

Mark Scheme Summer 2009

GCSE

GCSE French (1226)

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Paper 1F

Question Number	Answer	Mark
1	F	(1)

Question Number	Answer	Mark
2	A	(1)

Question Number	Answer	Mark
3	H	(1)

Question Number	Answer	Mark
4	E	(1)

Question Number	Answer	Mark
5	B	(1)

Question Number	Answer	Mark
6	A	(1)

Question Number	Answer	Mark
7	C	(1)

Question Number	Answer	Mark
8	B	(1)

Question Number	Answer	Mark
9	C	(1)

Question Number	Answer	Mark
10	A	(1)

Question Number	Answer	Mark
11	A D F G J	(5)

Question Number	Answer	Mark
12	C	(1)

Question Number	Answer	Mark
13	B	(1)

Question Number	Answer	Mark
14	G	(1)

Question Number	Answer	Mark
15	D	(1)

Question Number	Answer	Mark
16	F	(1)

Question Number	Answer	Mark
17	BIEN A, F PAS BIEN B, C, G	(5)

IGNORE ACCENTS. ANSWERS IN THE WRONG LANGUAGE = 0

Question Number	Acceptable Answers	Reject	Mark
18 (a)	(au) / (dans le) restaurant/e resto Recognisable attempt at restaurant but must have <u>rest</u> Serveur / serveuse Bracket attempts at notre e.g. (un autre) restaurant Bracket anything except restaurant	dans (l')/(un) hôtel	(1)

Question Number	Acceptable Answers	Reject	Mark
18 (b)	Bracket any inclusion of libre/livre Bracket additional information Eg (six jours par semaine) jeudi Jeudi Juedi Jeude jeurdi	any other day of the week judi joudie jaudie jurdi (2 significant errors)	(1)

Question Number	Acceptable Answers	Reject	Mark
18 (c)	<p>20h30 8h30 8.30 (du soir) 8.30pm</p> <p>correct answer anywhere on the line e.g. finit àh 20h30</p> <p>written in full vingt (heures) trent/e accept any spelling for heures Vingt accept : Vinght Vingt Vingte Vangt Vanght Trente accept : Trent Tront (e) Trant(e) trentre others use professional judgement based on these guidelines</p> <p>Incorrect written French but correct figures</p>	<p>8.30 am 8.30 o'clock</p> <p>vaint vint vant venght</p> <p>trunt(e) trainte</p> <p>Correct written French but incorrect figures</p>	(1)

Question Number	Acceptable Answers	Reject	Mark
18 (d)	<p>15</p> <p>quinze quinz qinz(e) quanz(e) quainz(e) quins(e) don't penalise omission of final e then accept one error but must have s or z and begin with a q</p> <p>Incorrect written French but correct figures</p>	<p>Anything beginning with a c quans quinze</p> <p>Correct written French but incorrect figures</p>	(1)

Question Number	Acceptable Answers	Reject	Mark
18 (e)	<p>(on vous donne un) uniform/e Look for and reward uniforme unless negated Bracket any reference to tête when they are answering uniform- it only interferes when they are writing about manger à l'hôtel</p> <p>(vous pouvez) manger / mangé / mangez / mange / manges / mangent <u>à l'hôtel</u></p> <p>recognisable form of manger</p> <p>bracket attempts at (gratuit / libre)</p> <p>key elements manger + hôtel ignore incorrect attempts at and absence of prepositions</p> <p>Any 1 X 1</p>	<p>Any other spelling</p> <p>reject any mention of têt/e</p> <p>manger on own</p> <p>mange à la tête à l'hotel (2 attempts at the same element)</p>	(1)

Question Number	Answer	Mark
19	A	(1)

Question Number	Answer	Mark
20	C	(1)

Question Number	Answer	Mark
21	D	

Question Number	Answer	Mark
22	F	(1)

Question Number	Answer	Mark
23	G	(1)

Question Number	Answer	Mark
24(i)	C	(1)

Question Number	Answer	Mark
24(ii)	F	(1)

Question Number	Answer	Mark
24(iii)	G	(1)

Question Number	Answer	Mark
24(iv)	E	(1)

Question Number	Answer	Mark
24(v)	A	(1)

Question Number	Acceptable Answers	Reject	Mark
25(a)	science(s)	Medecine Medecin Individual sciences like biology etc Science and maths Science/medicine Les/la science(s)	(1)

Question Number	Acceptable Answers	Reject	Mark
25(b)	Doctor Medicine - doctor Work in medicine as a doctor Must have <u>doctor</u>	Medecin(e)/ in medicine on own	(1)

Question Number	Acceptable Answers	Reject	Mark
25(c)	(wants / likes to) <u>help people/</u> need idea of people Help others Help (ill/sick) people	wants to help on own help young people	(1)

Question Number	Acceptable Answers	Reject	Mark
26(i) &(ii)	<u>go to/</u> visit the United States/ USA/America Live near/by/at the sea(side)/beach/coast (Live/buy/own/get/have)a big house/mansion Accept big house on its own Be/become rich Combined answers accept but list principle Eg big house by the seaside= 2 correct pieces of information as “live” is implied Any 2 X 1	USA on own live in the USA go to the sea side by the seaside on it’s own as answer (need a verb) a grand house big houses	(2)

Question Number	Acceptable Answers	Reject	Mark
27(a)	30 euros (per week) give benefit of doubt to euro symbol	30 on own 30 euros per day/per month + any incorrect time element any clearly recognisable £ sign	(1)

Question Number	Answer	Reject	Mark
27(b)	(do) babysitting Wash (the) car(s) Car wash Any 1 X 1		(1)

Question Number	Acceptable Answers	Reject	Mark
28(a)	at Christmas / Xmas Christmas / Xmas present Birthday (present) Any 1 X 1	Any reference to babysitting, washing cars -these are answers to previous question which is heard separately. Anniversaries For Xmas <u>and</u> anniversaries For Xmas/anniversaries	(1)

Question Number	Acceptable Answers	Reject	Mark
28(b)	video games/ computer games PC games	Videos Games on own Videos / dvds Video games / dvds Videos/video games Negates because of incorrect information Specific reference to game consoles e.g. xbox	(1)

Question Number	Acceptable Answers	Reject	Mark
28(c)	clothes things to wear some leeway for spelling (using professional judgement) so long as another English word is not created, it should be unambiguous (albeit misspelt)e.g. cloaths	cloths	(1)

Paper 1F Transcript

M1 : AU CAFÉ

M1 : Exemple:

F1 : Je prends un café.

M1 : QUESTION 1

M2 : Pour mon père, une bière.

M1 : QUESTION 2

F2 : Je voudrais un thé.

M1 : QUESTION 3

M1 : Moi une glace.

M1 : QUESTION 4

F1 : Je voudrais un jus d'orange.

M1 : QUESTION 5

M2 : Un chocolat chaud s'il vous plaît.

M1 : CHEZ MOI

M1 : EXEMPLE :

F2 : Dans mon appartement il y a six pièces.

M1 : QUESTION 6

F2 : Dans ma chambre j'ai beaucoup de livres.

M1 : QUESTION 7

F2 : Il y a aussi une table et une chaise.

M1 : QUESTION 8

F2 : La salle de bains est à côté de ma chambre.

M1 : QUESTION 9

F2 : On mange dans la cuisine.

M1 : QUESTION 10

F2 : À côté de la maison on a un garage

M1 : MOI ET LE SPORT

M1 : QUESTION 11

F1 : Au collège je joue au volley. Le week-end je vais à la piscine. Mon frère joue au tennis mais moi je n'aime pas ça. Ma passion c'est la danse, j'en fais deux fois par semaine. Je n'aime pas les sports comme l'escalade, c'est trop dangereux. Par contre j'aime bien l'équitation. En février je vais aux sports d'hiver, le ski est passionnant. Le dimanche matin toute la famille fait du vélo. L'après-midi mon père aime regarder le foot à la télé, moi je trouve ça ennuyeux.

M1 : LA TÉLÉVISION

M1 : Exemple:

M2 : J'adore les documentaires.

M1 : QUESTION 12

F2 : Je préfère les comédies.

M1 : QUESTION 13

F1 : J'aime les émissions sur la nature.

M1 : QUESTION 14

M1 : Je regarde les émissions de musique.

M1 : QUESTION 15

F2 : J'aime les informations.

M1 : QUESTION 16

M2 : Je préfère les séries policières.

M1 : MA VILLE

M1 : QUESTION 17

F2 : J'aime mon école, elle est très moderne. On a un centre sportif mais la piscine est toujours fermée et il faut tout réserver une semaine à l'avance. Pour se déplacer c'est facile, les bus et les trains ne sont pas chers. Il y a quelques boîtes de nuits mais il faut avoir 21 ans pour y entrer donc il n'y a rien pour moi et mes amis. Les restaurants sont trop chers. Heureusement qu'au centre commercial on trouve plein de grands magasins à la mode.

M1 : OFFRE D'EMPLOI

M1 : QUESTION 18

M2 : L'hôtel Gambetta cherche des jeunes pour travailler dans notre restaurant. Vous allez travailler six jours par semaine avec le jeudi libre. Votre service va finir à 20h 30 le soir et vous allez recevoir 15 € de l'heure. On vous donne un uniforme et vous pouvez manger à l'hôtel.

M1 : QUEL TEMPS FAIT-IL?

M1 : Exemple:

F1 : À Paris il fait beau.

M1 : QUESTION 19

F1 : À Calais du soleil toute la journée.

M1 : QUESTION 20

F1 : À Marseille il pleut.

M1 : QUESTION 21

F1 : À Lyon il fait du brouillard.

M1 : QUESTION 22

F1 : À Bordeaux il y a des risques d'orages.

M1 : QUESTION 23

F1 : À St Malo des vents forts.

M1 : LA MODE

M1 : Exemple : Écoutons d'abord Stéphane :

M2 : On peut vraiment jouer aux jeux interactifs.

M1 : QUESTION 24

M1 : Et Sandhiya ?

F2 : Je peux être en contact avec des gens tout le temps. J'envoie beaucoup de messages par SMS parce que c'est moins cher.

M1 : Rafique ?

M1 : On a maintenant plus de chaînes et un meilleur choix de programmes.

M1 : Et toi Morgane ?

F1 : Je peux y mettre mes chansons préférées et je peux les écouter tout le temps.

M1 : Jean-Claude ?

M2 : De nos jours, c'est un must, à l'avenir je crois qu'on n'utilisera pas l'argent liquide.

M1 : Et finalement Miriam ?

F2 : C'est très pratique pour trouver des informations et pour faire du shopping !

FUTURE PLANS

QUESTION 25

M1 : Au collège j'aime les sciences et je voudrais les étudier à l'université. Je voudrais être médecin parce que je voudrais aider les gens.

QUESTION 26

M1 : J'ai beaucoup d'ambitions, je voudrais visiter les Etats-Unis, habiter au bord de la mer, acheter une grande maison et être riche !

YOUNG FRENCH PEOPLE AND POCKET MONEY

QUESTION 27

M2 : Les jeunes de 15 ans reçoivent en moyenne 30 € par semaine. Pour gagner un peu plus ils font du baby-sitting ou ils lavent la voiture.

QUESTION 28

M2 : A Noël et aux anniversaires ils demandent de l'argent. Les garçons dépensent leur argent en jeux vidéo, les filles achètent des vêtements.

END OF TEST

Paper 1H

Question Number	Answer	Mark
1	A D F G J	(5)

IGNORE ACCENTS. ANSWERS IN THE WRONG LANGUAGE = 0

Question Number	Acceptable Answers	Reject	Mark
2 (a)	(au) / (dans le) restaurant/e resto Recognisable attempt at restaurant but must have <u>rest</u> Serveur / serveuse Bracket attempts at notre e.g. (un autre) restaurant Bracket anything except restaurant	dans (l')/(un) hôtel	(1)

Question Number	Acceptable Answers	Reject	Mark
2 (b)	Bracket any inclusion of libre/livre Bracket additional information Eg :(six jours par semaine) jeudi Jeudi Juedi Jeude jeurdi	any other day of the week judi joudie jaudie jurdi (2 significant errors)	(1)

Question Number	Acceptable Answers	Reject	Mark
2 (c)	20h30 8h30 8.30 (du soir) 8.30pm correct answer anywhere on the line e.g. finit àh 20h30 written in full vingt (heures) trent/e accept any spelling for heures Vingt accept : Vinght Vignt Vingte Vangt Vanght Trente accept : Trent Tront (e) Trant(e) trentre others use professional judgement based on these guidelines Incorrect written French but correct figures	8.30 am 8.30 o'clock vaint vint vant venght trunt(e) trainte Correct written French but incorrect figures	(1)

Question Number	Acceptable Answers	Reject	Mark
2 (d)	<p>15 quinze quinz qinz(e) quanz(e) quainz(e) quins(e) don't penalise omission of final e then accept one error but must have s or z and start with a q</p> <p>Incorrect written French but correct figures</p>	<p>Anything beginning with a c quans quince</p> <p>Correct written French but incorrect figures</p>	(1)

Question Number	Acceptable Answers	Reject	Mark
2 (e)	<p>(on vous donne un) uniforme/e Look for and reward uniforme unless negated Bracket any reference to tête if the answer given is uniforme/e (it only interferes when they are trying to write manger à l'hôtel)</p> <p>(vous pouvez) manger / mangé / mangez / mange / manges / mangent <u>à l'hôtel</u></p> <p>recognisable form of manger</p> <p>bracket attempts at (gratuit / libre)</p> <p>key elements manger + hotel</p> <p>ignore incorrect attempts at and absence of prepositions</p> <p>Any 1 X 1</p>	<p>Any other spelling</p> <p>reject any mention of tête/e</p> <p>manger on own</p> <p>mange à la tête à l'hotel (2 attempts at the same element)</p>	(1)

Question Number	Answer	Mark
3(i)	B	(1)

Question Number	Answer	Mark
3(ii)	D	(1)

Question Number	Answer	Mark
3(iii)	F	(1)

Question Number	Answer	Mark
3(iv)	G	(1)

Question Number	Answer	Mark
3(v)	A	(1)

Question Number	Answer	Mark
4(i)	Didier	(1)

Question Number	Answer	Mark
4(ii)	Yaëlle	(1)

Question Number	Answer	Mark
4(iii)	Arnaud	(1)

Question Number	Answer	Mark
4(iv)	Yaëlle	(1)

Question Number	Answer	Mark
4(v)	Didier	(1)

Question Number	Answer	Mark
5(i)	C	(1)

Question Number	Answer	Mark
5(ii)	F	(1)

Question Number	Answer	Mark
5(iii)	G	(1)

Question Number	Answer	Mark
5(iv)	E	(1)

Question Number	Answer	Mark
5(v)	A	(1)

Question Number	Answer	Mark
6(i)	Jean-François	(1)
Question Number	Answer	Mark
6(ii)	Caroline	(1)
Question Number	Answer	Mark
6(iii)	Caroline	(1)
Question Number	Answer	Mark
6(iv)	Valérie	(1)
Question Number	Answer	Mark
6(v)	Jean- François	(1)
Question Number	Answer	Mark
7	BIEN A, F PAS BIEN B, C, G	(5) (5)

IGNORE ACCENTS. ANSWERS IN THE WRONG LANGUAGE = 0

Question Number	Acceptable Answers	Reject	Mark
8(a)	<p>Les élèves n’allaient/allait/aller/allé/allez pas (à la cantine) plus same variations for utilisaient</p> <p>la cantine)(n’était) pas fréquenté(e) (la cantine)(n’était) pas utilisé (e) / utiliser etc (seulement) 60% des élèves allaient/etc (à la cantine)/utilisaient la cantine</p> <p>pas/peu/pas beaucoup/de personnes</p> <p>(Ce n’était) pas agréable Accept été/ étaient</p> <p>Accept la canteen if candidate is obviously answering in French Likewise pas agreeable</p> <p>watch out for candidates using their own words (but have correct ideas) l’ambiance était mauvaise la cantine n’était pas populaire les élèves n’aimaient pas la cantine</p>	<p>Leves/Elves Verbs in present tense except allez, utilisez</p> <p>Pas fréquent/e N’est pas fréquenté C’est ne de pas fréquenté</p> <p>Ne beaucoup pas de personnes</p> <p>C’est n’a pas agréable</p>	(1)

Question Number	Acceptable Answers	Reject	Mark
8(b)(i) & (ii)	<p>(ils ont) décoré (la cantine) décorait décorez décorer (la) décoration</p> <p>(Ils ont mis) des posters (aux murs) Ignore references to décorer here Posters must be plural But accept plein de poster/ beaucoup de poster</p> <p>(ils ont acheté) de nouvelle(s) tables et chaises accept (ils ont) acheté des tables et chaises i.e. don't need new here accept recognisable form of nouvelles e.g. nouveau(x) for chaises only accept one variation chaises</p> <p>need both tables + chaises PLURAL + idea <u>new</u> or <u>bought</u>. <u>Accept adjective in singular</u></p> <p>(Ils ont) changé les menus/le menu Le chef a changé les menus/le menu Accept singular here (see above for acceptable variations for é sound) Accept (ils ont) changé la nourriture</p> <p>Nouveaux/nouvelle/s menu- accept any form of nouveau/nouvelle</p> <p>(ils ont/on a introduit) un bar à fruits/des fruits</p> <p>pour 3€ (ils peuvent acheter) 5 fruits</p> <p>ANY 3 X 1</p>	<p>decorate décorie décores décor découré</p> <p>changé les posters nouveaux posters placé des posters plan de posters plein de posters <u>et</u> de muraux postaires quelques poster/s plus de poster/s</p> <p>nouvelles chaises et table nouvelles tables et chaise etc</p> <p>Not present tense except for changez/changer</p> <p>Plus de choix de nourriture</p>	(3)

Question Number	Acceptable Answers	Reject	Mark
8(c)	<p>Present tense</p> <p>87% (des élèves) utilise(nt) mange(nt) vont (à la cantine)</p> <p>accept aller/allez but no other stem of the verb to go. Likewise manger/utiliser</p> <p>plus d'élèves/de gens (y vont) (la fréquentent) (accept plus élèves/ plus gens/ plus de personnes)</p> <p>C'est accueillant/agréable</p> <p>Les élèves aiment passer du temps (dans la cantine) (avec des amis)</p> <p>Again watch out for candidates' own words Plus populaire/fréquenté/une bonne ambiance</p> <p>Any 1 X 1</p>	<p>Tense other than present</p> <p>Wrong percentage</p> <p>Number without %</p> <p>Plus personne(s)-wrong meaning plus d'élèves <u>peuvent</u> utiliser la cantine)</p>	(1)

ANSWERS IN THE WRONG LANGUAGE = 0

Question Number	Acceptable Answers	Reject	Mark
9(a)	<p>Three (different) bins/ dustbins/Rubbish containers/ Recycling bins</p> <p>Watch out for consecutive errors in (b). e.g. in (a) boxes = 0 but don't penalise in(b)</p>	3 boxes/ bin bags	(1)

Question Number	Acceptable Answers	Reject	Mark
9 (b) (i) (ii) (iii)	<p>In the yellow bin you have to put plastics The yellow bin is for plastics Yellow - plastics</p> <p>White bin is for glass or bottles <u>and</u> jars White - glass</p> <p>The green bin is for food Green - food</p> <p>MUST HAVE COLOUR OF BIN+ CONTENTS</p> <p>ANY 2 x1</p>	White bin for bottles or jars on own	(2)

Question Number	Acceptable Answers	Reject	Mark
9 (c)	<p>Buy/use green/ecological /eco-friendly (cleaning) products Buy/use cleaning products that are green/ecological/eco-friendly</p> <p>Use green cleaners - assume it means product rather than the person</p> <p>NEED A VERB</p> <p>Watch out for negating material where candidates bring preconceived ideas / information which are not in the text.</p>	Use natural products	(1)

Question Number	Acceptable Answers	Reject	Mark
9 (d)	<p>(label that) <u>shows/tells/indicates</u> (you) which products to buy/use</p> <p>(label that) <u>shows/tells/indicates</u> (you) which products are green/ecological/eco-friendly / good to use</p> <p>NEED A VERB</p> <p>Accept system/ government campaign which shows/indicates/tells</p> <p>it's on products that are green/ecological/eco-friendly/good to use</p>	<p>Make/produce/sell green products</p> <p>An organisation to help the environment etc</p>	(1)

Accept any references to she

Question Number	Answer	Mark
10(a)(i) & (ii)	<p>(Now/at the moment) (they are) expensive /dear/not cheap (But) in the future/soon will be cheaper / the price will drop /be reduced Need time indicator + price indicator</p> <p>They are expensive now Will be cheaper= 2 (has future meaning)</p>	(2)

Question Number	Acceptable Answers	Reject	Mark
10(b)	<p>They <u>run / use</u> natural gas (C)NG powered Some <u>run/use</u> natural gas</p>	<p>Good for environment Run on organic fuel Gas/natural gas on own</p>	(1)

Question Number	Acceptable Answers	Reject	Mark
10 (c)	<p>Get around on an electric bike Use/buy an electric bike Travel round on an electric bike Bracket reference to they are faster/ faster than a (traditional) bike However- buy an electric bike they are faster than an electric car/bus etc =0 because the incorrect addition negates</p> <p>Again watch out for answers that negate. E.g. get an electric bike because it's quicker than a car = 0</p>	<p>Electric bike/s on it's own</p>	(1)

Question Number	Acceptable Answers	Reject	Mark
10(d)	<p>Ban cars from town centre(s)/city centre(s)/centre of Paris No cars in town centre</p> <p>NEED BOTH ELEMENTS Ban cars + must have idea of town plus centre For ban accept cars shouldn't be allowed/permitted in the town centre(s) Again watch out for negation (forbid cars in town centres that give out gases) (cars with combustion engines should be banned from town centres) Both = 0</p>	<p>Reference to traffic, vehicles, transport Stop cars in town / stop cars going into town (no centre mentioned) Answers referring to less e.g. less cars in town centres, reduce cars in town centre In the centre - must say town or city</p> <p>BAN CARS on own</p>	(1)

Paper 1H Transcript

M1 : MOI ET LE SPORT

M1 : QUESTION 1

F1 : Au collège je joue au volley. Le week-end je vais à la piscine. Mon frère joue au tennis mais moi je n'aime pas ça. Ma passion c'est la danse, j'en fais deux fois par semaine. Je n'aime pas les sports comme l'escalade, c'est trop dangereux. Par contre j'aime bien l'équitation. En février je vais aux sports d'hiver, le ski est passionnant. Le dimanche matin toute la famille fait du vélo. L'après-midi mon père aime regarder le foot à la télé, moi je trouve ça ennuyeux.

M1 : LA TÉLÉVISION

M1 : OFFRE D'EMPLOI

M1 : QUESTION 2

M2 : L'hôtel Gambetta cherche des jeunes pour travailler dans notre restaurant. Vous allez travailler six jours par semaine avec le jeudi libre. Votre service va finir à 20h 30 le soir et vous allez recevoir 15 € de l'heure. On vous donne un uniforme et vous pouvez manger à l'hôtel.

M1 : LE TOURISME AU MAROC

M1 : QUESTION 3

F1 : Pour goûter la cuisine marocaine vous trouverez un grand choix de bons restaurants à Fès. Azilat est l'un des plus beaux sites naturels, avec ses cascades et sa beauté sauvage. C'est magnifique à voir. Près de Marrakech on fabrique des tapis et des articles en cuir qu'on peut acheter. A Kasba Tadla on peut voir une très vieille forteresse qui date du 11^{ème} siècle. Cabo est sur la côte nord et ici la mer et le sable doré sont particulièrement beaux. Si vous aimez faire des randonnées alors visitez la région de l'Atlas.

M1 : L'ARGENT DE POCHE

M1 : QUESTION 4

M1 : Écoutons d'abord Arnaud

M2 : Chaque mois mes parents versent 150 € sur mon compte bancaire et j'utilise ma carte. C'est beaucoup mais je dois payer la cantine, mes affaires scolaires, mes sorties. Pour les vêtements j'utilise l'argent que je reçois en cadeau. J'aime les vêtements de marque et ils coûtent cher. Je ne suis pas obligé d'aider à la maison.

M1 : Maintenant Yaëlle

F2 : Moi je donne un coup de main à la maison, je fais un peu de ménage et je reçois 25 € par semaine. Je dépense tout mon argent en CD et en magazines. Le samedi après-midi je fais du lèche-vitrines mais pour acheter je reviens avec maman. Ma mère croit que je suis trop jeune pour avoir une carte bancaire.

M1 : Et finalement Didier

M1 : Moi j'ai ma carte depuis l'âge de 12 ans. Chaque semaine je peux retirer 30€. Pour les gros achats je consulte différents sites Internet pour trouver des soldes ou des promotions. Mes parents paient mon portable. Je dépense beaucoup alors ils se fâchent et ça explose !

M1 : LA MODE

M1 : Exemple : Écoutons d'abord Stéphane :

M2 : On peut vraiment jouer aux jeux interactifs.

M1 : QUESTION 5

M1 : Et Sandhiya ?

F2 : Je peux être en contact avec des gens tout le temps. J'envoie beaucoup de messages par SMS parce que c'est moins cher.

M1 : Rafique ?

M1 : On a maintenant plus de chaînes et un meilleur choix de programmes.

M1 : Et toi Morgane ?

F1 : Je peux y mettre mes chansons préférées et je peux les écouter tout le temps.

M1 : Jean-Claude ?

M2 : De nos jours, c'est un must, à l'avenir je crois qu'on n'utilisera pas l'argent liquide.

M1 : Et finalement Miriam ?

F2 : C'est très pratique pour trouver des informations et pour faire du shopping !

M1 : CHEZ MOI

M1 : QUESTION 6

M1 : Écoutons d'abord Valérie

F1 : Moi j'aime bien ma nouvelle maison, elle est très confortable. J'ai une grande chambre à moi toute seule. J'ai une grande télé et un ordinateur et le soir je suis toujours là. Il y a un très grand jardin, où jouent mes frères.

M1 : Et Jean-François ?

M2 : Avant j'habitais une très grande maison. Ici dans notre nouvelle maison nous avons trois chambres mais il n'y a pas assez de place et notre jardin est minuscule. Par contre la maison a été construite récemment et tout est neuf.

M1 : Et finalement Caroline

F2 : Nous habitons maintenant un appartement en ville. Ma soeur et moi sommes dans la même chambre, heureusement la chambre est très grande. Seulement il n'y a pas d'espace vert et le parc est loin !

M1 : MA VILLE

M1 : QUESTION 7

F2 : J'aime mon école, elle est très moderne. On a un centre sportif mais la piscine est toujours fermée et il faut tout réserver une semaine à l'avance. Pour se déplacer c'est facile, les bus et les trains ne sont pas chers. Il y a quelques boîtes de nuit mais il faut avoir 21 ans pour y entrer donc il n'y a rien pour moi et mes amis. Les restaurants sont trop chers. Heureusement qu'au centre commercial on trouve plein de grands magasins à la mode.

M1 : LA RÉNOVATION DE LA CANTINE

M1 : QUESTION 8

F1 : Pourquoi avez-vous décidé de rénover la cantine ?

M1 : Il y a quelques années la cantine n'était pas très fréquentée ; seulement 60% des élèves l'utilisaient. Bien sûr la nourriture était bonne mais ce n'était pas agréable d'y aller. Alors on l'a rénovée.

F1 : Qu'est-ce que vous avez fait ?

M1 : Nous avons décoré la cantine, et nous avons mis plein de posters aux murs. Nous avons acheté de nouvelles tables et chaises. Avec l'aide du chef, nous avons changé les menus. Nous avons aussi introduit un bar à fruits, pour 3€ on peut acheter 5 fruits.

F1 : Est-ce que la rénovation est un succès ?

M1 : Maintenant, plus d'élèves vont à la cantine, 87% des élèves mangent à la cantine. Ils aiment y passer du temps avec leurs amis parce que c'est plus accueillant.

SAVING THE ENVIRONMENT

QUESTION 9

F2 : A Paris nous devons avoir trois poubelles. La poubelle jaune est pour tout ce qui est plastique. La poubelle blanche est pour le verre et la poubelle verte pour la nourriture. Pour nettoyer la maison il faut acheter des produits verts. Cherchez le label NF environnement qui indique les bons produits à utiliser.

QUESTION 10

F2 : Bien sûr il faut rouler vert. C'est vrai que les voitures électriques et au gaz naturel en ce moment sont chères mais à l'avenir le prix va baisser et elles seront moins chères. À Paris on a des bus qui marchent au gaz naturel ce qui est bien. Moi, j'ai l'intention de me déplacer en vélo électrique, c'est plus rapide qu'un vélo traditionnel. Je crois qu'à l'avenir on devrait interdire aux voitures l'accès dans le centre-ville.

END OF TEST

French 1226 2F/H Mark Scheme

ROLE PLAY A

	ACCEPT	REJECT	COMMENTS
A1	baguette, sandwich, saucisson galettes café / thé/ chocolat/ cappuccino / eau minérale/ latté	biscuits (<i>Engl pron</i>) lemonade / orangeade 'latt' il y a les toilettes? 'toilets' (<i>Engl pron</i>), salle de bain	<i>location v. availability</i>
A2	pantalon / jean caissier / caissière	foulard cravate il y a la caisse? caissé, cassé, casse	<i>location v. availability</i> caissier = <i>partial</i>
A3		salle (on own), chamber, deux chambres 'double' / 'simple' / 'single' <i>with Engl pron</i> telephone / television / radio (<i>Engl pron</i>) il y a un restaurant?	salle pour 2 personnes = <i>partial communication</i> (NB 'dans la chambre' not needed) <i>location v. availability</i>

A4	caissier / caissière	brush de dents (<i>Engl pron</i>) pain combien de? il y a la caisse? caissé, cassé, casse	combien? <i>on own = partial</i> <i>location v. availability</i> cassier = <i>partial</i>
A5	un / une / des	légume(s) pommes (etc) combien de?	combien? <i>on own = partial</i>
A6	plan / carte / brochure / dépliant poster / affiche	'planne' (<i>on own</i>) informations / renseignements (<i>not an 'item'</i>) emploi du temps combien de? il y a une piscine?	'planne de la ville' = <i>partial</i> combien? <i>on own = partial</i> <i>location v. availability</i>

A7	sweat / chemisier caissier / caissière	robe tee-shirt / polo il y a la caisse? caissé, cassé, casse	<i>appropriate size</i> <i>English or French</i> <i>location v. availability</i> <i>cassier = partial</i>
A8	glace / miroir plat / plateau	coupe bowl (<i>Engl pron</i>) / boule combien de?	<i>combien? on own = partial</i>
A9	balle	balloon, football, foot foulard / cravate casquette il y a une musée?	<i>appropriate size (hat and football may be in numbers)</i> <i>location v. availability</i>

A10	<p>soupe</p> <p>eau minérale / Perrier <i>any type of jus</i></p>	<p>lait</p> <p>lemonade / orangeade</p> <p>Il y a une téléphone? 'telephone' (<i>Engl pron</i>),</p>	<p><i>location v. availability</i></p>
A11	<p>Où est la station de métro ? Où est le métro ?</p>	<p>timber</p> <p>envelope</p> <p>carte de poste</p> <p><i>anglicised pronunciation</i></p> <p>combien de?</p> <p>il y a une gare? Où est le train ? station (<i>English pron</i>) guerre</p>	<p>combien? <i>on own = partial</i></p> <p><i>location v. availability</i> Où est la station ? = <i>partial</i></p>
A12	<p>où est / pour aller / je cherche / je cherchais jardin (public) au bord de mer</p> <p>bus / car</p>	<p>location (on own)</p> <p>il y a?</p> <p>combien de?</p>	<p>location <i>with quest intonation = partial</i></p> <p><i>location v. availability</i></p> <p>combien? <i>on own = partial</i></p>

ROLE PLAY B

	ACCEPT	REJECT	COMMENTS
B1	1 supermarché / hypermarché hôtel / hôpital	je travaille office	<i>(needs idea of wanting : 'voudrais')</i>
	2 future time	hier etc	
	3 car / bus	<i>any use of travaille (for 'travel')</i>	<i>je voyageais / j'ai voyagé = partial (tense error)</i> <i>omission of Paris = partial</i>
	4 il y a un uniforme ?	Il faut porter des vêtements ? tu vas ?	<i>beware candidates saying what <u>they</u> are going to wear</i> <i>must be a question</i> <i>no need for obligation</i>
B2	1 je voudrais qqch à boire une boisson		<i>je suis soif = partial</i>
	2 café / thé/ chocolat/ cappuccino / eau minérale latté	lemonade / orangeade 'latt'	

	3	any appropriate food		<i>mangeais : =partial communication (tense error confuses)</i>
	4	je lève		<i>no need for obligation need a question omission of demain = partial</i>
B3	1	aller à la piscine (on own)	je vais	<i>(need idea of wanting : voudrais)</i>
	2	c'est près [d'ici] ?	l'ion <i>'loin' with Engl pron</i>	
	3	appropriate form of transport	<i>any use of travaille (for 'travel')</i> avion	<i>je voyageais / j'ai voyagé = partial (tense error)</i>
	4			<i>On partait_ (etc) = partial communication (verb error) no need for obligation</i>
B4	1		je perds j'ai perdu	

	2	je cherche / je cherchais	Il y a ?	<i>location v. availability</i> location + ques intonation on own = <i>partial</i>
	3	de l'Angleterre etc		<i>accept any nationality</i>
	4	il y a? on va..... ?	où est?	<i>location v. availability</i> no need for pouvoir but <u>must</u> be a question or question intonation
B5	1			je travaillais_(etc) = <i>partial (verb error)</i> samedi missing = <i>partial</i> le week-end = <i>partial</i>
	2			je commençais_ = <i>partial (verb error)</i>
	3			<i>any suitable currency</i>
	4	tu travailles ?	any mention of ton ami(e)	
B6	1		je vais	(<i>need idea of wanting : voudrais</i>) jeudi missing = <i>partial</i>
	2		peed / piède / foot	j'allais_(etc) = <i>partial (verb error)</i>

	3	<i>any genre</i>	<i>non-French pronunciation of eg horror</i>	Je préférais_(etc) = <i>partial (verb error)</i>
	4	il y a près ?	où est / se trouve ...? près d'ici	<i>location v. availability</i>
B7	1		je suis en vacances	omission of <i>vacances</i> = <i>partial</i> je allais_(etc) = <i>partial (verb error)</i>
	2			je restais_(etc) = <i>partial (verb error)</i>
	3		j'aime le sport	Need for <i>j'aime +second verb</i> J'aime le tennis etc = <i>partial</i>
	4		any mention of ton ami(e)	<i>beware candidates saying where they are going</i> <u>must</u> be a question
B8	1		j'ai oublié	
	2		maison	

	3	any item of clothing monnaie caméra	avait = <i>partial (tense error confuses)</i> need for idea of dans for full marks
	4		fermait = <i>partial (tense error confuses)</i> office = <i>partial</i>
B9	1	valise <i>j'ai perdu</i> <i>brosser</i>	(needs idea of wanting : 'voudrais')
	2	fatigant	fatigue = <i>partial communication</i>
	3	any time	
	4	Que faire demain ? any reference to past	<i>need a question</i> <i>omission of demain = partial</i>
B10	1	jambe / cheville / pied cou / gorge dos / ventre <i>j'ai / je suis mal / malade (on own)</i>	<i>c'est ma jambe or gorge etc on own = partial</i>
	2	any future reference	(NB: <i>J'ai mal à la jambe depuis hier = full marks for tasks 1 + 2</i>)

	3		Omission of <i>dimanche</i> = <i>partial</i> rentrais = <i>partial (tense error confuses)</i> je suis rentré = <i>partial (tense error confuses)</i>
	4	je vois un médecin <i>with question intonation</i>	<i>no need for obligation</i> <i>must be a question</i>
B11	1		commençaient = <i>partial (tense error confuses)</i> collège / école = <i>partial</i>
	2	peed / piède / foot car	allais = <i>partial (tense error confuses)</i>
	3	<i>any subject</i>	<i>non-French pronunciation of eg biologie</i> je préférais_(etc) = <i>partial (verb error)</i>
	4		any mention of ton ami(e) <i>beware candidates saying what <u>they</u> wear</i> <i>must be a question</i>
B12	2	un première classe pour Paris 'deux' / seconde 'un' / 'une' 'second' (<i>Engl pron</i>)	'un billet première classe de Paris' = <i>partial</i> <i>omission of 'Paris' = partial</i>

	2		je restais = <i>partial (tense error confuses)</i>
	3	any time	partais = <i>partial (tense error confuses)</i>
	4	plate-forme kwai (sic) key	<i>English pron.</i>

Additional / General Instructions

Please note that candidates often see things that we do not, so treat each unexpected utterance on its own merit based on the above approach.

The candidate's response in the handbook is suggested, not mandatory.

ROLE PLAY C

	ACCEPT	REJECT	COMMENTS
C1	1		<i>appropriate reason for call</i>
	2 appropriate response	<i>past tense time of day</i>	<i>future appropriate here</i>
	3	<i>forename only</i>	<i>full name alone = partial</i>
	4	<i>j'ai gagné</i>	<i>must be question</i>
	5		<i>appropriate response</i>
C2	1	<i>day other than Friday</i>	<i>details of reservation needed</i>
	2 any date		<i>NB tasks 1 and 2 may be combined</i>
	3	<i>forename only</i>	<i>full name alone = partial</i>
	4		<i>must be question</i>

	5		<i>appropriate reason</i>
C3	1		<i>must be a question</i>
	2		<i>may be question</i>
	3	je suis libre	<i>appropriate activity</i>
	4		
	5		<i>appropriate response</i>
	C4	1	
2			<i>must be a question</i>
3		<i>past reference</i>	
4			<i>must be a question</i>
5			<i>appropriate response</i>

C5	1	<i>future reference</i>	
	2		<i>appropriate problem with clothes</i>
	3	<i>future reference</i>	<i>beware candidates saying how much they paid</i>
	4		<i>must be question</i>
	5	<i>forename only</i>	<i>full name alone = partial</i>
C6	1	<i>any reference to future</i>	<i>problem = lost item</i>
	2	<i>maison</i>	<i>appropriate place</i>
	3	<i>forename only</i>	<i>full name alone = partial</i>
	4		<i>must be question</i>
	5		<i>appropriate response</i>

C7	1		<i>must be question</i>
	2	<i>past reference avion</i>	<i>appropriate transport</i>
	3		<i>must be question allow reference to either the place or the food itself</i>
	4		<i>may be question</i>
	5		<i><u>appropriate</u> opinion</i>
C8	1	<i>past reference</i>	<i>appropriate details for reservation</i>
	2	<i>past reference</i>	
	3		<i>must be a question</i>
	4		<i>must be a question</i>
	5	<i>forename only</i>	<i>full name alone = partial</i>

C9	1		<i>may be question</i>
	2		<i>must be question</i>
	3	<i>past reference</i>	
	4		<i>must be question</i>
	5	rien	<i>any future reference</i>
C10	1		<i>must be question</i>
	2		<i>appropriate details</i>
	3	<i>future reference</i>	<i>suitable place to see advertising</i>
	4		<i>must be question</i>
	5		<i>reference to future unless qualified</i>

C11	1	<i>reference to future</i>	<i>may combine parts one and two</i>
	2		
	3		<i>appropriate description</i>
	4		<i>must be question</i>
	5	<i>address / telephone number</i>	<i>name alone</i>
C12	1		<i>must be question</i>
	2		<i>appropriate reason</i>
	3		<i>must be question</i>
	4		<i>may be question appropriate place to stay</i>
	5	<i>past reference</i>	<i>appropriate activity</i>

Additional / General Instructions

As Role-Play C is much more open-ended it is difficult to pre-judge what may be said.
As in role-plays A and B some candidates may interpret the stimulus material in an unexpected manner. Unusual (but after reflection - acceptable) interpretations should be judged sympathetically. Irrelevant material should be rejected.

ROLE-PLAY A	Communication and Content
9-10	Conveys all information required Interacts extremely well No prompting necessary.
7-8	Conveys most information required (At least 3 significant items) Little or no prompting necessary.
5-6	Conveys half the required information (At least two significant items) Little prompting necessary.
3-4	Conveys less than half of the required information (At least one significant item) Some prompting necessary.
1-2	One significant item conveyed <i>Extremely hesitant, reliant on prompting.</i>
0	No effective communication.

ROLE-PLAY B	Communication and Content
9-10	Conveys all information required Deals with unpredictable element with success Interacts well No prompting necessary (takes the initiative).
7-8	Conveys most of the information required One element with partial success Little hesitation Little or no prompting necessary.
5-6	Conveys most essential information One element omitted or unsuccessful A degree of hesitation.
3-4	Conveys some information Does not attempt some of the tasks Some prompting necessary.
2-1	Conveys only one relevant piece of information Extremely hesitant <i>Reliant on prompting.</i>
0	No effective communication.

ROLE-PLAY C	Communication and Content
9-10	All prescribed elements conveyed without ambiguity and without prompting from the Teacher-Examiner. Takes the initiative and expands. Deals with both unpredictable elements without difficulty. Very little or no hesitation.
7-8	Conveys all predictable information required and attempts unpredictable with partial success (or) conveys both unpredictable elements and conveys most of the predictable information required. Produces extended replies. Minimal hesitation evident.
5-6	One element omitted or whole rôle-play attempted, but not successfully. A degree of hesitation evident but not unduly reliant on the Teacher-Examiner. Some significant language error which impedes communication to some extent. Unable to deal with unpredictable elements.
3-4	Conveys some of the prescribed elements without ambiguity. Hesitant and reliant to some extent on the Teacher-Examiner. Does not attempt some of the tasks.
1-2	Conveys only one element without ambiguity. Extremely hesitant. Communication seriously impaired through poor pronunciation and language errors.
0	No effective communication.

Assessment criteria - Conversation (Foundation and Higher Tiers)

Students can gain up to ten marks in *each* of the following:

Communication and Content

Application of Language

Accuracy.

Marks are not allocated separately for each topic but are awarded for performance throughout the full conversation (both topics). Please refer to the following assessment grid.

Conversation

Communication & Content		Application of Language		Accuracy	
9-10	Responds very well indeed to a wide range of question-types. Extremely responsive expands and develops relevant interchange on own initiative. Clearly expresses wide range of opinions and attitudes. Frequently justifies opinions.	9-10	Deploys a very wide range of structures and lexis as appropriate to questions Use of some more complex lexical items. Very competent use of present, past and future modes.	9-10	Very accurate indeed although isolated, usually insignificant errors, may occur. Pronunciation and intonation of a consistently good standard.
7-8	Responds well to a wide range of question types although occasional prompting required. Takes initiative/develops more elaborate responses. Conveys opinions without undue difficulty.	7-8	Generally at ease with subordination. Uses reasonably wide and mostly appropriate range of structure and lexis Unambiguous use of tenses other than the present.	7-8	Generally accurate in straightforward language but errors made (possibly basic) in more complex language pronunciation and intonation generally good.
5-6	Responds well to familiar, straightforward questions but experiences problems with more complex question forms. Conveys simple opinions. Deals with open questions but rarely expands. Dependent on Teacher-Examiner's structured language.	5-6	Offers some examples of subordination. Uses tenses without ambiguity. Mostly predictable lexical items deployed.	5-6	Generally accurate in simple, basic language despite a fair number of significant errors. Less accurate in more unfamiliar language situations. Some inconsistency. Pronunciation generally accurate.
3-4	Responses restricted to very Straightforward questions. Answers invariably limited, short and very hesitant. Very dependent on Teacher	3-4	Short main clause structures predominantly used. Little or no awareness of tense concept other than the present. Inappropriate	3-4	Communicates main points despite high incidence of errors. Some 'prelearnt' stereotypes correct but frequent and basic

	Examiners' language and prompts. Opinions limited to basic likes and dislikes.		lexical items may impede communication at times. Deploys a very limited/ repetitive range of structure and lexis.		inaccuracy in manipulated language. Pronunciation inconsistent
1-2	Produces minimal responses (mainly one word replies or very short phrases) Limited comprehension of basic questions and limited response Totally reliant on Teacher- Examiner's structured questions.	1-2	Operates only in most basic structures. Rarely offers complete sentences. Resorts frequently to non-target language.	1-2	Consistently inaccurate language. Pronunciation impedes basic communication most of the time. Offers only isolated examples of accurate language. Pronunciation very poor.
0	No rewardable communication/ content	0	No rewardable language	0	No rewardable language

Paper 3F

Question Number	Answer	Mark
1(i)	D	(1)

Question Number	Answer	Mark
1(ii)	F	(1)

Question Number	Answer	Mark
1(iii)	E	(1)

Question Number	Answer	Mark
1(iv)	A	(1)

Question Number	Answer	Mark
1(v)	B	(1)

Question Number	Answer	Mark
2(i)	A	(1)

Question Number	Answer	Mark
2(ii)	E	(1)

Question Number	Answer	Mark
2(iii)	D	(1)

Question Number	Answer	Mark
2(iv)	B	(1)

Question Number	Answer	Mark
2(v)	F or C	(1)

Question Number	Answer	Mark
3(i)	C	(1)

Question Number	Answer	Mark
3(ii)	F	(1)

Question Number	Answer	Mark
3(iii)	D	(1)

Question Number	Answer	Mark
3(iv)	A	(1)

Question Number	Answer	Mark
3(v)	B	(1)

Question Number	Answer	Mark
4(i)	semaine	(1)

Question Number	Answer	Mark
4(ii)	difficile/ moins bien	(1)

Question Number	Answer	Mark
4(iii)	mieux	(1)

Question Number	Answer	Mark
4(iv)	été	(1)

Question Number	Answer	Mark
4(v)	déteste	(1)

Question Number	Answer	Mark
5(i)	A	(1)

Question Number	Answer	Mark
5(ii)	E	(1)

Question Number	Answer	Mark
5(iii)	B	(1)

Question Number	Answer	Mark
5(iv)	C	(1)

Question Number	Answer	Mark
5(v)	F	(1)

Question Number	Answer	Mark
6(i)	D	(1)

Question Number	Answer	Mark
6(ii)	E	(1)

Question Number	Answer	Mark
6(iii)	G	(1)

Question Number	Answer	Mark
6(iv)	B	(1)

Question Number	Answer	Mark
6(v)	F	(1)

Question Number	Answer	Mark
7(i)	Bruno	(1)

Question Number	Answer	Mark
7(ii)	Marcel	(1)

Question Number	Answer	Mark
7(iii)	Pierre	(1)

Question Number	Answer	Mark
7(iv)	Mohamed	(1)

Question Number	Answer	Mark
7(v)	Jean	(1)

Question Number	Answer	Mark
8(i)	A	(1)

Question Number	Answer	Mark
8(ii)	C	(1)

Question Number	Answer	Mark
8(iii)	A	(1)

Question Number	Answer	Mark
8(iv)	B	(1)

Question Number	Answer	Mark
8(v)	B	(1)

Question Number	Answer	Accept	Reject	Mark
9(a)	Bordeaux			(1)

Question Number	Answer	Accept	Reject	Mark
9(b)	when she was 20/at 20		20 (t.c.)	(1)

Question Number	Answer	Accept	Reject	Mark
9(c)	spontaneous/sporty/sportive/natural/unmarried/single (any 2)	Natural look/naturelle look/acts natural	spontanée	(2)

Question Number	Answer	Accept	Reject	Mark
9(d)	swimming/cycling (any 1)		Mountain biking	(1)

Question Number	Answer	Accept	Reject	Mark
9(e)	shopping			(1)

Question Number	Answer	Accept	Reject	Mark
9(f)	doesn't drink (alcohol)/ doesn't smoke/ goes to bed early (any 2)			(2)

Question Number	Answer	Accept	Reject	Mark
9(g)	1 mark for find a husband <u>or</u> get married 1 mark for have (2 or 3) children <u>or</u> not have only one child		Wrong no. of children invalidates	(2)

Paper 3H

Question Number	Answer	Mark
1(i)	C	(1)

Question Number	Answer	Mark
1(ii)	F	(1)

Question Number	Answer	Mark
1(iii)	D	(1)

Question Number	Answer	Mark
1(iv)	A	(1)

Question Number	Answer	Mark
1(v)	B	(1)

Question Number	Answer	Mark
2(i)	semaine	(1)

Question Number	Answer	Mark
2(ii)	Difficile <u>or</u> moins bien	(1)

Question Number	Answer	Mark
2(iii)	mieux	(1)

Question Number	Answer	Mark
2(iv)	été	(1)

Question Number	Answer	Mark
2(v)	déteste	(1)

Question Number	Answer	Mark
3(i)	D	(1)

Question Number	Answer	Mark
3(ii)	E	(1)

Question Number	Answer	Mark
3(iii)	B	(1)

Question Number	Answer	Mark
3(iv)	L	(1)
Question Number	Answer	Mark
3(v)	J	(1)
Question Number	Answer	Mark
3(vi)	A	(1)
Question Number	Answer	Mark
3(vii)	I	(1)
Question Number	Answer	Mark
3(viii)	G	(1)
Question Number	Answer	Mark
3(ix)	H	(1)
Question Number	Answer	Mark
3(x)	C	(1)
Question Number	Answer	Mark
4	Section A (iii), (v), (vi), (viii), (ix), (x)	(6)

Question Number	Answer	Accept	Reject	Mark
4	Section B (i) intelligente (1) elle a passé/elle passer son bac très/plus tôt (que ses camarades) à l'âge de 16 ans <u>or</u> elle aime la philosophie (1) (ii) Opimiste or indépendante (1) <u>elle</u> a un tatouage / elle (se) dispute avec Pascal /son ami/collaborateur <u>not lui</u> / elle a abandonné ses études. (1)	(i) philosophy (ii) devenir mannequin gagner de l'argent	Reference to playing volin elle va passer	(1) (1) (1) (1)

Question Number	Answer	Mark
5(i)	A	(1)

Question Number	Answer	Mark
5(ii)	E	(1)

Question Number	Answer	Mark
5(iii)	B	(1)

Question Number	Answer	Mark
5(iv)	C	(1)

Question Number	Answer	Mark
5(v)	F	(1)

Question Number	Answer	Mark
6(i)	A	(1)

Question Number	Answer	Mark
6(ii)	C	(1)

Question Number	Answer	Mark
6(iii)	A	(1)

Question Number	Answer	Mark
6(iv)	B	(1)

Question Number	Answer	Mark
6(v)	B	(1)

Question Number	Answer	Accept	Reject	Mark
7(a)	used to be for a year, now for one day (must have both)			(1)

Question Number	Answer	Accept	Reject	Mark
7(b)	to make image of army more human/humain /less strict/severe to attract girls/to banish ideas of army stereotypes (any 1)	Serious, grave, to change/get rid of military/army stereotypes	to change the image of the army	(1)

Question Number	Answer	Accept	Reject	Mark
7(c)	(older) brother(s) (had done it and) have <u>good memories</u> of it			(1)

Question Number	Answer	Accept	Reject	Mark
7(d)	idea of defending country / France is frightening when you see what some dictators are prepared to do	Fighting for your country/France have done 'he is scared by the idea of fighting against dictators' (1)	Daunting are able to do will do to France	(2)

Question Number	Answer	Accept	Reject	Mark
7(e)(i)	not fair <u>that only boys do it</u> or <u>not fair that girls don't do it</u>			(1)

Question Number	Answer	Accept	Reject	Mark
7(e)(ii)	it's a wasted / lost year	time/ a waste of time	day	(1)

Question Number	Answer	Accept	Reject	Mark
7(f)	went to war / battle/ factory/ work/ they worked /they fought (any 1)		be in the military be a soldier	(1)

Question Number	Answer	Accept	Reject	Mark
7(g)	Women are affected by conflict (in other countries) not only men who are affected in conflicts (with other countries)	touched/ influenced/ moved/ feel involved	interested women go to war go off to fight in other countries women are allowed to fight women are involved in conflicts too.	(1)

Question Number	Answer	Accept	Reject	Mark
7(h)	Everyone/every citizen should do the military service/the army training day	Must... you should do your/the/this day every boy and girl... every boy or girl...	e.g. training year join the army	(1)

Paper 4F

Question Number	Answer	Mark
1	<p>The emphasis is on communication. Candidates must write words or short phrases which are plausible in the given context, and which communicate their meaning without hesitation on the part of the sympathetic native reader.</p> <p>The visuals are there merely to inspire candidates and are not prescriptive.</p> <p>Indications of gender, number or tense are to be ignored.</p> <p>Correctly spelt cognates are to be accepted..</p> <p>Accept words which if read aloud would communicate a clear message.</p> <p>Words spelt incorrectly and which then have a different and inappropriate meaning cannot be credited.</p> <p>Repeated words are to be credited only once.</p> <p>Words copied from the stimulus are not to be credited.</p> <p>If two words are written on one line, only the first is to be considered.</p>	(10)

Question Number	Answer	Mark
2	<p>This question is to be marked globally, with separate marks being awarded for Communication and Content and for Knowledge and Application of Language.</p> <p>Candidates are required to produce present tense verbs.</p> <p>For the first category, the amount of communication is to be assessed using the mark grids, and a mark out of 5 is awarded.</p> <p>For the second category, the accuracy and appropriateness of the language is to be assessed using the mark grids, and a mark out of 5 is awarded.</p> <p>Words and phrases copied from the stimulus without appropriate modification cannot be awarded marks.</p>	(10)

COMMUNICATION AND CONTENT	
5	All phrases are completed, perhaps with minor ambiguity or omission.
4	Most of the phrases are completed. There may be some ambiguity or omission.
3	About half of the required phrases are completed, though with some ambiguity.
2	One or two phrases are completed but with some ambiguity.
1	There is little meaningful communication.
0	No effective communication.
KNOWLEDGE AND APPLICATION OF LANGUAGE	
5	Appropriate vocabulary. Correct syntax. Accurate spelling.
4	Appropriate vocabulary. Correct syntax. All verbs correctly spelt. Spelling errors do not affect communication.
3	Vocabulary mostly appropriate. Most verbs correctly spelt. Syntax, genders and agreements may be inaccurate.
2	Some appropriate vocabulary. At least one verb correctly spelt. Inaccuracy impedes communication.
1	Some appropriate vocabulary. No verbs correctly spelt. Isolated examples of correctly spelt words.
0	No language worthy of credit.

Question Number	Answer	Mark
3	<p>This question is to be marked globally, with separate marks being awarded for Communication and Content and for Knowledge and Application of Language.</p> <p>For the first category, the amount of communication is to be assessed using the mark grids, and a mark out of 5 is awarded.</p> <p>For the second category, the accuracy and appropriateness of the language is to be assessed using the mark grids, and a mark out of 5 is awarded.</p> <p>It is intended that the question should be answered using the present tense. However, it may be appropriate for a variety of tenses to be used, provided that the bullet points are unambiguously addressed.</p>	(10)

COMMUNICATION AND CONTENT	
5	The task is completed, perhaps with minor ambiguity or omission.
4	Most of the task is completed. There may be some ambiguity or omission.
3	About half of the task is completed, though with some ambiguity.
2	One or two elements of the task are completed but with some ambiguity.
1	There is little meaningful communication - single lexical items only.
0	No effective communication.

KNOWLEDGE AND APPLICATION OF LANGUAGE	
5	Appropriate vocabulary for the task. Correct syntax in simple phrases. Generally accurate with some lapses.
4	Basic errors evident but these rarely interfere with communication. Able to construct simple sentences with some lapses. Vocabulary and structures generally appropriate for the task. Some weakness in spellings, gender and verbs.
3	Inaccurate language sometimes impedes communication. Shows some ability to construct simple sentences. Vocabulary and structures adequate to the task. Genders, spellings, verb forms inconsistent.
2	Much inaccuracy which impedes communication. Some examples of simple sentence structure - pre-learned phrases. Spellings and genders are often inaccurate or weak. Very limited verb forms. Vocabulary and structures only just adequate for the task.
1	Frequent errors which prevent communication, only isolated examples of accurate recognisable language - odd words, phrases. No awareness of structure.
0	No language worthy of credit.

Question Number	Answer	Mark
4(a) 4(b)	<p>Candidates are asked to write 70 to 80 words of French. If they write less than this, their answer will be self-penalising. If a candidate writes more than the recommended amount, the whole of their work must still be marked.</p> <p>Each answer needs to be read three times - once for Communication and Content, a second time for Knowledge and Application of Language, and the third time for Accuracy of Language.</p> <p>In the first category, the candidate needs to address all the points in the stimulus - including the expression of opinions - and a mark out of 10 for Communication and Content is awarded.</p> <p>In the second reading, examiners need to look for points worthy of credit - appropriate vocabulary and structures, use of adjectives and adverbs, use of more complex structures such as subordination, pronouns, a range of tenses - even where these features are not entirely accurate.</p> <p>The mark out of 5 for Knowledge and Application of Language is then</p>	

	<p>awarded.</p> <p>Finally, the work is read in order to assess the level of accuracy, and a mark out of 5 for Accuracy of Language is awarded.</p>	(20)
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Marks are awarded for Communication and Content as well as for Knowledge and Application and Accuracy of Language. Please refer to the following grids:

COMMUNICATION AND CONTENT	
9-10	Task clearly understood and responds fully to stimulus. Ability to narrate, expand, give full descriptions and express opinions as appropriate to task. Time sequence/verb tenses clear with no ambiguity. Piece clearly linked as a whole and relevant to set task. Coherent, pleasant to read.
7-8	Responds fully to all or nearly all of the task although there may be some minor omissions. Task clearly understood. Shows ability to go beyond a minimal response, and provides evidence of description and opinion as appropriate to the task. Time sequence/verb tenses generally sound with occasional lapses. Coherent with some lapses. Fairly clear, and reasonable attempt to link the piece into a whole. May be rather pedestrian or alternatively, somewhat over ambitious.
5-6	Majority of task completed and relevant information conveyed although there may be some omissions. There may be some misunderstanding of the question leading to some irrelevance. Evidence of ability to go beyond a minimal response, beginning to expand ideas and express opinions etc suitable for factual/imaginative tasks. Appropriate use of verb tenses with some lapses, sometimes leading to ambiguity. Comprehensible overall with some attempt at linking piece into a whole. Ambiguous in places especially if more ambitious language is attempted.
3-4	Main points of question completed but some of the task may have been misunderstood. Some relevant information conveyed but there may be major omissions and /or irrelevance, repetition. Level of response minimal with no evidence of description or opinions etc appropriate to task. Some attempt at verb tenses but inconsistent and unreliable/insecure leading to ambiguity. Just about comprehensible overall. Is not easy to read.
1-2	Little relevant information conveyed. Much ambiguity and omission. Task generally misunderstood. Substantial degree of irrelevance and incoherence. Time indications/verb tenses required by the task are absent or unreliable. Except for isolated items would not be comprehensible to a native speaker.
0	No relevant communication.

KNOWLEDGE AND APPLICATION OF LANGUAGE	
5	Vocabulary and structures comfortably equal to the task. Variety of vocabulary, idiom and structures appropriate for narrative and description e.g. expressing and justifying opinions, ideas and points of view and to avoid repetition. Confident use of more complex structures such as pronouns, negatives, superlatives, range of tenses although there may be the occasional lapse. Clear ability to manipulate language to suit purpose.
4	Evidence of a range of vocabulary and structures appropriate to narrative and description, e.g. expressing opinions, justifying ideas and points of view. Some attempt to vary sentences by using more ambitious structures: subordinate clauses, pronouns, adverbial or other phrases, range of tenses, although these are unlikely to be wholly successful. Shows ability to manipulate language to suit purpose, albeit with mistakes.
3	Vocabulary and structures adequate to task. Language appropriate for purpose, there may

	be occasional mother-tongue influence, which does not impede communication. Style basic, correct syntax when using simple short sentences. Some longer sentences where syntax not always correct. Fairly correct use of standard idiom. Attempts enhancement of fact with adjectives and adverbial phrases with (some) success. Attempts to use subordinate clauses/simple linking. Evidence of correct formation of tenses with some lapses. Although there will be pre-learned, set phrases and attempts to manipulate the language, this may be only partially successful.
2	Limited vocabulary and structures, only just adequate to the task. Language basic and sometimes inappropriate to the task, some mother-tongue influence and words in non-target language. Sentences simple and usually short, syntactically more or less correct, occasional use of standard idiom. Some evidence of correct formation and use of verbs/tenses though frequent lapses. Pre-learned, set phrases predominate and there will be no evidence of any ability to manipulate the language. Some attempt at enhancement of fact with adjective or adverbial phrases though these are likely to be only partially successful. There may be some simple subordination.
1	Very limited language. Frequent use of mother-tongue or non-target language words greatly restricts communication. Language very basic and frequently inappropriate. Little understanding of language structures e.g. the formation and use of tenses. There may be the occasional almost correct phrase or short sentence but this will be pre-learned or stereotyped.
0	No language worthy of credit.

ACCURACY OF LANGUAGE

5	High level of accuracy though not necessarily faultless. Spellings, genders, agreements, verb forms generally mastered with the odd slip. Secure when using more complex language but again there may be minor errors.
4	Generally accurate in straightforward language, most verb forms correct, secure in genders and agreements but the odd lapse. Spellings mostly accurate. Accuracy can be more variable when more complex structures are attempted.
3	Fairly accurate in simple language. Some lapses in spellings and genders and verb endings. Inconsistency in verb forms but more correct than incorrect. Spellings of common words generally accurate. About half of what is written should be free of major errors, inaccuracy increases if attempts more complex structures. Despite error the message is communicated.
2	Many basic errors but main points communicated. Some correct phrases but frequent misspellings, inaccurate genders, incorrect verb endings.
1	Frequent basic errors and inaccuracies prevent communication. Isolated examples of correct language. Spellings and genders very weak. Little or no evidence of correct verb formation.
0	No language worthy of credit.

Paper 4H

Question Number	Answer	Mark
1(a) 1(b)	<p>Candidates are asked to write 70 to 80 words of French. If they write less than this, their answer will be self-penalising. If a candidate writes more than the recommended amount, the whole of their work must still be marked.</p> <p>Each answer needs to be read three times - once for Communication and Content, a second time for Knowledge and Application of Language, and the third time for Accuracy of Language.</p> <p>In the first category, the candidate needs to address all the points in the stimulus - including the expression of opinions - and a mark out of 10 for Communication and Content is awarded.</p> <p>In the second reading, examiners need to look for points worthy of credit - appropriate vocabulary and structures, use of adjectives and adverbs, use of more complex structures such as subordination, pronouns, a range of tenses - even where these features are not entirely accurate.</p> <p>The mark out of 5 for Knowledge and Application of Language is then awarded.</p> <p>Finally, the work is read in order to assess the level of accuracy, and a mark out of 5 for Accuracy of Language is awarded.</p>	(20)

Marks are awarded for Communication and Content as well as for Knowledge and Application and Accuracy of Language. Please refer to the following grids:

COMMUNICATION AND CONTENT	
9-10	Task clearly understood and responds fully to stimulus. Ability to narrate, expand, give full descriptions and express opinions as appropriate to task. Time sequence/verb tenses clear with no ambiguity. Piece clearly linked as a whole and relevant to set task. Coherent, pleasant to read.
7-8	Responds fully to all or nearly all of the task although there may be some minor omissions. Task clearly understood. Shows ability to go beyond a minimal response, and provides evidence of description and opinion as appropriate to the task. Time sequence/verb tenses generally sound with occasional lapses. Coherent with some lapses. Fairly clear, and reasonable attempt to link the piece into a whole. May be rather pedestrian or alternatively, somewhat over ambitious.
5-6	Majority of task completed and relevant information conveyed although there may be some omissions. There may be some misunderstanding of the question leading to some irrelevance. Evidence of ability to go beyond a minimal response, beginning to expand ideas and express opinions etc suitable for factual/imaginative tasks. Appropriate use of verb tenses with some lapses, sometimes leading to ambiguity. Comprehensible overall with some attempt at linking piece into a whole. Ambiguous in places especially if more ambitious language is attempted.
3-4	Main points of question completed but some of the task may have been misunderstood. Some relevant information conveyed but there may be major omissions and /or irrelevance, repetition. Level of response minimal with no evidence of description or opinions etc appropriate to task. Some attempt at verb tenses but inconsistent and unreliable/insecure leading to ambiguity. Just about comprehensible overall. Is not easy to read.
1-2	Little relevant information conveyed. Much ambiguity and omission. Task generally misunderstood. Substantial degree of irrelevance and incoherence. Time indications/verb tenses required by the task are absent or unreliable. Except for isolated items would not be comprehensible to a native speaker.
0	No relevant communication.

KNOWLEDGE AND APPLICATION OF LANGUAGE	
5	Vocabulary and structures comfortably equal to the task. Variety of vocabulary, idiom and structures appropriate for narrative and description e.g. expressing and justifying opinions, ideas and points of view and to avoid repetition. Confident use of more complex structures such as pronouns, negatives, superlatives, range of tenses although there may be the occasional lapse. Clear ability to manipulate language to suit purpose.
4	Evidence of a range of vocabulary and structures appropriate to narrative and description, e.g. expressing opinions, justifying ideas and points of view. Some attempt to vary sentences by using more ambitious structures: subordinate clauses, pronouns, adverbial or other phrases, range of tenses, although these are unlikely to be wholly successful. Shows ability to manipulate language to suit purpose, albeit with mistakes.
3	Vocabulary and structures adequate to task. Language appropriate for purpose, there may be occasional mother-tongue influence, which does not impede communication. Style basic, correct syntax when using simple short sentences. Some longer sentences where syntax not always correct. Fairly correct use of standard idiom. Attempts enhancement of fact with adjectives and adverbial phrases with (some) success. Attempts to use subordinate clauses/simple linking. Evidence of correct formation of tenses with some lapses. Although there will be pre-learned, set

	phrases and attempts to manipulate the language, this may be only partially successful.
2	Limited vocabulary and structures, only just adequate to the task. Language basic and sometimes inappropriate to the task, some mother-tongue influence and words in non-target language. Sentences simple and usually short, syntactically more or less correct, occasional use of standard idiom. Some evidence of correct formation and use of verbs/tenses though frequent lapses. Pre-learned, set phrases predominate and there will be no evidence of any ability to manipulate the language. Some attempt at enhancement of fact with adjective or adverbial phrases though these are likely to be only partially successful. There may be some simple subordination.
1	Very limited language. Frequent use of mother-tongue or non-target language words greatly restricts communication. Language very basic and frequently inappropriate. Little understanding of language structures e.g. the formation and use of tenses. There may be the occasional almost correct phrase or short sentence but this will be pre-learned or stereotyped.
0	No language worthy of credit.

ACCURACY OF LANGUAGE

5	High level of accuracy though not necessarily faultless. Spellings, genders, agreements, verb forms generally mastered with the odd slip. Secure when using more complex language but again there may be minor errors.
4	Generally accurate in straightforward language, most verb forms correct, secure in genders and agreements but the odd lapse. Spellings mostly accurate. Accuracy can be more variable when more complex structures are attempted.
3	Fairly accurate in simple language. Some lapses in spellings and genders and verb endings. Inconsistency in verb forms but more correct than incorrect. Spellings of common words generally accurate. About half of what is written should be free of major errors, inaccuracy increases if attempts more complex structures. Despite error the message is communicated.
2	Many basic errors but main points communicated. Some correct phrases but frequent misspellings, inaccurate genders, incorrect verb endings.
1	Frequent basic errors and inaccuracies prevent communication. Isolated examples of correct language. Spellings and genders very weak. Little or no evidence of correct verb formation.
0	No language worthy of credit.

Question Number	Answer	Mark
2(a) 2(b)	<p>Candidates are asked to write 140 to 160 words of French. If they write less than this, their answer will be self-penalising. If a candidate writes more than the recommended amount, the whole of their work must still be marked.</p> <p>Each answer needs to be read three times - once for Communication and Content, a second time for Knowledge and Application of Language, and the third time for Accuracy of Language.</p> <p>In the first category, the candidate needs to address all of the points in the stimulus, and to give appropriate comments, reactions, descriptions and opinions. A mark out of 15 for Communication and Content is then awarded.</p> <p>In the second reading, assistant examiners need to look for points worthy of credit - appropriate vocabulary and structures, use of adjectives and adverbs, use of more complex structures such as subordination, pronouns, a range of tenses - even where these features are not entirely accurate. A mark out of 10 for Knowledge and Application of Language is then awarded.</p> <p>Finally, the work is read in order to assess the level of accuracy, for which a mark out of 5 for Accuracy of Language is awarded.</p>	(30)

This question attracts marks for Communication and Content, Knowledge and Application of Language and Accuracy. Please see the following grids:

COMMUNICATION AND CONTENT	
13-15	Task clearly understood and responds fully to stimulus. Ability to narrate, expand, give full descriptions and express opinions as appropriate to task. Time sequence/verb tenses clear with no ambiguity. Piece clearly linked as a whole and relevant to set task. Coherent, pleasant to read.
10-12	Responds fully to all or nearly all of the task although there may be some minor omissions. Task clearly understood. Shows ability to go beyond a minimal response, and provides evidence of description and opinion as appropriate to the task. Time sequence/verb tenses generally sound with occasional lapses. Coherent with some lapses. Fairly clear, and reasonable attempt to link the piece into a whole. May be rather pedestrian or alternatively, somewhat over-ambitious.
7-9	Majority of task completed and relevant information conveyed although there may be some omissions. There may be some misunderstanding of the question leading to some irrelevance. Evidence of ability to go beyond a minimal response, beginning to expand ideas and express opinions etc suitable for factual/imaginative tasks. Appropriate use of verb tenses with some lapses, sometimes leading to ambiguity. Comprehensible overall with some attempt at linking piece into a whole. Ambiguous in places especially if more ambitious language is attempted.
4-6	Main points of question completed but some of the task may have been misunderstood. Some relevant information conveyed but there may be major omissions and /or irrelevance, repetition. Level of response minimal with no evidence of description or opinions etc appropriate to task. Some attempt at verb tenses but inconsistent and unreliable/insecure, leading to ambiguity. Just about comprehensible overall. Is not easy to read.
1-3	Little relevant information conveyed. Much ambiguity and omission. Task generally misunderstood. Substantial degree of irrelevance and incoherence. Time indications/verb tenses required by the task are absent or unreliable. Except for isolated items would not be comprehensible to a native speaker.
0	No relevant communication.

KNOWLEDGE AND APPLICATION OF LANGUAGE	
9-10	Vocabulary and structures comfortably equal to the task. Variety of vocabulary, idiom and structures appropriate for narrative and description e.g. expressing and justifying opinions, ideas and points of view and to avoid repetition. Confident use of more complex structures such as pronouns, negatives, superlatives, range of tenses although there may be the occasional lapse. Clear ability to manipulate language to suit purpose.
7-8	Evidence of a range of vocabulary and structures appropriate to narrative and description, e.g. expressing opinions, justifying ideas and points of view. Some attempt to vary sentences by using more ambitious structures: subordinate clauses, pronouns, adverbial or other phrases, range of tenses, although these are unlikely to be wholly successful. Shows ability to manipulate language to suit purpose, albeit with mistakes.
5-6	Vocabulary and structures adequate to task. Language appropriate for purpose; there may be occasional mother-tongue influence, which does not impede communication. Style basic, correct syntax when using simple short sentences. Some longer sentences where syntax not always correct. Fairly correct use of standard idiom. Attempts enhancement of fact with adjectives and adverbial phrases with (some) success. Attempts to use subordinate clauses/simple linking. Evidence of correct formation of tenses with some lapses. Although there will be pre-learned, set phrases

and attempts to manipulate the language, this may be only partially successful.
3-4 Limited vocabulary and structures, only just adequate to the task. Language basic and sometimes inappropriate to the task, some mother-tongue influence and words in non-target language. Sentences simple and usually short, syntactically more or less correct, occasional use of standard idiom. Some evidence of correct formation and use of verbs/tenses though frequent lapses. Pre-learned, set phrases predominate and there will be no evidence of any ability to manipulate the language. Some attempt at enhancement of fact with adjective or adverbial phrases though these are likely to be only partially successful. There may be some simple subordination.
1-2 Very limited language. Frequent use of mother-tongue or non-target language words greatly restrict communication. Language very basic and frequently inappropriate. Little understanding of language structures e.g. the formation and use of tenses. There may be the occasional almost correct phrase or short sentence but this will be pre-learned or stereotyped.
0 No language worthy of credit.

ACCURACY OF LANGUAGE	
5	High level of accuracy though not necessarily faultless. Spellings, genders, agreements, verb forms generally mastered with the odd slip. Secure when using more complex language but again there may be minor errors.
4	Generally accurate in straightforward language, most verb forms correct, secure in genders and agreements but the odd lapse. Spellings mostly accurate. Accuracy can be more variable when more complex structures are attempted.
3	Fairly accurate in simple language. Some lapses in spellings and genders and verb endings. Inconsistency in verb forms but more correct than incorrect. Spellings of common words generally accurate. About half of what is written should be free of major errors, inaccuracy increases if attempts more complex structures. Despite error the message is communicated.
2	Many basic errors but main points communicated. Some correct phrases but frequent misspellings, inaccurate genders, and incorrect verb endings.
1	Frequent basic errors and inaccuracies prevent communication. Isolated examples of correct language. Spellings and genders very weak. Little or no evidence of correct verb formation.
0	No language worthy of credit.

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