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**FRENCH (SHORT COURSE)**

**1342/02**

Paper 2 Listening, Reading and Writing

**May/June 2017**

MARK SCHEME

Maximum Mark: 90

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**Published**

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This document consists of **10** printed pages.

Question	Answer	Marks	Guidance
<b>Part 1: Listening: AO1</b> Full sentences are not required			
<b>Text 1</b>			
1	<u>a été laissée</u>	1	
2	<u>acheté de l'essence</u>	1	
3	<u>quatre</u>	1	
4	<u>n'avait pas été remarquée</u>	1	
5	<u>regardait des films</u>	1	
	<b>Total:</b>	<b>5</b>	
<b>Text 2</b>			
6	(Parce qu'/si/quand)un enfant est <u>parti/part/la quitte/quitte la maison/famille/foyer/déménage (pour) étudier/faire/continuer/poursuivre ses études</u>  or  un enfant <u>étudie</u> à <u>l'université</u> (ailleurs/dans une autre ville/à l'étranger)  or  <u>un étudiant</u> quitte la maison (pour aller dans une autre ville)	1	Reject: le trois familial l'enfant <u>départ</u> pour étudier...
7	loger/recevoir/accueillir/prendre/accepter un (autre) étudiant/enfant <u>gratuitement/sans paiement/frais/être payés/recevoir de l'argent</u>  payment/acceuillir/gratuitment TOL (tolerate)	1	Reject: s'inscrire sur une plateforme HA (harmless addition)  un notre étudiant INV (invalidate)
8	envoyer leur enfant <u>gratuitement/sans paiement/ frais dans/chez</u> une autre famille  échanger leur enfant avec ...TOL	1	Reject: pour gratuit un échange avec une autre famille TV (too vague)

Question	Answer	Marks	Guidance
9	(à) un échange de maisons pour/pendant/dans les vacances/dans le domaine des vacances	1	Reject: échanger les maisons de vacances ...le demain(e) des vacances ...les domaines des vacances ...le domaine <u>de</u> vacances dans le vacanc <u>e</u> change/changement
10	<u>plus de/que</u> TOL 50%/la/une moitié (moitié/ moitier TOL) Cela <u>dépasse</u> ... La plupart/plus grande partie/majorité	1	Reject: moitie
11(a)	(Le) chauffage (Les) frais de chauffage (les) frai/fraix TOL	1	Reject: <u>de</u> chauffage TC (tout court) fré(s) fraire offrez
11(b)	(La) nourriture/alimentation (Les) frais d'alimentation	1	Reject: NFP (no further penalty) from 11(a) les alimentations
12	L'étudiant est intégré à/dans une (vie de) famille/ fait partie d'une (vie) de famille/contexte familial  L'étudiant n'est pas seul dans une grande ville	1	Reject: ... une vide famille ... une ville/vit de famille ... s'intigre ... dans une grande vit/vide ville
13(a)	Le <u>départ/absence</u> de l'enfant est moins pénible/dur à supporter/adouci/moins triste  Cela réduit/diminue/améliore TOL/aide avec TOL/supprime TOL/combat la tristesse <u>causée par le départ</u>  La tristesse <u>causée par le départ</u> est adoucie	1	Reject: doucei/doucir/adocir lutte la tristesse <i>départ used as a verb but NFP from Question 6</i>
13(b)	Ils ont/cela leur donne un nouveau rôle Cela comble/remplace le vide (laissé par le départ ...) La maison/chambre n'est plus vide Il y a ... Ils sont donnés ...TOL	1	Reject: replacer cumbler un nouveau role TC Ils ont donné Il a ...
	<b>Total:</b>	<b>10</b>	

Question	Answer	Marks	Guidance
<b>Text 3</b>			
14(i)	rain	1	
14(ii)	temperature(s) <u>below/colder/lower than average/ normal</u> (for the season/time of year) <u>unusually/unseasonally</u> cold	1	Reject: cold TC TV
15(i)	Tent/it warmed up/ got hotter It got hotter (in the tent) They heated the tent/it	1	Reject: the area
15(ii)	Tent/it filled with smoke/became smoky  They started smoking/made it smoky/emitted smoke	1	Reject: steam
16	<u>all over/everywhere in/around/four/all across/ corners/ quarters</u> of Europe	1	
17(i)	<u>exhibition/display</u> of (old/ancient) agricultural/farm(ing) <u>tools/machinery/equipment</u>	1	Reject: exposition exhibit a farming/agricultural exhibition/show TV
17(ii)	<u>market selling/where you could buy/sample</u> TOL <u>regional/local produce/products</u>	1	Reject: display shop
18	learn about/experience/be initiated (in)(to)/ introduced to/listen to/hear/enjoy <u>Breton/ local/regional</u> song(s)/singing/singers  Attend concert/class/lesson ..  ...in the style of Brittany  sing/learn Breton songs	1	Reject: music TV display/demonstration/spectacle Britannic songs a/the Breton song
19	a dance/ball/dancing	1	Reject: concert <i>Ignore:</i> animé
20(i)	how round it is/circularity/roundness	1	Reject: its shape TV/circumference
20(ii)	how thick/thin it is	1	Reject: heavy
21	enough (batter/mixture) for two (attempts/ efforts/tries/goes/pancakes)	1	

Question	Answer	Marks	Guidance
22	turn (over)/toss/flip the pancake/cook it on both sides	1	Reject: return INV
23	91 cm	1	
24	(so thin/fine) you could see through it/it was transparent/translucent	1	Reject: see <u>across</u> it
	<b>Total:</b>	<b>15</b>	
	<b>Total Listening:</b>	<b>30</b>	
<b>Part 2: Reading: AO1</b> Full sentences are not required			
<b>Text 1</b>			
25	B	1	
26	B	1	
27	C	1	
28	C	1	
29	A	1	
	<b>Total:</b>	<b>5</b>	
<b>Text 2</b>			
30	publier/exprimer/écrire/donner/afficher/mettre/ des notes/avis/commentaires (sur les établissements)  noter/commenter les établissements  ... faire des commentaires ...  Ils permettent la publication ...	1	Reject: <i>Any confusion of</i> restauration/ hôtellerie with restaurant/hôtel penalise once only  faire des notes publir publiquer ... sur une restauration /hôtellerie commentaries/comments
31	ils peuvent lire/découvrir/savoir/vérifier/écouter TOL/ suivre/prendre en compte/ <u>considération les</u> <u>commentaires/notes/avis/s'informer avant de</u> <u>réserver/(se) décider/choisir</u>  (Pour/ils peuvent) savoir si l'hôtel est bon/s'ils veulent y aller	1	Reject: les affichés INV savoir s'ils veulent <u>rester</u> là TC

Question	Answer	Marks	Guidance
32(i)	(si) l'hôtel/restaurant/établissement/chambre est sale/saleté de ....	1	Reject: <b>[malpropreté]</b>
32(ii)	(s'il y a) du bruit/c'est bruyant <u>la nuit/le soir</u> TOL	1	Reject: <b>[bruit nocturne]</b> La bruité
32(iii)	(s'il trouve/découvre/y a) un cheveu dans sa soupe/son plat/nourriture/assiette	1	Reject: <i>No attempt to rephrase either</i> <b>[découverte]</b> or <b>[bol de potage]</b> cheveau(x)
33	vérifier/savoir/trouver/être sûr de la <u>source/provenance/origine/authenticité</u> des commentaires /s'ils sont <u>faux/authentiques</u> ... d'où <u>viennent</u> ...	1	Reject: vérifier les commentaires TC originent vérifier de découvre
34(i)	propriétaire/patron/on publie/laisse/écrit/affiche un avis <u>positif</u> sur <u>son propre restaurant/hôtel/établissement</u> (sous une fausse identité)	1	On crée une fausse identité TC HA On écrit de faux commentaires TC HA
34(ii)	propriétaire/patron/on publie un avis <u>négatif</u> sur un <u>restaurant/hôtel/établissement rival/d'un concurrent/compétiteur/d'en face/à côté</u>  ... sur un autre hôtel etc.  ... pour nuire à/endommager un autre hôtel	1	
34(iii)	propriétaire/patron/on encourage/incite/demande aux/les autres/ses amis/connaissances/ employés/famille à/de faire la même chose/de même  ... de publier/écrire des avis/commentaires (positifs/négatifs) (aussi)	1	
35	on paie/emploie/utilise/engage des agences/compagnies/services pour inventer/ écrire des commentaires (fictifs/faux/frauduleux) il y a des agences qui ...	1	Reject: les employés TC
	<b>Total:</b>	<b>10</b>	

Question	Answer	Marks	Guidance
<b>Text 3</b>			
36	<u>rowed</u> (single-handed/alone/solo) across the Atlantic/for 4700 km  crossed/sailed across the Atlantic (alone) in a <u>rowing</u> boat	1	Reject: <i>seul</i> meaning only INV raft sailed TC small boat TV without an engine TC
37(i)	he's in his thirties /30+/30 something  30 TOL	1	Reject: his 30th birthday around 30
37(ii)	his family/parents run/own(s) (a) <u>bookshop(s)</u> /are bookshop keepers  He/his family comes from/lives in/has roots in <u>SJDL</u>	1	Reject: librarians INV book keepers INV
38(a)	lie on a psychologist's couch/sofa/seat/chair TOL go to see/consult a psychologist turn to/use/through psychology	1	Reject: psychiatrist study/delve into/learn about psychology take psychology lessons psychological journey INV
38(b)	By challenging/testing pushing/straining himself mentally <u>and</u> physically  Through mental and physical challenges/struggles/strains/feats/battles/tasks/pain TOL	1	Reject: defy mentally as well as physically TC
39	He was rowing/going/paddling <u>against</u> the current/tide  The current was pushing him backwards  The current was too strong  because of the current	1	Reject: sailing but NFP from 36
40	<u>raw</u> fish (that he had caught)	1	Reject: fresh
41	to clean/wash TOL the <u>underneath/underside/bottom/hull</u> of the boat	1	Reject: backside
42	because he smelled bad  because he had stopped showering/washing  poor hygiene  he was unclean/dirty	1	<i>Ignore all mention of desalinator and its problems</i>

<b>Question</b>	<b>Answer</b>	<b>Marks</b>	<b>Guidance</b>
43(i)	(looking at the) Milky Way	<b>1</b>	Reject: stars TV
43(ii)	rainbows	<b>1</b>	
43(iii)	lightning	<b>1</b>	Reject: thunder INV
44(i)	hands wrecked/ruined/damaged/destroyed/ blistered/calloused/pulverized/torn/hurt/raw	<b>1</b>	all HA: rough/torn/bruised/sore/ aching/ swollen/ inflated
44(ii)	loss of weight/17 kilos approx. TOL	<b>1</b>	Reject: at least INV
45	he's (already) missing the ocean/sea	<b>1</b>	Reject: still INV
	<b>Total</b>	<b>15</b>	
	<b>Total Reading</b>	<b>30</b>	



**Part III: Writing: AO1, AO2, AO3****Questions 46(a) and 46(b)****Short Course Writing Task (30 marks)**

- **Content: 15 marks (5 marks: AO1, 10 marks: AO3)**
- **Quality of Language: 15 marks (AO2)**

**Content**

<b>15</b>	<b><i>Excellent</i></b>	Excellent response. Ideas and points very effectively organised, illustrated with relevant examples and developed. Wholly relevant and convincing.
<b>12–14</b>	<b><i>Very good</i></b>	Very good response. Ideas and arguments well sequenced, illustrated with relevant examples and developed with occasional minor omissions. Coherent discussion.
<b>9–11</b>	<b><i>Good</i></b>	Good response. Most or main points of question explored. Ideas and examples adequately sequenced, or developed unevenly or with some lapses.
<b>6–8</b>	<b><i>Adequate</i></b>	Satisfactory response. Some implications of question explored. Evidence of argument, patchy or unambitious sequencing. Some omissions and/or irrelevance.
<b>3–5</b>	<b><i>Basic</i></b>	Limited understanding of question. A few relevant points made. Rambling and/or repetitive.
<b>1–2</b>	<b><i>Poor</i></b>	Minimal response. Implications of question only vaguely grasped. Very limited relevant content. Unsubstantiated and undeveloped.
<b>0</b>		No relevant material presented.

**Quality of Language**

<b>15</b>	<b><i>Excellent</i></b>	Excellent range of vocabulary and complex structures. Very high and consistent level of accuracy, with few, mostly minor, errors.
<b>12–14</b>	<b><i>Very good</i></b>	Appropriate use of a wide range of vocabulary, complex sentence patterns and structures. Able to use idiom. Impression of fluency and sophistication. Very accurate grammar. Few errors.
<b>9–11</b>	<b><i>Good</i></b>	Good range of vocabulary, with a variety of complex sentence patterns, though with occasional lapses in correct usage. Impression of enterprising use of structures and little repetition. Good level of accuracy, over broad range of structures. Tenses and agreements generally reliable, but some lapses in more complex areas.
<b>6–8</b>	<b><i>Adequate</i></b>	Adequate range of vocabulary, but some repetition and occasional lexical error. Some complex sentence patterns appropriate to the task, but with variable success. Occasional native-language influence. Adequate level of accuracy but overall performance inconsistent. Familiar structures usually correct and some complex language attempted, but with variable success. Errors do not impair communication significantly.
<b>3–5</b>	<b><i>Basic</i></b>	Limited range of vocabulary, with frequent repetition and significant lexical errors. Occasional attempts at more complex sentence patterns, but often impression of ‘translated’ language that impedes communication at times. Gaps in knowledge of basic grammar. Communication impaired by significant errors, e.g. adjectival agreements, verb forms and common genders.
<b>1–2</b>	<b><i>Poor</i></b>	Very limited range of vocabulary with frequent native-language interference and wrong words. Simple sentence patterns and very limited range of structures. Little evidence of grammatical awareness. Accuracy only in simple forms.
<b>0</b>		No rewardable language.

The Content mark is linked to the Quality of Language mark. Where the content of a candidate’s answer is partially or wholly irrelevant, the mark for the Quality of Language will not be higher than the equivalent descriptor box for content.