present tenses and also future reference.	9–10
4	Candidate uses a range of vocabulary and attempts to use more complex structures. There is an attempt to use more than one tense. There may be still some major errors and frequent minor errors.	7–8
3	Candidate begins to use a range of vocabulary and basic structures accurately. An attempt is made to use some complex structures but major errors are still frequent.	5–6
2	Although candidate uses sentences, vocabulary and structures are simple and very limited in range and variety. Major errors are frequent and repeated.	3–4
1	Candidate may use short sentences or phrases with little or no variety in language or vocabulary. These are characterised by major errors.	1–2
0	No meaningful language is used.	0



Rewarding Learning

**General Certificate of Secondary Education
2009**

French
Short Course
Paper 3
Reading
Foundation Tier
[G0603]

WEDNESDAY 3 JUNE, AFTERNOON

**MARK
SCHEME**

			AVAILABLE MARKS
1	(a) Apartment/flat	[1]	4
	(b) Paris	[1]	
	(c) 600 000	[1]	
	(d) Public Transport	[1]	
2	B	[1]	4
	D	[1]	
	E	[1]	
	F	[1]	
3	B	[1]	4
	C	[1]	
	E	[1]	
	F	[1]	
4	(a) D		6
	(b) A		
	(c) B		
	(d) C		
	(e) D		
	(f) B	[6]	
5	(a) C	[1]	6
	(b) G	[1]	
	(c) F	[1]	
	(d) A	[1]	
	(e) H	[1]	
	(f) E	[1]	

6	(a) Philippe	[1]	AVAILABLE MARKS
	(b) Vanessa	[1]	
	(c) Paul	[1]	
	(d) Monique	[1]	
	(e) Philippe	[1]	
	(f) Vanessa	[1]	
	(g) Philippe	[1]	
	(h) Paul	[1]	
7	(a) I	[1]	
	(b) H	[1]	
	(c) C	[1]	
	(d) A	[1]	
	(e) B	[1]	
	(f) E	[1]	
	(g) D	[1]	
	(h) G	[1]	
		Total	40



Rewarding Learning

**General Certificate of Secondary Education
2009**

French

Short Course

Paper 1

Listening

Higher Tier

[G0605]

WEDNESDAY 13 MAY, AFTERNOON

**MARK
SCHEME**

			AVAILABLE MARKS
1	(a) E	1	[2]
	(b) C	5	[2]
	(c) A	2	[2]
	(d) B	4	[2]
			8
2	(a) B		[1]
	(b) B		[1]
	(c) A		[1]
	(d) A		[1]
	(e) B		[1]
	(f) B		[1]
	(g) C		[1]
	(h) A		[1]
			8
3	(a) B		[1]
	(b) B		[1]
	(c) B		[1]
	(d) B		[1]
	(e) D		[1]
	(f) A		[1]
	(g) B		[1]
	(h) C		[1]
			8

			AVAILABLE MARKS
4	(a) A	[1]	8
	(b) A	[1]	
	(c) A	[1]	
	(d) B	[1]	
	(e) A	[1]	
	(f) C	[1]	
	(g) B	[1]	
	(h) C	[1]	
5	(a) Saturday	[1]	8
	(b) More than 40	[1]	
	(c) Smoking/chatting/lots of noise	[2]	
	(d) Neighbour	[1]	
	(e) Sofa broken/sink in bathroom broken/holes in carpet/mat (any of these)	[1]	
	(f) Not allowed out at weekend for 6 months/Have to (find job to) pay for sofa/can only meet friends at school (any two)	[2]	
		Total	40

Northern Ireland Council for the Curriculum, Examinations and Assessment

General Certificate of Secondary Education, 2009

French, Short Course, Paper 1, Listening, Higher Tier

Read each question carefully. Listen to the recording and write your answer in the space provided.

1 Les jeunes se présentent.

Exemple: Je m'appelle Martine. J'ai treize ans. Je viens de France.
Je suis française.

M – Je m'appelle Serge. J'ai quinze ans. J'habite à Oran. Je suis algérien.

F – Je me présente. Je m'appelle Mathilde. J'ai quatorze ans. Je suis canadienne.

M – Je m'appelle Pierre. J'ai seize ans. J'habite à Abidjan. Je suis africain.

F – Je m'appelle Nicole. J'ai dix-sept ans. Je viens de Berne. Je suis suisse.

2 Madame Couffin fait les achats en ville.

Exemple: A la boucherie elle demande:

F – Je voudrais trois côtelettes de porc.

On continue:

M (a) Comme ça madame?

F – Elles sont trop petites, un peu plus, s'il vous plaît monsieur.

A la boulangerie elle dit:

F (b) Puis-j' avoir deux baguettes?

M – Bien sûr, madame, c'est tout?

F – Oui, monsieur.

A la charcuterie elle dit:

F (c) Cinq cents grammes de saucisson, s'il vous plaît monsieur. C'est combien?

M – Douze euro le kilo madame, alors ça fait six euro s'il vous plaît madame.

A la pâtisserie Madame Couffin dit:

F (d) Je voudrais un gâteau d'anniversaire.

On continue:

M (e) Vous voulez autre chose madame?

F – Oui. Je voudrais des biscuits au chocolat.

M – C'est pour qui madame?

Elle ajoute:

F (f) C'est pour mon fils, Marcel. Il va avoir douze ans.

M – Le gâteau sera prêt demain matin vers onze heures.

F – Ça coûte combien?

M – Seize euro, madame.

- F* – A demain alors.
- Elle va au marché:
- F* (g) Trois cents grammes d'oignons.
- M* – Et avec ça?
- F* – Et un demi-kilo de champignons, s'il vous plaît. Ça coûte combien?
- Enfinement on dit:
- M* (h) Trois euro trente madame.
- F* – Voilà, merci bien monsieur, au revoir.
- 3 Emilie parle avec un employé de l'Office de Tourisme
- F* Exemple: Monsieur, je suis arrivée hier.
- Emilie dit:
- F* (a) Je voudrais un plan de la ville.
- L'employé dit:
- M* (b) Certainement, c'est gratuit.
- On continue:
- F* (c) Où est le musée s'il vous plaît?
- M* – Il y en a deux. Le musée est juste en face de la gare routière.
- Emilie continue:

- F* (d) Je voudrais visiter le château. C'est ouvert quand?
- M* – Tous les jours sauf le mardi.
- La conversation continue:
- Exemple: Il y a un bus toutes les vingt minutes.
- M* (e) Il vous faut réserver les visites guidées. Vous êtes combien?
- F* – Nous sommes trois.
- F* (f) Et le château ouvre à quelle heure Monsieur?
- M* – Le château ouvre le matin à dix heures et ferme à vingt heures.
- M* (g) Alors pour l'entrée ça fait trente-neuf euro les visites guidées comprises.
- F* – Est-ce qu'il y a une réduction pour les étudiants?
- M* – Malheureusement il n'y en a pas.
- F* (h) D'accord, je veux une visite guidée pour trois personnes le lundi à seize heures.
- 4 Ces personnes demandent les directions en ville.
- M* Exemple: Excusez-moi, pour aller à l'auberge de jeunesse s'il vous plaît?
- F* – Continuez tout droit, monsieur.
- M* (a) Pour aller à l'Office de Tourisme, s'il vous plaît madame?
- F* – C'est juste en face de la banque, monsieur.

- F* (b) Monsieur, je cherche la Poste, où se trouve la Poste?
- M* – Continuez tout droit et prenez la deuxième rue à droite, madame.
- M* (c) Pouvez-vous m'aider madame? Je cherche la cathédrale, c'est où exactement?
- F* – La cathédrale monsieur? Il faut traverser le pont et c'est dans cette rue sur la gauche, monsieur.
- F* (d) Madame pouvez-vous m'aider? Je cherche la gare SNCF, s'il vous plaît?
- F* – La gare se trouve Rue des Bernadins juste à côté du Pont Saint Michel.
- F* (e) Excusez-moi monsieur, je suis perdue. Pour aller à l'hôtel de ville, s'il vous plaît?
- M* – L'hôtel de ville? Alors, il faut aller à la Place de St Supplice. Continuez tout droit et c'est au fond de la rue.
- F* (f) Excusez-moi monsieur, le jardin public, ça se trouve où?
- M* – Le jardin public? Et bien, prenez la première rue à gauche.
- F* (g) Pour aller au parc d'attractions, s'il vous plaît monsieur?
- M* – Continuez sur cette route. Le parc d'attractions se trouve à treize kilomètres d'ici madame.
- F* (h) Excusez-moi madame. Nous cherchons La Belle Epoque, c'est une boîte de nuit. Vous la connaissez?
- F* – Oui, bien sûr. La Belle Epoque est bien connue comme boîte de nuit. Tournez à gauche aux feux et c'est sur la droite.

5 Paul is talking with his friend Nicole.

Listen to the conversation and answer the questions in English.

He begins:

M (a) Nicole, ce n'est pas juste. Mes parents ne m'écoutent pas.

F – Qu'est-ce qui s'est passé Paul?

M – Le weekend mes parents sont allés au bord de la mer. Je suis resté chez moi. Alors samedi soir j'ai invité dix amis à l'appartement pour une boum. C'était terrible.

F – Alors, ce n'est pas si grave!

He continues:

M (b) Mais si. Mes amis ont invité des autres amis. Il y avait plus de quarante jeunes dans l'appartement.

He adds:

(c) On bavardait, on fumait, on dansait. Je ne connaissais pas la plupart des invités et on faisait un grand bruit. A trois heures du matin les voisins m'ont demandé d'arrêter la boum.

Nicole asks:

F (d) Qu'est-ce que tu as fait alors?

M – On a arrêté la musique. Mais les autres ont commencé à chanter. Il y avait ceux qui étaient vraiment ivres. Un voisin a appelé la police.

F – Mon dieu, je ne le crois pas. Qu'est-ce qui est arrivé?

M – Pas grand chose, tout le monde est parti. La boum était finie.

F – Pas de problème alors!

He adds:

M (e) Mais si. Le lendemain j'ai découvert ce qu'on avait fait. On fumait alors il y avait l'odeur de cigarettes partout. On a cassé le canapé. Le lavabo dans la salle de bains était cassé aussi. Il y avait de grand trous dans le tapis.

F – Quelle horreur!

Finally he says:

M (f) Pire, le dimanche soir quand mes parents sont rentrés ils étaient furieux! Ils m'ont dit qu'ils ne me permettent pas de sortir le weekend pour six mois. Il me faut trouver un petit boulot pour payer le canapé et je peux seulement rencontrer mes copains au lycée.

F – Quel désastre!

This is the end of the recording.



Rewarding Learning

**General Certificate of Secondary Education
2009**

French

Paper 2

Speaking Tests

Short Course

Role-Playing Situations

Higher Tier

[G0606]

ALL SESSIONS

**MARK
SCHEME**

TASK	COMMUNICATION	KNOWLEDGE and APPLICATION of GRAMMAR	TOTAL MARKS
ROLE-PLAYS	4 × 2 = 8	0	8
VISUAL STIMULUS	8	8	16
CONVERSATION	11	10	21
TOTAL MARKS	27	18	45

Role-plays – Communication

Band	Marks	Description of Performance
2	2	The response to the task is appropriate. Communication is achieved even if there is some linguistic inaccuracy in the message.
1	1	Communication is only partially achieved. The message is not completely understood.
0	0	The task is not achieved or the message not meaningful.

Visual Stimulus – Communication

Band	Description of Performance	Mark Range
5	Candidate speaks about the topic with a sustained high degree of fluency and coherence. Pronunciation and intonation are of a high order.	8
4	Candidate speaks about the topic fluently with confidence and coherence. Personal opinions are conveyed and justified. Pronunciation and intonation are very good.	6–7
3	Candidate's development of the topic is clear and generally confident. Personal opinions are clearly conveyed. Pronunciation and intonation are good.	4–5
2	Candidate's delivery of topic is clear and well developed. Some attempt is made to include basic personal opinions. Pronunciation and intonation are acceptable.	2–3
1	Candidate conveys main points with increasing development appropriate to topic with little undue hesitation. Pronunciation is acceptable.	1
0	Nothing offered by candidate appropriate to Higher Tier.	0

Visual Stimulus – Application of Grammar and Structures

Band	Description of Performance	Mark Range
5	Candidate uses a wide range of vocabulary with a good variety of structures, a high degree of accuracy and with a very good use of idiomatic language.	8
4	Candidate uses a wide range of vocabulary with a good variety of structures and a good degree of accuracy and idiomatic language. Errors are few and only where more complex language is used.	6–7
3	Candidate uses an increasing range of vocabulary with a variety of structures with some use of idiomatic language that may contain errors.	4–5
2	Candidate uses a wide range of vocabulary with a variety of structures and with an attempt to use some idiomatic language. Major and minor errors are less frequent.	2–3
1	Candidate uses a range of vocabulary and attempts to use more complex structures. There may be still some major errors and frequent minor errors.	1
0	Nothing offered by candidate appropriate to Higher Tier.	0

Higher Conversation – Communication

Band	Description of Performance	Mark Range
5	Candidate's response is readily sustained with a high degree of fluency and coherence. Pronunciation and intonation are of a high order.	10–11
4	Candidate displays initiative and sustains a well developed response with a good degree of fluency and coherence. Personal opinions are expressed and justified. Pronunciation and intonation are very good.	8–9
3	Candidate responds readily and confidently. Responses are clear, relevant and well developed. Personal opinions are clearly conveyed. Pronunciation and intonation are good.	5–7
2	Candidate's responses are clear, relevant and well developed. Some attempt is made to include basic personal opinions. Pronunciation and intonation are acceptable.	3–4
1	Candidate increasingly develops conversation with relevant details and goes beyond single sentence responses and with little undue hesitation. Pronunciation is acceptable.	1–2
0	Nothing offered by candidate appropriate to Higher Tier.	0

Higher Conversation – Application of Grammar and Structures

Band	Description of Performance	Mark Range
5	Candidate uses a wide range of vocabulary and variety of structures, tenses and idiomatic language with a high degree of accuracy and competency.	9–10
4	Candidate uses a wide range of vocabulary and a good variety of structures and with a very good degree of accuracy and idiomatic language. Errors are few and only where more complex language is used. There is a good use of tenses.	7–8
3	Candidate uses an increasing range of vocabulary and variety of structures with good use of idiomatic language that may contain a few errors. There is a competent use of tenses.	5–6
2	Candidate uses a wider range of vocabulary with a variety of structures and with an attempt to use some idiomatic language. Major and minor errors are less frequent. Use is made of past and present tenses and also future reference.	3–4
1	Candidate uses a range of vocabulary and attempts to use more complex structures. There is an attempt to use more than one tense. There may be still some major errors and frequent minor errors.	1–2
0	No meaningful language is used.	0



Rewarding Learning

**General Certificate of Secondary Education
2009**

**French
Short Course
Paper 3
Reading
Higher Tier**

[G0607]

WEDNESDAY 3 JUNE, AFTERNOON

**MARK
SCHEME**

			AVAILABLE MARKS
1	(a) Philippe	[1]	8
	(b) Vanessa	[1]	
	(c) Paul	[1]	
	(d) Monique	[1]	
	(e) Philippe	[1]	
	(f) Vanessa	[1]	
	(g) Philippe	[1]	
	(h) Paul	[1]	
2	(a) I	[1]	8
	(b) H	[1]	
	(c) C	[1]	
	(d) A	[1]	
	(e) B	[1]	
	(f) E	[1]	
	(g) D	[1]	
	(h) G	[1]	
3	(a) E	[1]	8
	(b) F	[1]	
	(c) D	[1]	
	(d) H	[1]	
	(e) J	[1]	
	(f) A	[1]	
	(g) I	[1]	
	(h) G	[1]	

4	(a) l'équitation	[1]	AVAILABLE MARKS
	(b) se promener	[1]	
	(c) (trop) ennuyeux (trop) loin de magasins	[1]	
		[1]	
	(d) proximité des magasins/prés des magasins pratique pour les courses/plus de choses á faire	[1]	
		[1]	
(e) (la) violence	[1]		
(f) (le) travail	[1]	8	
5	(a) Number one economic activity/important for the economy	[1]	
	(b) ruins museums	[1]	
		[1]	
	(c) Italy	[1]	
	(d) shops open 24 hours	[1]	
	(e) green space	[1]	
	(f) traditional costume	[1]	
(g) the climate/mild climate	[1]	8	
Total			40

