

**GCE**

**French**

Unit **F702**: Listening, Reading and Writing 1

Advanced Subsidiary GCE

**Mark Scheme for June 2016**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.















All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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## Annotations

Annotation	Meaning
<b>BP</b>	Blank page
	Tick
	Development of point / subsidiary question covered
	Incorrect
	Large dot (consequential error/point already given)
	Caret sign to show omission
	Unclear
	Underline
	Good language
	Slash
	See answer below/Language better than mark implies
	See answer above/Language not as good as mark implies
	Benefit of doubt
	Benefit of doubt not given
	Minus 1 (to show deduction of one mark)

Abbreviations	Meaning
/	Alternative and acceptable answers for the same marking point
( )	Words which are not essential to gain the mark
—	Underlined words must be included to gain the mark
t.c.	“tout court”

### Subject-specific Marking Instructions

- *You should print out a copy of the paper and work through it yourself (using the transcript for the Listening activities which you can find at the end of the Mark Scheme, if the audio version is not available on the portal). You will need a copy of the written texts to refer to during the marking process in order to spot excessive lifting in tasks 6 and 7. The texts will not appear automatically on your marking screen.*
- *The award of marks is not necessarily dependent on the specific wording in the detailed sheets which follow. Other wordings will score the marks, provided they are semantically equivalent. If the language used by the candidate conveys meaning and also answers the question, then the mark(s) should normally be credited for comprehension (c.f. “sympathetic native speaker/sympathetic examiner”). Use your professional judgement to apply the marking principles given in this mark scheme but if you are still in doubt about the validity of any answer, then consult your Team Leader by phone, the messaging system within scoris or email.*
- *Language marks: These are assessed separately – Grids C1, C2 and F2 – see guidance in the detailed sheets below.*
- *Where candidates give alternative answers, only the first one written or the one on the line should be marked.*
- *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive comments on the question paper/mark scheme are also appreciated.*

## Section A: Listening and Writing

Question		Answer	Marks	Guidance
1	(a)	lieu	1	<b>Gap-fill</b>  The elements are scanned individually. Use a tick for a correct answer and a cross for an incorrect one. Ignore misspellings. Enter 1, 0 or NR as appropriate.
	(b)	forcément	1	
	(c)	dire	1	
	(d)	envie	1	
	(e)	réelles	1	
	(f)	excessivement	1	
	(g)	absence	1	
	(h)	public	1	
	(i)	garder	1	
	(j)	seulement	1	
<b>Total</b>			<b>10</b>	

## Task 2

Question		Answer	Marks	Guidance
2	(a)	B – une quinzaine d’années	1	<b>Multiple – choice</b> Marks entered individually. Use a tick for a correct answer. Use a cross for an incorrect answer. Enter 1, 0 or NR as appropriate.
	(b)	A – le succès (1)	2	
		C – simplifiée (1)		
	(c)	C – distribué	1	
	(d)	B – relativement faibles	1	
	(e)	C – lecteurs	1	
	(f)	A – ressources (1)	2	
		B – 9 mois (1)		
	(g)	C – entièrement	1	
	(h)	A – un journal	1	
		<b>Total</b>	<b>10</b>	

Task 3

Task Specific Guidance:

- Each question will be scanned in individually (questions with more than one element may appear twice / three times as appropriate)
- For single mark questions use a tick (✓) for a correct answer enter 1, 0 or NR. Crosses (X) should also be used as they make checking easier.
- For questions worth more than one mark you must use ticks (✓) and crosses (X). Use **BOD** or **NBOD** when you have had to think and decided to award or not to award the mark. Also use a cross (X) when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions.
- Answers in French get no marks.

Ignore spelling mistakes in English as long as the answer is clearly recognisable and unambiguous.

Question			Answer	Marks	Guidance	
					Accept	Do not accept
3	(a)	(i)	Japan (1)	2	<p><i>(geographical spread)</i></p> <p>Tolerate Province/province towns ie used as an adjective</p>	<p>villages towns t.c. Provence/ Provienc/ Province In the region/the province (sing.) INV</p> <p><i>Idea of spreading across <u>cities</u> – e.g. they are all over provincial cities / there are lots of cats cafés in the big provincial towns There are many in the big towns / in the towns in France (qualifiers in the wrong place distort meaning)</i></p>
		(ii)	<p>They are (spreading to) in cities/<u>large towns across the country/ in the regions/ in the provinces</u> (1)</p> <p><b>OR</b></p> <p>They are in (spreading to) (nearly) <u>all/ many/ lots of</u> (provincial / regional) cities/<u>large</u> towns</p>			

Question		Answer	Marks	Guidance	
				Accept	Do not accept
	(b)	<p>Eat/enjoy a <u>pastry /cake</u> (1)</p> <p>while stroking/ petting a cat (1)</p>	2	<p>Allow : have/ taste (cf déguster)</p> <p>Allow pastries/ cakes A patisserie /bakery</p> <p>Caressing/patting</p>	<p>take/ get food / baked goods (<i>too vague</i>) eat (from) the patisserie / the bakery to <u>the</u> cake/pastry/patisserie</p> <p>cuddling/ hugging playing/ being with/ looking after you can relax</p>
	(c)	<p><b>EITHER</b> To relax/ de-stress (stressed) <u>customers/ city dwellers</u> (1)</p> <p>(because) the <u>purring</u> of the cats creates a relaxing environment/ by creating a relaxing environment with the cats <u>purring</u> (1)</p> <p><b>OR</b></p> <p>To create a relaxing environment for (stressed) <u>customers/ city dwellers</u> (1)</p> <p>with/because of the <u>purr(ing)</u> of cats (1)</p>	2	<p>citizens</p> <p>calming</p> <p>Allow calm/calming/ peaceful / restful surroundings/ atmosphere/ environment</p> <p>to make you feel relaxed</p>	<p>The proximity/ presence/ company of the cats cats <i>relax people</i></p> <p>miaowing</p>



Question		Answer	Marks	Guidance	
				Accept	Do not accept
	(d) (i)	Either (They are free to) roam/ walk/ move (freely)/ circulate between/ around/under <u>the tables</u> (1)  <b>OR</b>  live in freedom / freely <u>in the building/ café</u> (1)	2	Allow circle the <u>tables</u>  They roam around the café They can walk where they want <u>in the building/ café</u>	climb/go <u>on</u> (to) tables  They walk around t.c. Table (sg)  They can walk where they want to  lie/ sit/ rest/ stay on...
	(ii)	<u>sleep/ fall asleep</u> on customers' <u>laps/ knees</u> (1)			
	(e)	<u>Animal/cat + protection/ rescue centre(s)/ shelter/ charity/ refuge/ welfare association(s)/</u> (1)	1	<i>Allow singular and use of a/an</i> e.g. an animal_refuge/ a cat protection society/ organisation/	<u>The animal protection association/ charity</u> ( <i>distortion</i> ) <u>near</u> animal welfare associations ( <i>misunderstanding of "auprès de"</i> ) RSPCA ( <i>too specific +not</i>  <i>French</i> ) agency association of/ for protected animals ( <i>sounds like endangered species</i> )
	(f)	They are sociable/ friendly <u>and</u> docile/ obedient	1	<b>NB: Both needed for 1 mark - tick the 2<sup>nd</sup> correct answer only</b>  <i>Accept nouns or adjectives</i> e.g. <i>friendliness and obedience</i>  Allow: easy-going/ well-behaved/good behaviour /calm for docile	social / <i>sociableness/ socialness</i> soft/ quiet/ easy/ <i>gentle</i> adaptable tame/ domesticated/ well-trained

Question		Answer	Marks	Guidance	
				Accept	Do not accept
	(g)	<p><b>Any 3 from 4 in any order</b></p> <p>(They/You) must not <u>make/ force</u> cats to come (near/to come to them/ you) (1)</p> <p>(They/You) must not wake up a cat (1)</p> <p>(They/You) must not feed the/a cat(s) (1)</p> <p>(They/You) must not take <u>flash</u> photos (1)</p>	3		<p>disturb</p> <p>photos t.c.</p>
	(h)	<p>They have a room (they can go to / to relax/ rest) (1)</p> <p>where customers are <u>not allowed/ cannot go</u>(1)</p>	2	<p>customers are not allowed in the cats' own room/ own restroom.(1)</p> <p>(NB: discrete marks)</p>	<p>Invalidation additions:</p> <ul style="list-style-type: none"> <li>• (if )the kitchen/ café is/ stays closed <i>invalidates the 1<sup>st</sup> mark</i></li> <li>• when they eat</li> </ul> <p>...without (any) customers</p>
<b>Total</b>			<b>15</b>		

**Task 4 10 marks for Communication (Grid H1), 10 marks for Quality of Language (QoL)****Task Specific Guidance**

- The candidate response will be scanned in twice. The marks for Communication are awarded the first time. The second image is for you to assess the QoL.
- **Communication:** This is a transfer of meaning exercise, not a word-for-word translation, so there may be several ways of putting the points across. Key elements of the points are underlined in the mark scheme. For communication / content, assess as a “sympathetic native speaker / sympathetic examiner” and give credit accordingly.

**Annotations:**

- In the margin, use a tick (✓) to show that a point has been fully and successfully conveyed.
- *If an element of the point has been omitted or is not fully conveyed, use the caret sign (λ) in the margin.*
- Use **BOD** in body of the text if you had some doubt about awarding the point but decided to in the end.
- Use **NBOD** in the body of the text if you considered awarding the point but decided not to in the end.
- If a full point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use a cross (X) in the margin.
- Use a cross (x) when a word in the response invalidates an otherwise acceptable answer.
- The annotations will give a global impression to help you apply Grid H.1 accurately and consistently.
- Grid H.1: The ticks will show the number of points successfully conveyed. These will normally correspond with the marks you award. If you have used **BOD** or **NBOD** you may adjust the marks up or down.

## Task 4 Communication points

NB: PCAB = partial communication at best

Question		Answer	Marks	Guidance	
				Accept	Do not accept
4	1	Bien que / même si j'adore / j'aime beaucoup / bien / vraiment les chats		Aimer t.c. – PCAB Allow un(e) passionné(e) / fan	<b>Anything in this column means the message is not conveyed (ie nothing worth rewarding)</b>
	2	je ne pense / crois / trouve pas cette idée soit acceptable / valable.  je pense que cette idée est inacceptable / devrait être interdite / qu'il faudrait interdire cette idée.		<i>(opinion + negative judgement of idea)</i> Tolerate idea Allow: strong disapproval + idea e.g. Je ne suis pas <u>du tout</u> d'accord avec cette idée /ce concept.  If disagreement is not strong enough or too strong - PCAB e.g. raisonnable / pas bonne/ pas appropriée / immoral(e) / insupportable eg je ne suis pas d'accord  Allow indicative instead of subjunctive : language error – grid 4C	Cette idée n'est pas d'accord
	3	Les chats ne sont pas des jouets / (des choses) pour jouer / on ne joue pas avec les chats.  ils sont indépendants / autonomes		<i>Two discrete components</i> Jeux for jouets – PCAB Une chose pour les personnes de jouer PCAB Allow les chats ne sont pas ici pour votre divertissement	
	4	(et) <u>(ils) ont besoin / il faut qu'on les laisse / d'être laissés tranquilles / en paix</u>  <u>On doit / on devrait les laisser tranquilles / leur permettre d'être tranquilles</u>		no rendering of laisser – PCAB e.g. ils ont besoin d'être / de rester tranquilles PCAB Tolerate seuls / isolés libres - PCAB	Ils sont laissés tranquilles Ils ont besoin d'être restés tranquilles ( <i>meaningless</i> )  librement

Question		Answer	Marks	Guidance	
				Accept	Do not accept
5		En dehors des / avant / après les / hors les heures d'ouverture du café  Quand le café est fermé/n'est pas ouvert		Incorrect rendering of 'outside' but still referring to 'hours' (e.g. dehors / extérieur les /des heures) – PCAB Tolérate à l'extérieur des heures..... Allow : horaires for heures d'ouverture  Tolérate quand le café n'est pas ouvre - language	(en) dehors / à l'extérieur le /du café
6		qui s'occupe des chats et comment ?		<i>Two discrete components</i> Use of regarder / garder / soigner – PCAB  Omission of comment – PCAB	
7		Je croyais / pensais qu'il était interdit / illégal d' / qu'il ne fallait pas avoir des / d'animaux		Use of present tense (je crois / je pense) – PCAB Tolérate: que les animaux étaient interdits Use of illicite - PCAB	
8		dans les endroits / lieux où (l') on sert de la nourriture / où la nourriture est servie		Allow vendre for servir Allow verbs clearly implying that food is for customers (e.g. : ... où on offre / fournit / propose de la nourriture (à des clients implied) Otherwise, it is ambiguous (e.g. ... où les gens peuvent manger / où il y a / on cuisine / on prépare / on mange de la nourriture) - PCAB - unless customers are mentioned /implied  Allow aliments but aliment / alimentation / alimentaire - PCAB  Allow places for endroits Locations for endroits - PCAB	

Question		Answer	Marks	Guidance	
				Accept	Do not accept
	<b>9</b>	Ceux / les gens/ personnes qui veulent /si vous voulez caresser un chat		No or incorrect rendering of 'stroke' (e.g. toucher / être avec) – PCAB	
	<b>10</b>	devraient en adopter un et le garder chez eux / à la maison.		Use of present – PCAB Use of acheter for adopt – PCAB  Use of prendre / mettre for garder - PCAB  Allow direct object pronoun (le/l') as opposed to indefinite pronoun (en) (e.g. l'adopter et le garder)	
		<b>Total</b>	<b>10</b>		

<b>GRID H.1</b>	<b>COMMUNICATION</b> <b>10 marks AO2</b>
<b>9–10</b>	<b>Most or all</b> of the information successfully conveyed.
<b>7–8</b>	<b>Three quarters</b> of the points conveyed.
<b>5–6</b>	<b>Half</b> of the information successfully conveyed.
<b>3–4</b>	Only <b>a quarter</b> of the points conveyed.
<b>0–2</b>	<b>Very little</b> or no information conveyed.

**QoL: Read response again and assess for language.**

- **Annotations:** do not annotate.
- **Grid C.2:** Key words have been highlighted in the Grid. Remember that this grid is also used to assess accuracy at A2. At AS level, one year beyond GCSE, the only complexity of language that is expected is that required by the task. Identify the band which best matches the performance. If you identified the band without hesitation you must award the higher of the two marks.

<b>GRID C.2</b>	<b>QUALITY OF LANGUAGE – ACCURACY</b> <b>10 marks AO3</b>
<b>9–10</b>	Characterised by a <b>high and consistent level of accuracy</b> in use of complex structures, although there may be some errors.
<b>7–8</b>	<b>Language generally accurate.</b> Shows a sound grasp of AS (and / or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although <b>there may be some inconsistency and errors in more complex areas.</b>
<b>5–6</b>	Shows evidence of <b>fair understanding of grammatical usage.</b> <b>Generally accurate use of simple sentence</b> structures. Some correct use of complex sentence structures. The performance is likely to be <b>patchy and inconsistent.</b>
<b>3–4</b>	Evidence of <b>gaps in basic grammar.</b> <b>Frequent errors</b> of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but <b>evidence of correct use of simple sentence structures.</b> Vocabulary and structures may be quite strongly influenced by the candidate's first language.
<b>0–2</b>	<b>Little evidence of grammatical awareness.</b> <b>Persistent,</b> serious and <b>elementary errors</b> (endings, verb forms, gender of common nouns). Frequent first language interference.



Question	Indicative content	Marks	Guidance	
			Content	Levels of Response
1	Bien que / même si j'adore / j'aime beaucoup / bien / vraiment les chats		Subjunctive intensifier	<p><b>Grid C2</b></p> <p><b>9–10:</b> Characterised by a <b>high and consistent level of accuracy</b> in use of complex structures, although there may be some errors.</p> <p><b>7–8: Language generally accurate.</b> Shows a sound grasp of AS (and/or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although <b>there may be some inconsistency and errors in more complex areas.</b></p> <p><b>5–6:</b> Shows evidence of <b>fair understanding of grammatical usage. Generally accurate use of simple sentence</b> structures. Some correct use of complex sentence structures. The performance is likely to be <b>patchy and inconsistent.</b></p> <p><b>3–4:</b> Evidence of <b>gaps in basic grammar. Frequent errors</b> of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but <b>evidence of correct use of simple sentence structures.</b> Vocabulary and structures may be quite strongly influenced by the candidate's first language.</p> <p><b>0–2: Little evidence of grammatical awareness. Persistent, serious and elementary errors</b> (endings, verb forms, gender of common nouns). Frequent first language interference.</p>
2	je ne pense / crois / trouve pas cette idée soit acceptable / valable.  je pense que cette idée est inacceptable / devrait être interdite / qu'il faudrait interdire cette idée.		Negative + subjunctive Demonstrative adjective+ agreement	
3	Les chats ne sont pas des jouets / (des choses) pour jouer / on ne joue pas avec les chats.  ils sont indépendants / autonomes		Negative Adjective + agreement	
4	(et) <u>(ils) ont besoin / il faut qu'on les laisse / d'être laissés tranquilles / en paix</u>  <u>On doit / on devrait les laisser tranquilles / leur permettre d'être tranquilles</u>		Avoir besoin de + infinitive Il faut que + subjunctive Adjective + agreement	
5	En dehors des / avant / après les / hors les heures d'ouverture du café  Quand le café est fermé/n'est pas ouvert		Preposition + vocabulary and word order	
6	qui s'occupe des chats et comment ?		Interrogative pronoun Adverb	
7	Je croyais / pensais qu'il était interdit / illégal d' / qu'il ne fallait pas avoir des / d'animaux		Imperfect tense Relative pronoun + negative of impersonal construction	
8	dans les endroits / lieux où (l') on sert de la nourriture / où la nourriture est servie		Relative pronoun Indefinite pronoun / use of passive	

Question	Indicative content	Marks	Guidance	
			Content	Levels of Response
9	Ceux / les gens/ personnes qui veulent /si vous voulez caresser un chat		Demonstrative pronoun + relative clause Vouloir + infinitive – vocabulary	
10	devraient en adopter un et le garder chez eux / à la maison.		Conditional Adverbial and object pronouns Disjunctive pronoun	
<b>Total</b>		<b>10</b>		

## Section B: Reading and Writing

## Task 5

Question		Answer	Marks	Guidance	
5A	(a)	A - activité	1	<b>A – Multi-choice</b> Marks entered individually. Use a tick for a correct answer. Use a cross for an incorrect answer. Enter 1, 0 or NR as appropriate.	
	(b)	C - en vogue	1		
	(c)	C - recule	1		
	(d)	B - disciples	1		
	(e)	C - chemins	1		
5B	(f)	comprendre	1		<b>B – Gap-fill</b> The elements are scanned individually. Use a tick for a correct answer. Use a cross for an incorrect answer. Ignore misspellings. Enter 1, 0 or NR as appropriate.
	(g)	dissimuler	1		
	(h)	transformer	1		
	(i)	apprendre	1		
	(j)	ressentir	1		
		<b>Total</b>	<b>10</b>		

**Task 6****Task Specific Guidance**

- The response appears on the screen twice: once with each question shown separately to be marked for comprehension, once as a whole page for you to assess to the QoL.
1. Familiarise yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
  2. Go through all the responses and assess every question for **comprehension**.
    - a) Marks are awarded on a point by point basis, according to the mark scheme. Enter the total mark for each question.
    - b) Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL.
    - c) For comprehension / content, remember that you are a 'sympathetic native speaker / sympathetic examiner'. If language interferes slightly but it is clear that the candidate has understood, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C2. If appropriate, candidates may answer with single words / short phrases, but this may affect the language mark.

**Annotations:**

- Use a tick (✓) to indicate a mark awarded on any question.
- If you hesitated and decided to give or not to give the benefit of the doubt, use the appropriate annotation: **BOD** or **NBOD**. It is not expected that you will have to use such annotations very often.
- Use a cross (x) over a word that invalidates an answer or to show an incorrect response. Use a caret sign (λ) to show that part of the answer has not been given.
- Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but highlight and exclude from Quality of Language assessment.

## Task 6

Question		Comprehension points	Marks	Guidance	
				Accept	Do not accept
6	(a)	(Parce qu') il y a <u>plus</u> de / une <u>augmentation</u> / un <u>nombre croissant</u> (1)  de gens qui conduisent sous l'emprise de la drogue / qui prennent de la drogue au volant / avant de conduire / en conduisant (1)	2	<i>Idea of increase</i> Allow chiffre / taux for nombre (language)  <i>Idea of drug driving</i> <b>NB overall 3 elements need to be addressed: increase + driving/driver + drug taking</b> (parce qu') il y a de plus en plus de conducteurs qui prennent de la drogue = 2 marks (à cause de) l'usage de la drogue au volant / en conduisant augmente = 2 marks	Le montant for 'number'  <u>Ils</u> prennent des drogues en conduisant - INV ( <i>implies – les usagers de la route - as in the question - not the drivers</i> )  <u>en</u> volant  La drogue cause des accidents / 25% des accidents de la route sont causés par les drogues
	(b)	Celle / l'addiction à l'alcool	1		
	(c)	(i) Elle est (de plus en) plus utilisée / populaire / accessible / Sa consommation a augmenté / Elle s'est démocratisée / elle touche tous les milieux (1)  (ii) Elle est moins chère / son prix a baissé / chuté (1)	2	<i>Idea of widespread use</i>  plus utilisée qu'il y a 10 ans Tolerate: depuis  <b>NB : (i) and (ii) can be reversed</b>  Allow: (en raison de / à cause de) la chute des prix	Ils mettent la cocaïne instead of prennent  Addition of il y a 10 ans invalidates ( <i>see middle column</i> )  moins cher <u>que le cannabis</u>
	(d)	De <u>causer</u> / <u>d'être responsable</u> d'un accident <u>sérieux</u> / <u>grave</u>	1	Tolerate use of faire	avoir accident mortel

Question		Comprehension points	Marks	Guidance	
				Accept	Do not accept
	(e)	(Il pense qu') elle est très bonne / qu'il conduit (très) bien	1	Allow: <u>il a</u> l'illusion de très bien conduire	(l'illusion de) très bien conduire  2 <sup>nd</sup> or 3rd person plural ( <i>does not answer question</i> )
	(f)	<b>ANY 2 FROM 3</b> (i) Ils doivent conduire beaucoup / longtemps / faire beaucoup de kilomètres (1)  (ii) (même s') ils sont fatigués / le(ur) travail est fatigant (1)  ils doivent conduire la nuit (1)	2	Allow: Parce que la fatigue, les kilomètres et la conduite de nuit sont des <u>problèmes</u> pour les routiers =2 mark  NB: C'est fatigant de conduire beaucoup – 2 marks	Quoting text : Fatigue, conduite de nuit, beaucoup de kilomètres t.c. ( <i>Not answering question but see middle column</i> )  Ils manquent de sommeil ( <i>goes beyond the text</i> )  Les conditions sont difficiles ( <i>too vague</i> )
	(g)	(i) Prendre / consommer de la drogue / cocaïne <u>régulièrement</u> / <u>souvent</u> .  (ii) Pour <u>se</u> remettre en forme	2	Il se drogue / prend / un petit trait / un peu de drogue / des pilules magiques régulièrement  Ça / la cocaïne <u>le</u> remet en forme Il est plus en forme <u>après</u>	<i>Past tense - invalidates</i> Il avoue <u>en</u> prendre / <u>en</u> consommer tc  Il se remet en forme Pour <u>me</u> / <u>le</u> remettre en forme Pour rester en / garder la forme Pour être en forme c'est bon pour sa / la forme Pour ne pas dormir au volant

Question		Comprehension points	Marks	Guidance	
				Accept	Do not accept
(h)	(i)	<b>ANY 2 OF 3</b> (Parce que) l'héroïne <u>le</u> faisait dormir / l'endormait	2	Pour se relaxer / s'évader / s'isoler  Allow: pour être / se sentir bien / mieux <u>dans son monde</u> / <u>dans sa bulle</u> Lorsqu'il l'a prise, il était bien dans son monde	<u>se</u> faisait  ...l'aidait à dormir  pour se sentir mieux t.c. La drogue le rendait heureux / content  Il était bien / bon dans son monde tc
	(ii)	La cocaïne le relaxait / lui permettait de s'évader / de s'isoler (de la réalité)  La cocaïne l'aidait à se sentir bien <u>dans son monde</u>			
	(i)	Il a arrêté la drogue / ne prend plus de drogue / il s'est sevré des drogues	1	Tolerate il a fini / terminé / cessé / quitté la cocaïne / drogue	arrêter ( <i>infinitive</i> ) Il arrête la drogue ( <i>present tense</i> ) Il a arrêté t.c. Il l'a arrêté(e) Il ne <u>fume</u> plus de drogue  Il s'est rendu compte de son erreur/sa stupidité
	(j)	(Que) les nouveaux tests / contrôles (salivaires) vont (peut-être) encourager les conducteurs à arrêter de prendre de la drogue / de se droguer	1	<i>Allow any answer that conveys the outcome of the new tests on drivers (ie encourage them to stop taking drugs – or dissuade them from drug-taking)</i> e.g. que les nouveaux tests / dispositifs / contrôles vont dissuader/ décourager les conducteurs de prendre de la drogue (au volant)  que les nouveaux tests / dispositifs arrêteront / stopperont l'usage / la prise de la drogue <u>au volant</u>	les nouveaux tests t.c. vont / parviendront à <u>les</u> dissuader d' <u>en</u> prendre ( <i>lift that does not answer the question</i> )
<b>Total</b>			<b>15</b>		

3. Assessing **Quality of Language**

- a) You will get a separate screen which will be the whole page (unannotated). Read all the answers again. Do not annotate.
- b) Apply Grid C.2 and enter the mark.
- c) When candidates have left several questions unanswered, click on 'fit height' to have an overall view.
  - If only 1 / 3 of the questions have been answered, the maximum mark for C2 is the 5 / 6 band
  - If only 2 / 3 of the questions have been answered, the maximum mark for C2 is the 7 / 8 band

<b>GRID C.2</b>	<b>QUALITY OF LANGUAGE – ACCURACY</b> <b>10 marks AO3</b>
<b>9–10</b>	Characterised by a <b>high and consistent level of accuracy</b> in use of complex structures, although there may be some errors.
<b>7–8</b>	<b>Language generally accurate.</b> Shows a sound grasp of AS and / or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although <b>there may be some inconsistency and errors in more complex areas.</b>
<b>5–6</b>	Shows evidence of <b>fair understanding of grammatical usage.</b> <b>Generally accurate use of simple sentence</b> structures. Some correct use of complex sentence structures. The performance is likely to be <b>patchy and inconsistent.</b>
<b>3–4</b>	Evidence of <b>gaps in basic grammar.</b> <b>Frequent errors</b> of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but <b>evidence of correct use of simple sentence structures.</b> Vocabulary and structures may be quite strongly influenced by the candidate's first language.
<b>0–2</b>	<b>Little evidence of grammatical awareness.</b> <b>Persistent,</b> serious and <b>elementary errors</b> (endings, verb forms, gender of common nouns). Frequent first language interference.



## Task 7

## Task specific guidance

Have a copy of the text to hand and familiarize yourself with it, so that you can easily spot instances of lifting from the original. Only the candidates' work will appear on the screen. You will have three successive screens 7a, 7b and then 7a + 7b again, but without the annotations in order to assess QoL.

## Task 7a Comprehension. Grid I (10 marks)

## a) Annotations:

- In the body of text, use a green tick (✓) to show that a point from the mark scheme below has been fully and successfully conveyed.
- *If an element of the point has been omitted, use the caret sign (λ).*
- If a point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use no annotation.

The annotations will give a global impression to help you apply Grid I accurately and consistently.

- b) **Grid I:** Looking at the annotations, assess what proportion of the points has been conveyed and apply Grid I. Enter your mark. In practice, if there are 12 points to convey, there is a correlation between points made and mark to be awarded up to 8 (i.e. one or two points – band 1–2; Up to 1/3 of points (i.e. up to 4 points) – band 3–4; Up to ½ the points (ie, up to 6 points) – band 5–6; Up to 2/3 of the points (i.e. up to 8 points) – band 7–8. Beyond 8 points made (i.e. nearly all the points – top band), award marks as follows: 9 or 10 points = 9 and 11 or 12 points = 10. Enter your mark.
- c) **Copying / lifting:** *If chunks of the text are simply copied, award marks for comprehension but there is a limit of 3–4 marks for (a) if the entire answer is lifted (see Grid I).* Verbatim copying of the stimulus text results in no marks. Use the highlighting tool to show lifted language. Only phrases of more than 5 consecutive words should be counted as lifted language.

GRID I	COMPREHENSION OF TEXT - 10 marks AO2
9-10	Consistently relevant information. Includes nearly all the points from the original passage. Shows a very clear understanding of the text.
7-8	Relevant information showing understanding of up to two third of the points from the original passage. There may be one or two instances of lifting from the original passage.
5-6	Some relevant information showing understanding of up to half of the points. There may be instances of lifting from the original passage.
3-4	Little relevant information. Includes up to a third of the points, showing understanding of some of the points. Over-reliance on phrases lifted from the original passage.
0-2	No relevant information or supplies one or two relevant points from the original passage.

## Task 7(a)

Point			Indicative content	Marks	Content	Guidance
						Levels of Response
7	(a)	1	Very expensive / cost estimated at 1.5 billion Euros		High cost	<b>Grid I</b> <b>COMPREHENSION OF TEXT</b> <b>9–10</b> <b>Consistently relevant</b> information. Includes <b>nearly all the points</b> from the original passage. Shows a <b>very clear understanding</b> of the text <b>7–8</b> <b>Relevant information</b> showing understanding of <b>up to two thirds</b> of the points from the original passage. There <b>may be one or two instances of lifting</b> from the original passage. <b>5–6</b> <b>Some relevant</b> information showing understanding of <b>up to half</b> of the points. There <b>may be instances of lifting</b> from the original passage. <b>3–4</b> <b>Little relevant information.</b> Includes <b>up to a third</b> of the points, showing understanding of some of the points. <b>Over-reliance on phrases lifted from the original passage.</b> <b>0–2</b> <b>No relevant information</b> or supplies <b>one or two relevant points</b> from the original passage.
		2	Hours of lesson / teaching time lost e.g. le bac arrête les cours / Il manque (3 semaines de) des leçons en juin		Focus on teaching time – (not length of lessons or wasted time) cf text: « annulation de trois semaines de cours en juin. »	
		3	classrooms / (some) schools are out of action/ not available for 3 weeks (in June)		Focus on school premises – cf text « réquisition des locaux ... pendant 3 semaines »	
		4	Teachers paid though (they do not teach) e.g les profs sont payés mais ne travaillent pas		Focus on teaching- or lack of it! cf text : « heures de cours perdues pour lesquelles les profs sont payés »	
		5	Standards are dropping / candidates not as good as they used to be		Must relate to <u>candidates' quality</u> not the proportion of candidates passing cf. Text: « le niveau des candidate baisse »	
		6	The Bac is given away / worth nothing / very few fail / 9 out of 10 pass/		Idea that the bac is not as testing as it used to be cf text: « Le bac est donné et ne vaut plus rien puisque 9 candidats sur 10 l'obtiennent. »  NB : Invalidating addition: seulement ( <u>Seulement</u> 9 sur 10 réussissent)  NB : passer le Bac ne veut pas dire réussir....	

Point		Indicative content	Marks	Guidance	
				Content	Levels of Response
	7	Candidates are <u>tired</u>			
	8	Candidates are <u>afraid of failing</u> OR stressed		<i>cf. text: « une profonde peur de l'échec »</i>	
	9	Candidates panic <u>under exam conditions / in the exam</u>		<p><i>Key words: under exam conditions / during exams</i></p> <p><i>cf text: « certains candidats perdent tous leurs moyens en conditions d'examens. »</i></p> <p><i>An alternative for panic is acceptable (e.g. lose confidence / underachieve / forget everything)</i></p>	
	10	Parents worry for their <u>children's future</u>		<i>cf text : « Les parents sont de plus en plus inquiets pour l'avenir de leurs enfants. »</i>	
	11	Parents' stress makes children's / candidates' stress worse		<i>cf text : « ce qui ne fait qu'amplifier la pression que ces derniers [leurs enfants] éprouvent. »</i>	
	12	(The Bac) no longer / not a guarantee to find a job		<i>cf text : « ... Ce n'est plus qu'une étape – même un bac +5 ne garantit pas forcément de trouver un emploi. »</i>	
<b>Total</b>			<b>10</b>		

**NB: Only 10 marks for 12 points.** Award marks as per points correctly conveyed up to 8. If 9 or 10 points conveyed, award a mark of 9 and if 11 or 12 points conveyed, award a mark of 10 (cf page 24)

**NB: if the candidate has used page 16 to complete the task, use the 7QL screen to show where the marks are awarded by ticking. Then copy the ticks to the bottom of the 7a page (page 13) with an arrow pointing downwards**

## Task 7(b) Response Grid J (20 marks)

Question		Answer	Marks	Guidance	
				Content	Levels of Response
7	(b)	<p>No Indicative Content – personal response</p> <p><b>NB</b> The two questions are linked. Some will focus on exams, others on “réussir sa vie”. Either approach is acceptable although one would expect some comment about each angle.</p> <p>A personal response is required.</p> <p>Some have written at length, others have tried to remain within the recommended word count. The latter must not be penalised and should have access to the full range of marks. For example, a well-structured and cogently argued response can be awarded full marks if it meets the criteria, even if it is only 200 words long.</p> <p>Excessively long responses are likely to have a larger number of ticks, but it does not necessarily mean they are better. It is the quality of the ticks, not merely the quantity that matters.</p>	20	<p><b>Grid J:</b> Looking at the annotations, assess the quality of the response to the text and apply Grid J. NB: “imagination” and “insight” are interpreted conservatively.</p> <p><i>The number of ticks you have awarded and the way they spread (ie, number of developments per opinion / personal response) may indicate a mark band. You must then use your professional judgement to fine tune your marking. You may look at the quality of the candidate's points and go down a mark or two if they seem rather pedestrian or repetitive. Similarly an attempt at originality or humour could gain an extra mark or two. Enter your mark.</i></p> <ul style="list-style-type: none"> <li>Use the green tick (✓) in the margin to show each opinion / personal response and a green tick (✓) in body of text to show a development / extension of the opinion. NB: one opinion may have several extensions.</li> </ul>	<p><b>GRID J RESPONSE TO TEXT</b></p> <p><b>16–20</b> Responds with <b>well developed points of view</b> which show <b>insight, originality and imagination.</b></p> <p><b>12–15</b> Expresses <b>points of view</b> which are <b>consistently developed</b> and <b>respond to the requirements</b> of the task. Shows <b>some originality and / or imagination.</b></p> <p><b>8–11</b> Expresses <b>points of view which respond to the requirements</b> of the task. Some of these <b>may be developed</b> and there <b>may be some originality and / or imagination.</b></p> <p><b>4–7</b> Manages <b>the beginning of a response to the requirements</b> of the task. <b>May have difficulty in expressing and / or developing points of view.</b></p> <p><b>0–3</b> <b>Very short. May not go beyond points of view already expressed</b> in the original text.</p>

## Task 7(a) +7(b) – Language (QoL) – Grids C.2 and F.2: (20 marks)

Question	Answer	Marks	Guidance
<b>Task 7a+b</b>	Assess for Quality of Language using Grids C2 and F2  Appendix 1	20	<p>a. Read the whole response again and assess for Range (Grid F2) first – i.e. vocabulary and structures. Then assess for Accuracy (Grid C2). Key words have been highlighted in the grids below. Ignore final sentence of 3–4 band in Grid C2, because vocabulary and structures have already been assessed under Grid F2. Do not annotate. Enter your mark out of 20.</p> <p>b. Ignore language lifted from the text when assessing language (See <b>Task 7a</b> above). Lifted language is not credited for QoL – only content points and / or personal response.</p>

## APPENDIX 1

GRID C.2	QUALITY OF LANGUAGE - ACCURACY 10 marks AO3	GRID F.2	QUALITY OF LANGUAGE (RANGE) 10 marks AO3
9–10	Characterised by a <b>high and consistent level of accuracy</b> in use of complex structures, although there may be some errors.	9–10	<b>Effective and confident use of a wide range</b> of vocabulary and idiom with a <b>variety of complex sentence structures</b> .
7–8	<b>Language generally accurate.</b> Shows a sound grasp of AS (and / or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although <b>there may be some inconsistency and errors in more complex</b> areas.	7–8	<b>Effective use of a range of vocabulary and structures</b> appropriate to the task, with <b>little repetition</b> . A <b>positive attempt to introduce variety</b> and to use a <b>range of complex sentence structures</b> (though not always able to maintain correct usage).
5–6	Shows evidence of <b>fair understanding of grammatical usage</b> . <b>Generally accurate use of simple sentence structures</b> . Some correct use of complex sentence structures. The performance is likely to be <b>patchy and inconsistent</b> .	5–6	<b>Attempts to extend the range</b> of vocabulary, though still rather repetitive. <b>Attempts to use more complex language with some success</b> in producing a range of syntax and sentence structures appropriate to the task.
3–4	Evidence of <b>gaps in basic grammar</b> . <b>Frequent errors</b> of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but <b>evidence of correct use of simple sentence structures</b> . (Vocabulary and structures may be quite strongly influenced by the candidate's first language).	3–4	Use of a restricted range of <b>vocabulary and structures</b> . <b>Frequent repetition</b> of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures.
0–2	<b>Little evidence of grammatical awareness</b> . <b>Persistent, serious and elementary errors</b> (endings, verb forms, gender of common nouns). Frequent first language interference.	0–2	<b>Only simple sentence patterns</b> . <b>Very limited</b> vocabulary. Very limited range of structures.

**APPENDIX 2****Transcripts of Listening Texts****Tâche 1 : Quelques conseils avant d'aller sur un site de rencontre**

Internet peut vous mettre en contact avec des personnes que vous n'auriez jamais rencontrées autrement, mais avant de commencer, voici quelques conseils à suivre.

D'abord, choisissez un site sur lequel vous vous sentez bien, même si vous devez en essayer plusieurs au début. Puis, créez un profil qui reflète ce que vous êtes et ce que vous cherchez. Derrière son écran, on a tendance à se mettre en scène, alors passez vite au face-à-face. Les sites de rencontre ne sont que des sites de mise en relation. Ce qui compte, c'est le premier rendez-vous.

Ne cherchez pas à répondre à tous les contacts, sinon vous serez vite dépassé et ne vous offensez pas si personne ne vous répond. Organisez votre première rencontre dans un lieu fréquenté, un café par exemple, et partagez votre expérience avec des gens qui vivent la même chose que vous.

Enfin, n'oubliez pas qu'il y a de multiples façons de faire des rencontres, alors ne restez pas connecté en permanence sur Internet !

**Tâche 2 : La presse gratuite en France**

Dès leur lancement, au début du siècle, les trois grands quotidiens gratuits - *20 Minutes*, *Metronews* et *Direct Matin* - ont connu la popularité. En effet, les voyageurs apprécient leur version « allégée » de l'actualité. Mais l'année dernière, ils ont tous vu leur diffusion baisser, même si pour chacun il ne s'agit que de quelques milliers d'exemplaires, sur un tirage qui approche le million.

L'évolution des usages peut expliquer cette baisse. Dans les transports en commun où cette presse est disponible, on constate que les gens sont de plus en plus sur leurs smartphones, et ont moins le réflexe de prendre le journal.

Tout comme les lecteurs, la publicité a elle aussi migré vers le net, entraînant une perte de revenus de 9,6 % sur les trois premiers trimestres de l'année dernière. Or la publicité est la seule source de financement des quotidiens gratuits. Les répercussions sont donc sérieuses.

Pour rebondir, plusieurs options se présentent : réduire les frais de distribution, adopter le numérique ou alors faire disparaître un gratuit car il y en a peut-être un de trop...

**Task 3: Cats Cafés**

Après Paris, les bars à chats (un concept qui a vu le jour au Japon) font des petits dans toutes les grandes villes de province... Dans ces bars, on peut déguster une pâtisserie tout en caressant un chat. Le but, c'est de relaxer les clients car il paraît que les ronronnements d'un chat créent un environnement reposant pour les citoyens stressés.

À Lyon, par exemple, une quinzaine de chats vivent en liberté dans l'établissement. Ils circulent entre les tables ou s'endorment sur les genoux des clients. Recrutés auprès d'associations de protection animale, ils ont été sélectionnés pour leur sociabilité et leur comportement docile. Les chats sont chez eux et les clients doivent observer les règles : on ne doit jamais forcer un chat à venir ou réveiller un chat qui dort. Il est totalement interdit de nourrir les chats. On peut les photographier, mais sans flash.

Ici, tout est fait pour le bien-être des animaux. Et si la cuisine leur reste fermée, ils ont pour eux une salle de repos, où les clients n'ont pas accès.

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