

# DRAFT 17.3.08



**For teaching from 2009  
For awards from 2011**

**FRENCH**

**SPECIMEN ASSESSMENT MATERIALS**



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| Candidate Name | Centre Number |  |  |  |  | Candidate Number |  |  |  |  |
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|                |               |  |  |  |  | 0                |  |  |  |  |

**GCSE****FRENCH****FOUNDATION TIER (Grades G-C)****LISTENING****SPECIMEN PAPER SUMMER 2011****35 minutes approximately****INSTRUCTIONS TO CANDIDATES**

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer **all** questions.

Write your answers in the spaces provided in this booklet.

**INFORMATION FOR CANDIDATES**

The number of marks is given in brackets at the end of each question or part-question.

1. You are working in a snack bar and the following people order food and drink. What do they choose ? Tick the correct boxes on your order list.  
**Each person asks for 2 items.**

(a) Person A

|          |  |
|----------|--|
| café     |  |
| chocolat |  |
| sandwich |  |
| coca     |  |

[2]

(b) Person B

|        |  |
|--------|--|
| thé    |  |
| eau    |  |
| frites |  |
| chips  |  |

[2]

(c) Person C

|          |  |
|----------|--|
| limonade |  |
| coca     |  |
| lait     |  |
| gâteau   |  |

[2]

(d) Person D

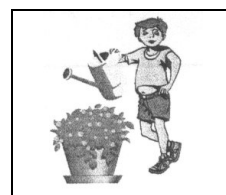
|          |  |
|----------|--|
| eau      |  |
| café     |  |
| limonade |  |
| glace    |  |

[2]

2. Listen to Philippe talking about his morning routine. What does he say about it ? **Tick the correct boxes**

(a) What does he do?


☐

☐

☐

[1]

At what time?

6.00

☐

7.00

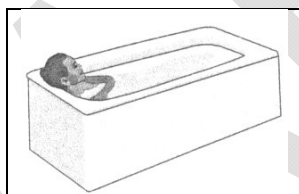
☐

8.00

☐

[1]

(b) What does he do?


☐

☐

☐

[1]

At what time?

7.15

☐

7.20

☐

7.25

☐

[1]

(c) What does he do?


☐

☐

☐

[1]

At what time?

8.15

☐

8.20

☐

8.30

☐

[1]



3. Some friends are discussing pocket money. What jobs do they do to earn money and how much do they receive for them? **Tick the correct boxes.**

(a) What does she do?


☐

☐

☐

[1]

How much does she get?

6 euros

☐

8 euros

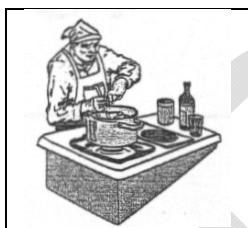
☐

10 euros

☐

[1]

(b) What does he do?


☐

☐

☐

[1]

How much does he get?

5 euros

☐

11 euros

☐

15 euros

☐

[1]

(c) What does she do?



[1]

How much does she get?

2 euros

6 euros

10 euros

[1]

4. Julie is not feeling well and decides to visit her doctor. What does she say is wrong with her ? Choose the **four** correct statements from the following list. **Tick the correct boxes.**

| What is the problem ?  | Tick the correct box |
|------------------------|----------------------|
| Her back hurts         |                      |
| She has a headache     |                      |
| She has a stomach ache |                      |
| Her arm hurts          |                      |
| She has a temperature  |                      |
| Her leg hurts          |                      |
| Her ear hurts          |                      |
| She feels sick         |                      |

[4]

5. You are at a railway station in France. Listen to the following train announcements. At what platform and at what time do the trains arrive? **Tick the correct boxes.**

(a) What platform?

|            |                          |            |                          |            |                          |
|------------|--------------------------|------------|--------------------------|------------|--------------------------|
| Platform 1 | <input type="checkbox"/> | Platform 2 | <input type="checkbox"/> | Platform 3 | <input type="checkbox"/> |
|------------|--------------------------|------------|--------------------------|------------|--------------------------|

[1]

What time?

|       |                          |       |                          |       |                          |
|-------|--------------------------|-------|--------------------------|-------|--------------------------|
| 19.20 | <input type="checkbox"/> | 19.30 | <input type="checkbox"/> | 19.40 | <input type="checkbox"/> |
|-------|--------------------------|-------|--------------------------|-------|--------------------------|

[1]

(b) What platform?

|             |                          |             |                          |             |                          |
|-------------|--------------------------|-------------|--------------------------|-------------|--------------------------|
| Platform 11 | <input type="checkbox"/> | Platform 12 | <input type="checkbox"/> | Platform 13 | <input type="checkbox"/> |
|-------------|--------------------------|-------------|--------------------------|-------------|--------------------------|

[1]

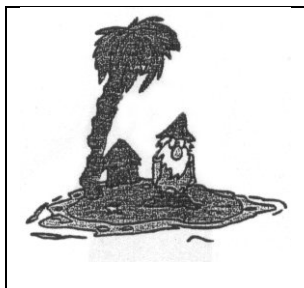
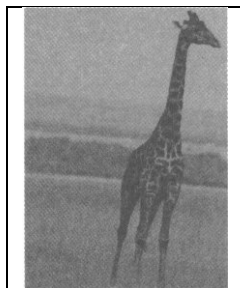
What time?

|       |                          |       |                          |       |                          |
|-------|--------------------------|-------|--------------------------|-------|--------------------------|
| 10.40 | <input type="checkbox"/> | 14.10 | <input type="checkbox"/> | 14.40 | <input type="checkbox"/> |
|-------|--------------------------|-------|--------------------------|-------|--------------------------|

[1]

6. Gabrielle is talking about what she likes to do during her spare time. Listen to what she says and **tick the correct boxes**.

(a) What are her favourite TV programmes?


☐

☐

☐

[1]

(b) How many hours of TV does she watch at the weekend?

8 hours

☐

10 hours

☐

12 hours

☐

[1]

(c) What sort of TV programme is she going to watch this evening?


☐

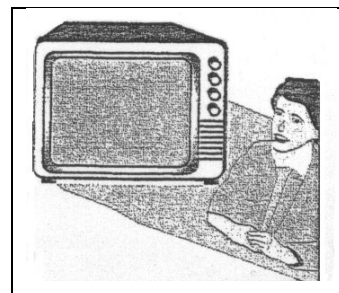
☐

☐

[1]

(d) What does she have to do tomorrow?


☐

☐

☐

[1]

7. Karine is talking about her family. Answer the questions by filling in the gaps **in English**.

There are **two** sections.

**SECTION 1**

(a) Her little brother is ..... years old. [1]

(b) She gets annoyed with him because he ..... and is always in  
..... [2]

(c) He has a ..... called Boris. [1]

**SECTION 2**

(d) Her parents accept that she is..... [1]

(e) She is allowed to..... and to..... [2]

(f) Next year she plans to..... [1]

| Candidate Name | Centre Number |  |  |  |  | Candidate Number |  |  |  |  |
|----------------|---------------|--|--|--|--|------------------|--|--|--|--|
|                |               |  |  |  |  | 0                |  |  |  |  |

**GCSE****FRENCH****HIGHER TIER (Grades G-C)****LISTENING****SPECIMEN PAPER SUMMER 2011****45 minutes approximately****INSTRUCTIONS TO CANDIDATES**

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer **all** questions.

Write your answers in the spaces provided in this booklet.

**INFORMATION FOR CANDIDATES**

The number of marks is given in brackets at the end of each question or part-question.

1. You are at a railway station in France. Listen to the following train announcements. At what platform and at what time do the trains arrive? **Tick the correct boxes.**

(a) What platform?

|            |                          |            |                          |            |                          |
|------------|--------------------------|------------|--------------------------|------------|--------------------------|
| Platform 1 | <input type="checkbox"/> | Platform 2 | <input type="checkbox"/> | Platform 3 | <input type="checkbox"/> |
|------------|--------------------------|------------|--------------------------|------------|--------------------------|

[1]

What time?

|       |                          |       |                          |       |                          |
|-------|--------------------------|-------|--------------------------|-------|--------------------------|
| 19.20 | <input type="checkbox"/> | 19.30 | <input type="checkbox"/> | 19.40 | <input type="checkbox"/> |
|-------|--------------------------|-------|--------------------------|-------|--------------------------|

[1]

(b) What platform?

|             |                          |             |                          |             |                          |
|-------------|--------------------------|-------------|--------------------------|-------------|--------------------------|
| Platform 11 | <input type="checkbox"/> | Platform 12 | <input type="checkbox"/> | Platform 13 | <input type="checkbox"/> |
|-------------|--------------------------|-------------|--------------------------|-------------|--------------------------|

[1]

What time?

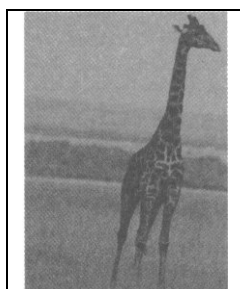
|       |                          |       |                          |       |                          |
|-------|--------------------------|-------|--------------------------|-------|--------------------------|
| 10.40 | <input type="checkbox"/> | 14.10 | <input type="checkbox"/> | 14.40 | <input type="checkbox"/> |
|-------|--------------------------|-------|--------------------------|-------|--------------------------|

[1]



2. Gabrielle is talking about what she likes to do during her spare time. Listen to what she says and **tick the correct boxes**.

(a) What are her favourite TV programmes?


☐

☐

☐

[1]

(b) How many hours of TV does she watch at the weekend?

8 hours

☐

10 hours

☐

12 hours

☐

[1]

(c) What sort of TV programme is she going to watch this evening?


☐

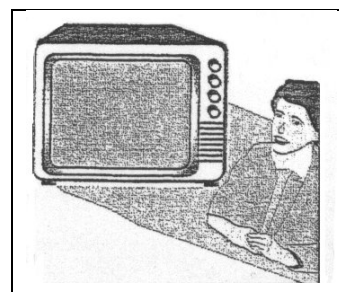
☐

☐

[1]

(d) What does she have to do tomorrow?


☐

☐

☐

[1]

3. Karine is talking about her family. Answer the questions by filling in the gaps **in English**.

There are **two** sections.

**SECTION 1**

(a) Her little brother is ..... years old. [1]

(b) She gets annoyed with him because he ..... and is always in ..... [2]

(c) He has a ..... called Boris. [1]

**SECTION 2**

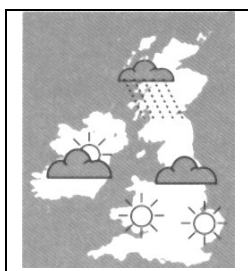
(d) Her parents accept that she is ..... [1]

(e) She is allowed to ..... and to ..... [2]

(f) Next year she plans to ..... [1]

4. Listen to the following extracts from the radio and identify the type of programme.  
Tick the correct box.

(a)

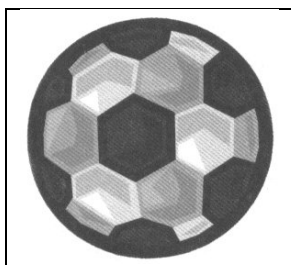

☐

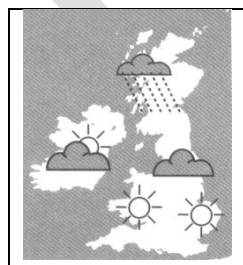
☐

☐

[1]

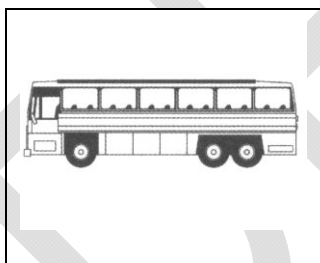
(b)


☐

☐

☐

[1]

(c)

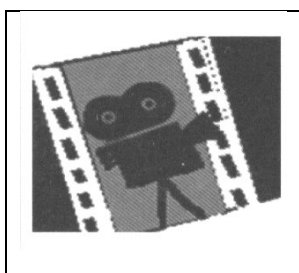

☐

☐

☐

[1]

(d)

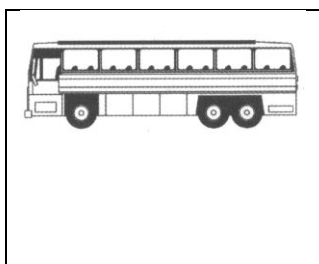

☐

☐

☐

[1]

(e)

☐☐☐

[1]

(f)

☐☐☐

[1]

5. Florian and Virginie are discussing their school life. Listen to the following conversation. **Tick the correct box for each statement.**

**There are two sections.**

**SECTION 1**

|   | True | False | Not said |
|---|------|-------|----------|
| (a) Virginie has a lot of homework this year.     |      |       |          |
| (b) She went on a school visit to Spain last year |      |       |          |
| (c) Florian hates his history homework            |      |       |          |

[3]

**SECTION 2**

|   | True | False | Not said |
|---|------|-------|----------|
| (d) She has regular science homework        |      |       |          |
| (e) She thinks homework is a good thing     |      |       |          |
| (f) Lots of women have careers in sciences. |      |       |          |

[3]

6. Olivier and Suzanne are talking about their work experience. Answer the questions by filling in the gaps **in English**.

**There are three sections.**

**SECTION 1**

(a) Olivier thought his work experience was..... [1]

(b) Suzanne enjoyed her work experience because..... [1]

**SECTION 2**

(c) Olivier worked in a ..... [1]

(d) He worked ..... hours a day. [1]

**SECTION 3**

(e) Suzanne helped the nurses and helped the patients by ..... [1]

(f) She was tired because..... [1]

7. Listen to this interview with Audrey Tautou, the actress, star of the films *Amélie* and *The Da Vinci Code*. Answer the questions **in English**.

**There are three sections.**

**SECTION 1**

- (a) What was Audrey's childhood like ?

..... [1]

- (b) What is her attitude towards her family ?

..... [1]

**SECTION 2**

- (c) What did her parents buy her as a present after her exams ?

..... [1]

- (d) Why did she arrive late for the casting of *Vénus Beauté* ?

..... [1]

**SECTION 3**

- (e) In what way does she think she's like Amélie ?

..... [1]

- (f) What does she think about being famous ?

..... [1]





| Candidate Name | Centre Number |  |  |  |  | Candidate Number |  |  |  |  |
|----------------|---------------|--|--|--|--|------------------|--|--|--|--|
|                |               |  |  |  |  | 0                |  |  |  |  |

**GCSE****FRENCH****FOUNDATION TIER (Grades G-C)****READING****SPECIMEN PAPER SUMMER 2011****30 minutes****INSTRUCTIONS TO CANDIDATES**

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer **all** questions.

Write your answers in the spaces provided in this booklet.

**INFORMATION FOR CANDIDATES**

The number of marks is given in brackets at the end of each question or part-question.

1. Look at these signs and **choose a letter** to answer the questions.

A GARE SNCF

F OBJETS TROUVES

B GENDARMERIE

G BIBLIOTHEQUE

C BOULANGERIE

H BOUCHERIE

D PISCINE

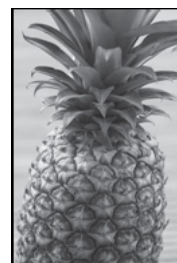
I PATINOIRE

E LIBRAIRIE

J BOISSONS FRAICHES

- (i) Where would you go for a swim? ..... [1]
- (ii) Where would you catch a train? ..... [1]
- (iii) Where would you buy fresh meat? ..... [1]
- (iv) Where would you look for lost luggage? ..... [1]
- (v) Where would you find a policeman? ..... [1]
- (vi) Where would you go skating? ..... [1]
- (vii) Where would you go to borrow books? ..... [1]
- (viii) Where would you buy bread? ..... [1]
- (ix) Where would you buy a cold drink? ..... [1]
- (x) Where would you go to buy stationery? ..... [1]

2. Here are some meals from a French school canteen. Read the sentences and **choose a main course and dessert** for each person by **writing in the correct letter**.

**Main Course****A****B****C****D****Dessert****E****F****G****H**

- (i) **Marie:** Moi, je préfère les pâtes au jambon. Puis je vais prendre une glace. [2]
- (ii) **Mélanie :** J'aime le potage avec du pain. Puis je vais prendre le gâteau.[2]
- (iii) **Nicolas :** La truite, je pense, avec des petits pois. Puis le fromage. [2]
- (iv) **Timothée :** J'aime le poulet frites.. Comme dessert, l'ananas. [2]

| Main Course | Dessert |
|-------------|---------|
|             |         |
|             |         |
|             |         |
|             |         |

3. Read this advert from the Pays de Landerneau and then **tick the correct boxes**.

VISITEZ LE PAYS TOURISTIQUE DE LANDERNEAU!

Il y a plein de choses à faire!

Ici on peut:

faire de l'équitation

faire de la natation

faire de la planche à voile








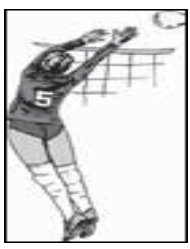

faire du vélo

faire du ski nautique

faire des courses.

You can :

[6]

|   |   |   |
|---|---|---|
| <p>A</p>  <input type="checkbox"/> | <p>D</p>  <input type="checkbox"/> | <p>G</p>  <input type="checkbox"/> |
| <p>B</p>  <input type="checkbox"/> | <p>E</p>  <input type="checkbox"/> | <p>H</p>  <input type="checkbox"/> |
| <p>C</p>  <input type="checkbox"/> | <p>F</p>  <input type="checkbox"/> |  <input type="checkbox"/>          |

4. Read this email from your penfriend Claire about a weekend spent shopping and **answer the questions.**

Salut !

J'ai passé une journée formidable aujourd'hui ! J'ai fait des courses avec ma meilleure amie Martine.

Je me suis levée assez tôt à sept heures moins le quart et nous avons quitté la maison vers huit heures. Pour le petit déjeuner j'ai pris un croissant avec de la confiture et j'ai bu du chocolat chaud. Je sais que je suis teenager mais je n'aime pas le café !

Nous sommes arrivées en ville en car et sommes allées tout de suite dans un grand magasin où j'ai acheté des chaussures. Après ça nous sommes allées dans un petit magasin de mode où j'ai acheté une belle jupe bleue. J'ai payé seulement dix euros parce que c'était en solde – pas mal quoi !

Nous avons l'intention de faire des achats l'après-midi aussi mais comme il pleuvait nous avons décidé d'aller au cinéma et nous avons vu « Le printemps des poètes » un film d'amour. Moi, j'ai bien aimé le film mais Martine l'a trouvé ennuyeux. D'habitude elle préfère les films d'épouvante !

Pour rentrer à la maison nous avons pris le train – un bon choix parce que nous avons vu de grands embouteillages sur la route principale. Quand nous sommes rentrées nous avons mangé des hamburgers en regardant un autre film à la télé ! Maintenant il est très tard et je dois me coucher – je suis si fatiguée ! Demain j'aimerais faire un pique-nique mais je dois faire mes devoirs – tant pis !

A bientôt

Claire

- (i) What time did Claire get up ? ..... [1]
- (ii) What did she have to eat with her croissant ? ..... [1]
- (iii) How did Claire and Martine travel to town ? ..... [1]
- (iv) Why did her skirt cost only 10 euros ? ..... [1]
- (v) Why did they decide to go to the cinema ? ..... [1]
- (vi) What did Martine think of the film ? ..... [1]
- (vii) Why was Claire glad that they took the train home ? ..... [1]
- (viii) What will she have to do tomorrow ? ..... [1]

5. Read this article about Leonardo di Caprio from the magazine « Salut ! » and **answer the questions.**

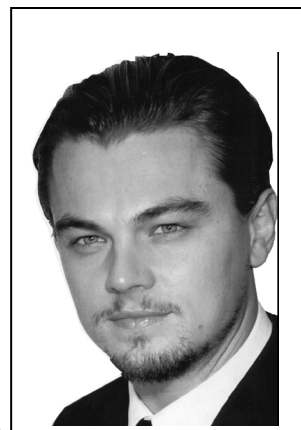
### Leonardo di Caprio

Il naît le 11 novembre 1974 à Hollywood et fait ses débuts à 14 ans dans les publicités. A ses débuts, ce sont ses parents qui l'ont accompagné aux auditions et qui lui ont fait répéter ses textes.

C'est à l'âge de 17 ans qu'il a entendu parler du projet *Gangs of New York* pour la toute première fois. « A l'époque, ça me semblait être un film parfait pour moi! » Pour le rôle d'Amsterdam Vallon il a passé plus d'un an à s'entraîner, à raison de cinq jours par semaine!

Il milite pour la protection de l'environnement et il a une passion pour la peinture. Son meilleur passe-temps quand il est à Paris c'est visiter le célèbre musée d'Orsay.

« *Titanic* a changé ma vie. C'est vrai, je ne peux pas me promener dans la rue sans me demander s'il y a un photographe planqué quelque part. Je suis devenu un visage connu et, dès que je vais dans un restaurant, il y a quelqu'un qui téléphone aux journaux. Si je n'avais pas été acteur, j'aurais probablement exercé une profession liée à la biologie ou à l'environnement. »



- (i) What were the first things he did on screen? ..... [1]
- (ii) Who used to help him to prepare his parts? ..... [1]
- (iii) How long did he spend preparing for the rôle of Amsterdam Vallon?  
..... [1]
- (iv) What cause does di Caprio campaign for? ..... [1]
- (v) What does he like doing when he goes to Paris? ..... [1]
- (vi) What doesn't he like about being famous? ..... [1]
- (vii) What do people do when they see him in restaurants? ..... [1]
- (viii) What would he have been if he had not become an actor? ..... [1]





| Candidate Name | Centre Number |  |  |  |  | Candidate Number |  |  |  |  |
|----------------|---------------|--|--|--|--|------------------|--|--|--|--|
|                |               |  |  |  |  | 0                |  |  |  |  |

**GCSE****FRENCH****HIGHER TIER (Grades A\*-D)****READING****SPECIMEN PAPER SUMMER 2011****45 minutes****INSTRUCTIONS TO CANDIDATES**

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer **all** questions.

Write your answers in the spaces provided in this booklet.

**INFORMATION FOR CANDIDATES**

The number of marks is given in brackets at the end of each question or part-question.

1. Read this email from your penfriend Claire about a weekend spent shopping and **answer the questions.**

Salut !

J'ai passé une journée formidable aujourd'hui ! J'ai fait des courses avec ma meilleure amie Martine.

Je me suis levée assez tôt à sept heures moins le quart et nous avons quitté la maison vers huit heures. Pour le petit déjeuner j'ai pris un croissant avec de la confiture et j'ai bu du chocolat chaud. Je sais que je suis teenager mais je n'aime pas le café !

Nous sommes arrivées en ville en car et sommes allées tout de suite dans un grand magasin où j'ai acheté des chaussures. Après ça nous sommes allées dans un petit magasin de mode où j'ai acheté une belle jupe bleue. J'ai payé seulement dix euros parce que c'était en solde – pas mal quoi !

Nous avons l'intention de faire des achats l'après-midi aussi mais comme il pleuvait nous avons décidé d'aller au cinéma et nous avons vu « Le printemps des poètes » un film d'amour. Moi, j'ai bien aimé le film mais Martine l'a trouvé ennuyeux. D'habitude elle préfère les films d'épouvante !

Pour rentrer à la maison nous avons pris le train – un bon choix parce que nous avons vu de grands embouteillages sur la route principale. Quand nous sommes rentrées nous avons mangé des hamburgers en regardant un autre film à la télé ! Maintenant il est très tard et je dois me coucher – je suis si fatiguée ! Demain j'aimerais faire un pique-nique mais je dois faire mes devoirs – tant pis !

A bientôt

Claire

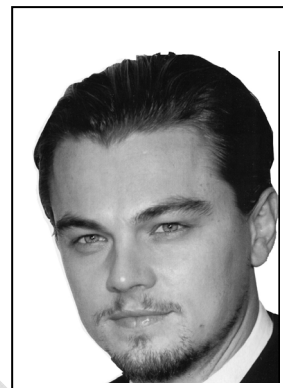
- (i) What time did Claire get up ? ..... [1]
- (ii) What did she have to eat with her croissant ? ..... [1]
- (iii) How did Claire and Martine travel to town ? ..... [1]
- (iv) Why did her skirt cost only 10 euros ? ..... [1]
- (v) Why did they decide to go to the cinema ? ..... [1]
- (vi) What did Martine think of the film ? ..... [1]
- (vii) Why was Claire glad that they took the train home ? ..... [1]
- (viii) What will she have to do tomorrow ? ..... [1]

2. Read this article about Leonardo di Caprio from the magazine « Salut ! » and **answer the questions.**

### Leonardo di Caprio

Il naît le 11 novembre 1974 à Hollywood et fait ses débuts à 14 ans dans les publicités. A ses débuts, ce sont ses parents qui l'ont accompagné aux auditions et qui lui ont fait répéter ses textes.

C'est à l'âge de 17 ans qu'il a entendu parler du projet *Gangs of New York* pour la toute première fois. « A l'époque, ça me semblait être un film parfait pour moi ! » Pour le rôle d'Amsterdam Vallon il a passé plus d'un an à s'entraîner, à raison de cinq jours par semaine!



Il milite pour la protection de l'environnement et il a une passion pour la peinture. Son meilleur passe-temps quand il est à Paris c'est visiter le célèbre musée d'Orsay.

« *Titanic* a changé ma vie. C'est vrai, je ne peux pas me promener dans la rue sans me demander s'il y a un photographe planqué quelque part. Je suis devenu un visage connu et, dès que je vais dans un restaurant, il y a quelqu'un qui téléphone aux journaux. Si je n'avais pas été acteur, j'aurais probablement exercé une profession liée à la biologie ou à l'environnement. »

- (i) What were the first things he did on screen? ..... [1]
- (ii) Who used to help him to prepare his parts? ..... [1]
- (iii) How long did he spend preparing for the rôle of Amsterdam Vallon?  
..... [1]
- (iv) What cause does di Caprio campaign for? ..... [1]
- (v) What does he like doing when he goes to Paris? ..... [1]
- (vi) What doesn't he like about being famous? ..... [1]
- .....
- (vii) What do people do when they see him in restaurants? ..... [1]
- .....
- (viii) What would he have been if he had not become an actor? ..... [1]
- .....

3. Read this article about Natalie Portman from the magazine “Le Monde des Ados” and fill in the grid. [7]

Voilà un petit bout de femme (1,60 m) qui, à 26 ans, a déjà un parcours impressionnant. Il faut dire qu'elle a démarré tôt: remarquée par un agent artistique à 11 ans (dans une pizzeria de New York), elle joue six mois plus tard Mathilda, dans un film avec Jean Reno. Un rôle principal à 12 ans, c'est déjà rare, mais que l'aventure continue, ça l'est encore plus! Car dix ans plus tard, Natalie est toujours là! Et sans avoir vendu son âme: elle a, par exemple, refusé le *Roméo + Juliette* de Baz Luhrman (1996), avec Leonardo Di Caprio, “parce que le film était trop violent et la différence d'âge avec Leonardo trop grande”.



Après *Léon*, énorme carton, ses parents (elle est la fille unique d'un médecin et d'une artiste) s'inquiètent de ce démarrage fulgurant. Du coup, Natalie Hershlag (c'est son vrai nom) retourne sagement au collège. Sa matière préférée? Les maths, “parce qu'il y a toujours une réponse”. Elle décide aussi de ne reprendre le chemin des plateaux que pendant l'été. On la voit alors dans *Heat*, où elle joue la fille d'Al Pacino, dans *Mars Attacks!* (celle de Jack Nicholson), dans *Ma mère, moi et ma mère* (sa mère, c'est Susan Sarandon!) ...

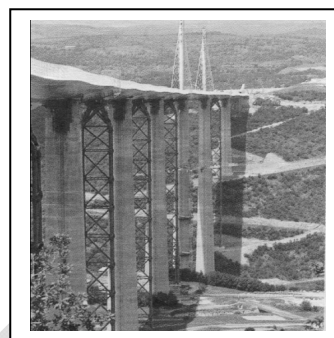
Croulant sous les “prix de beauté”, (l'une des plus belles femmes du monde ...), Natalie continue son chemin, entre la fac (elle est désormais étudiante à l'université de Jérusalem, sa ville natale) et les voyages, son autre passion. L'an dernier, elle est partie seule au Maroc et au Guatemala.

|       |                             |  |
|-------|-----------------------------|--|
| (i)   | Her first role              |  |
| (ii)  | Brothers and sisters        |  |
| (iii) | Father's job                |  |
| (iv)  | Mother's job                |  |
| (v)   | Favourite subject at school |  |
| (vi)  | Place of Birth              |  |
| (vii) | Favourite hobby             |  |

4. Read this article about the bridge at Millau and **tick the correct boxes**.

[5]

Une merveille moderne! Un miracle architecturalement! Il n'y a pas assez de mots superlatifs pour décrire ce nouveau pont qui traverse la vallée du Tarn entre Clermont-Ferrand et la Méditerranée et qui s'est ouvert aux voitures le 17 décembre 2004. Plus haut que la Tour Eiffel et plus long que le pont de Normandie les poètes et les musiciens ont déjà fait des compositions pour le saluer! Au lieu d'une heure pour faire le trajet sur la Nationale 9 par la ville de Millau les automobilistes vont prendre seulement une minute (en payant 6,50 euros de péage). Le viaduc a été dessiné par un architecte britannique qui a essayé de faire quelque chose en même temps utile et élégant. Et c'est vrai que les habitants du Tarn sont déjà amoureux de « La Belle Dame d'Acier » à cause de sa grâce et sa légèreté.



- (i) The bridge was built to carry

|        |  |
|--------|--|
| cars   |  |
| boats  |  |
| trains |  |

- (ii) The bridge is famous because it's

|           |  |
|-----------|--|
| old       |  |
| big       |  |
| expensive |  |

- (iii) The architect is from

|          |  |
|----------|--|
| Brittany |  |
| France   |  |
| Britain  |  |

(iv) People think that the bridge is

|        |  |
|--------|--|
| ugly   |  |
| pretty |  |
| OK     |  |

(v) The people of Milau

|                                    |  |
|------------------------------------|--|
| are really pleased with the bridge |  |
| think it's a waste of money        |  |
| want to pull it down               |  |

5. Read this letter from Pierre about his sister Sandrine written to Nicky an « agony uncle » in the Belgian magazine « Jeunes » and then **answer the questions**.

Cher Nicky

Je vous écris parce que je m'inquiète beaucoup au sujet de ma soeur. Je sais qu'elle se drogue et elle se comporte quelquefois d'une manière bizarre. Mais elle est devenue aussi une personne tout à fait différente. Avant elle avait de bonnes notes mais maintenant elle ne fait même pas ses devoirs. Avant elle était toujours heureuse mais de nos jours elle est morose.

Ses problèmes ont commencé quand notre mère s'est remariée et Sandrine ne s'entend pas du tout avec notre beau-père parce qu'il n'a que vingt-neuf ans (et nous sommes des jumeaux de seize ans!). Ils se disputent toujours.

Je sais que les drogues coûtent cher et Sandrine a un petit boulot le samedi mais moi, je lui prête de l'argent puisqu'elle souffre beaucoup quand elle ne peut pas les acheter.

Est-ce que vous pouvez m'aider? Si je le dis aux profs ils ne me croiront pas parce que Sandrine a toujours été une meilleure élève que moi et ma mère prend toujours le parti de mon beau-père.

J'attends votre réponse avec impatience

Pierre

- (i) How has Sandrine changed ? **(Give 2 details).** [2]

.....  
 .....

- (ii) Why doesn't she like her step-father ? [1]

.....

- (iii) Where does Sandrine get the money from to buy drugs ? **(Give 2 details)** [2]

.....

6. Read this letter from Asim and **answer the questions.**

J'habite dans le Midi depuis sept ans et autrefois j'habitais au Maroc. Je vais à un collège mixte et je dois dire que les événements du 11 septembre n'ont pas beaucoup touché ma vie. Nous sommes une cinquantaine de Marocains dans mon collège et nous nous entendons bien avec tous les Français. Nous discutons les grandes questions du jour et nous nous montrons un grand respect. Mes amis comprennent que nous pratiquons une autre religion qu'eux (s'ils la pratiquent du tout) et il y en a qui ont commencé à apprendre ma langue, l'arabe, la langue de ma famille. Le seul problème c'est quand nous voulons aller au Maroc en avion on doit arriver très tôt à l'aéroport à cause des contrôles de sécurité. La première chose que je fais quand j'atterris au Maroc c'est de téléphoner à ma petite amie parce qu'elle me manque.

- (i) How long has Asim been living in France ? ..... [1]
- (ii) How many Moroccans are in his school ? ..... [1]
- (iii) What does he talk about with his friends ? ..... [1]
- (iv) What language does he speak at home ? ..... [1]
- (v) How does he travel to Morocco ? ..... [1]
- (vi) What does he have to do because of the security checks ? ..... [1]
- (vii) What does he do as soon as he arrives in Morocco ? ..... [1]



## Controlled Assessments

### SPEAKING TEST

#### Foundation Tier

##### 1. Interactive Task

###### Situation

You have met a young French tourist in your hometown. You are talking about yourself and your weekend job. You can invent details about yourself. During the conversation you will be asked questions to which you should respond.

###### Task

Here is a checklist for your conversation:

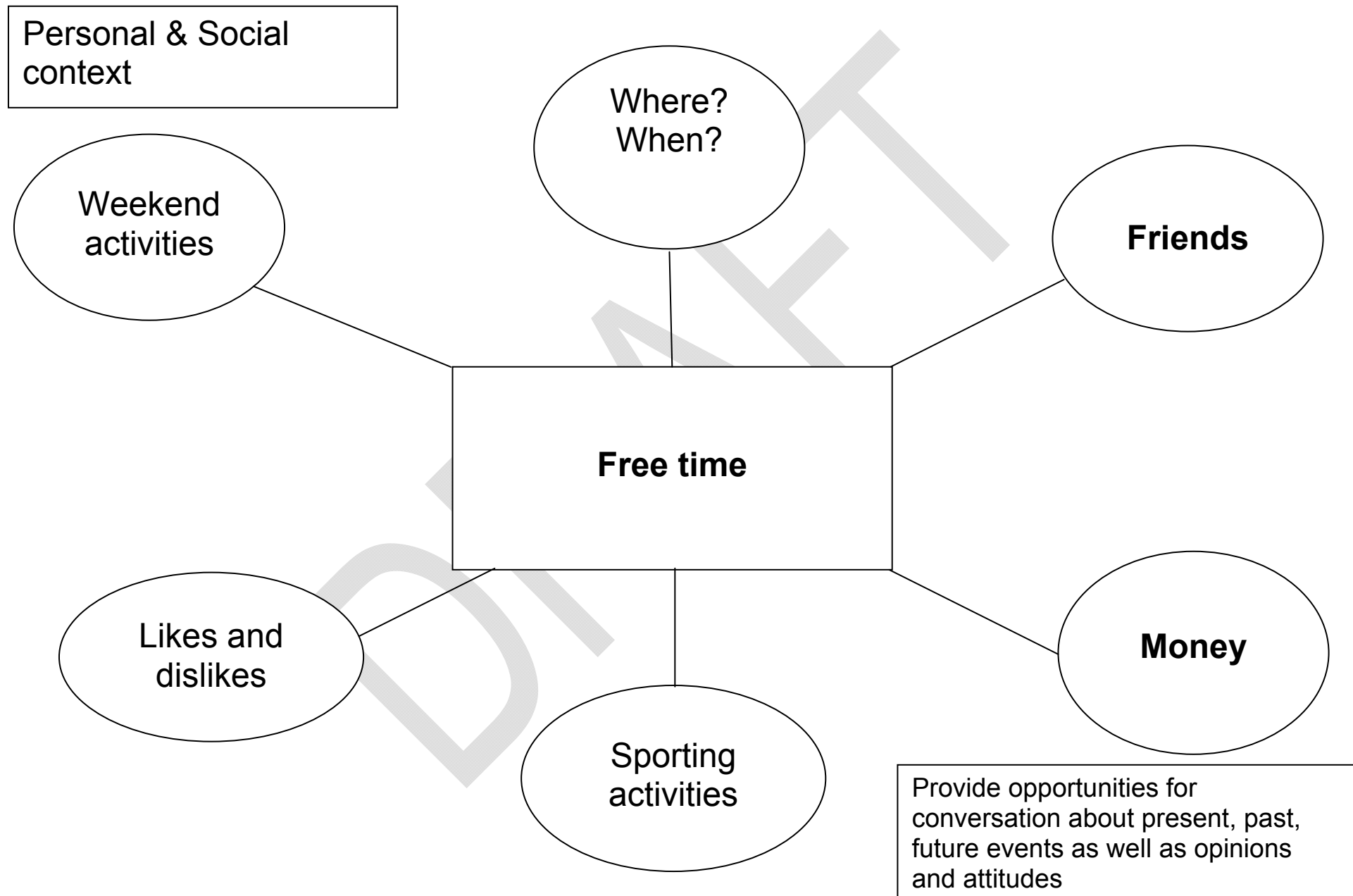
- Where you work
- The hours you work
- The money you earn
- What you do at work
- Your opinion of the work

###### Adaptability of the task:

The situation and corresponding task can be changed to the following:

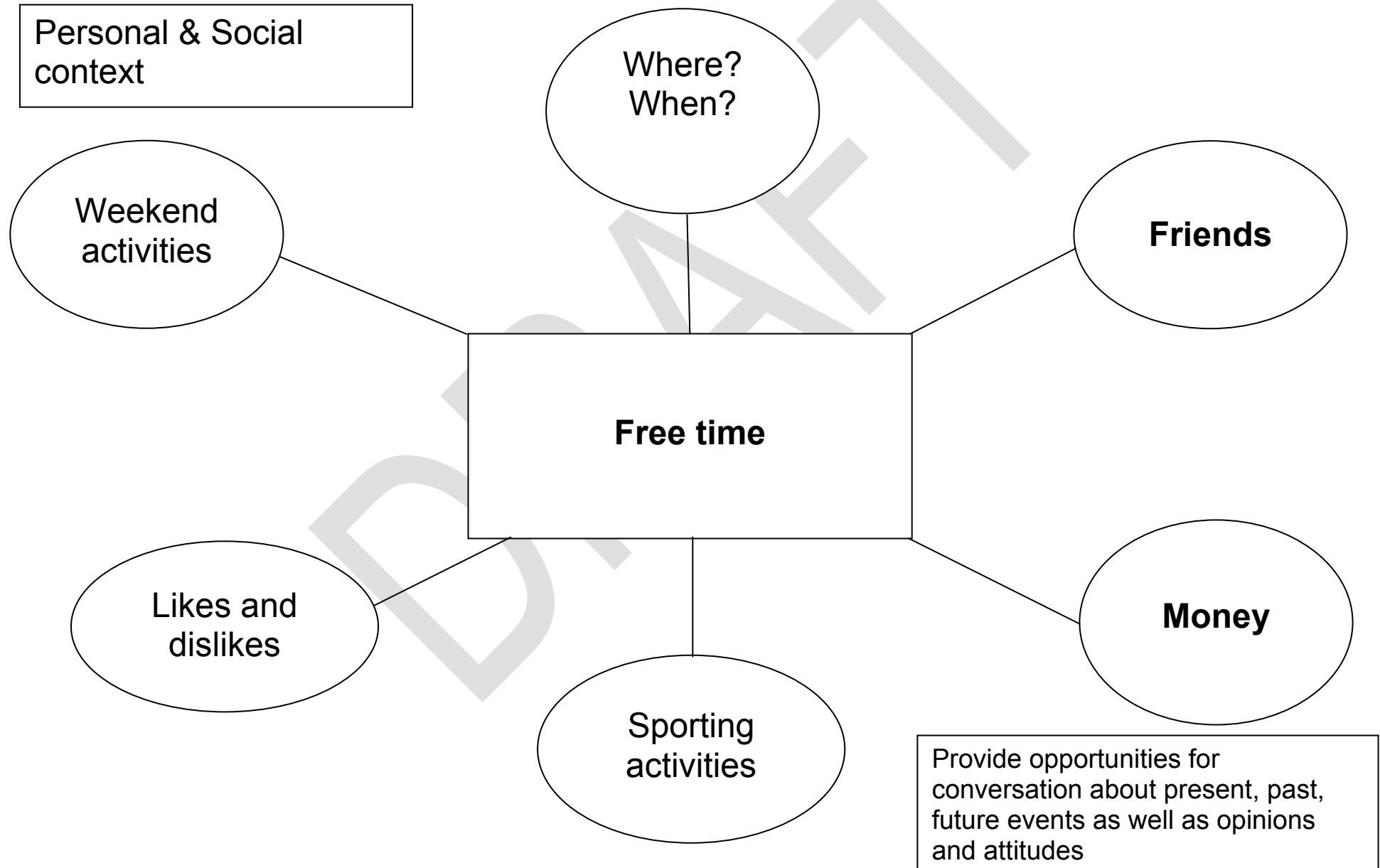
- Job interview
- Discussion with careers teacher
- Work experience

2. Structured discussion. This concept web may be adapted to suit the needs of the centre or the candidate.



**Higher Tier**

1. **Structured discussion** This concept web may be adapted to suit the needs of the centre or the candidate.



2. Free choice exposé and follow-up discussion

DRAFT

## CONTROLLED ASSESSMENT – WRITING

Candidates at Foundation Tier must complete *two* tasks from Q.1 and *one* task from Q.2. The three tasks must be chosen from different contexts.

Candidates at Higher Tier must complete *one* task from Q.2 and *two* tasks from Q.3. The three tasks must be chosen from different contexts.

### Question One

#### Personal and Social Life

Say 10 things about the house where you live.

**Variation:** Say 10 things about any house you know about (e.g. a friend's) or have lived in or write about a house you would like to live in.

### Question Two

#### The Wider World

Write about a TV programme

Say what the programme is called  
Give details about the programme (when it is on TV and on which channel)  
Say something about the plot (3 details)  
Say what you think about the programme and why  
Say who your favourite actor is and why

**Variation:** Write about a film

Say what the film is called  
Give details about the film (where and when you saw it)  
Say something about what happened in the film (3 details)  
Say what you think about the film and why  
Say who your favourite actor was and why

### Question Three

#### The World of Work

"In 20 years most of the jobs we do today will have disappeared". What do you think?

**Variation:** "It's not right that all these foreigners are coming over here taking our jobs". What do you think?

## MARK SCHEME

### LISTENING

#### IMPORTANT GENERAL PRINCIPLES

A detailed mark scheme is provided but further answers will be discussed at the examiners' conference, in the light of candidates' scripts.

Figures and numbers are accepted.

Disregard additional incorrect information as long as the correct answer has been given and the additional information does not contradict or modify what has been said. Additional information may result in partial communication, in which case  $\frac{1}{2}$  can be given.

When extra boxes are ticked, credit the correct answers then subtract the incorrect ones. It is important to decide the scope of the mark allocation.

If candidates hedge their bets (give 2 contradictory answers )  $+ 1 - 1 = 0$ .

Possible errors in marking:

- Awarding more marks than are allocated.
- Forgetting a task is worth 2 marks and only giving 1 mark.
- Confusion about the number of details needed for allocated marks.
- Mathematical errors.
- Seeing a correct answer in the incorrect place and crediting it.
- Concentrating on seeking ticks in correct boxes and not seeing additional extra ticks in wrong boxes.

**MARK SCHEME**  
**FOUNDATION TIER**  
**LISTENING**

**QUESTION 1****SNACK BAR**

Man 1: Bonjour monsieur madame.  
 Man 2: Bonjour. Un café et un sandwich, s'il vous plaît.  
 Man 1: Oui, monsieur, voilà, un café et un sandwich.

(i) Person A

|          |   |
|----------|---|
| café     | ✓ |
| chocolat |   |
| sandwich | ✓ |
| coca     |   |

[2]

Man 1: Et madame?  
 Woman: Alors, je voudrais un thé et avez-vous des chips?  
 Man 1: Oui, madame, un thé et des chips.

(ii) Person B

|        |   |
|--------|---|
| thé    | ✓ |
| eau    |   |
| frites |   |
| chips  | ✓ |

[2]

Man 1: Monsieur?  
 Man 2: Bonjour monsieur, je prends un coca et du gâteau, s'il vous plaît.  
 Woman 1: Très bien, monsieur, un coca et du gâteau.

(iii) Person C

|          |   |
|----------|---|
| limonade |   |
| coca     | ✓ |
| lait     |   |
| gâteau   | ✓ |

[2]

Man 1: Et madame, vous désirez?  
 Woman: Une limonade et une glace, s'il vous plaît, monsieur.  
 Man 1: Voilà, madame, une limonade et une glace.

(iv) Person D

|          |   |
|----------|---|
| eau      |   |
| café     |   |
| limonade | ✓ |
| glace    | ✓ |

[2]

**QUESTION 2**

What does he do?  
At what time?

- (a) Woman: Que fais-tu le matin, Philippe?  
Man: Je me réveille très tôt, normalement à sept heures.

What does he do?

Graphics: wakes up ✓ goes out waters plants

[1]

At what time?

Graphics: 6.00 7.00 ✓ 8.00

[1]

- (b) Woman: Tu prends le petit déjeuner à quelle heure?  
Man: Ça dépend. En semaine, je prends le petit déjeuner à sept heures vingt-cinq.

What does he do?

Graphics: brushes hair has bath has breakfast ✓

[1]

At what time?

Graphics: 7.15 7.20 7.25 ✓

[1]

- (c) Woman: Et après?  
Man: Alors, je promène le chien puis je quitte la maison. Normalement je pars à huit heures et demie.

What does he do?

Graphics: reads book leaves house ✓ waters plants

[1]

At what time?

Graphics: 8.15 8.20 8.30 ✓

[1]



**QUESTION 3**

What jobs do they do?

How much do they get for them?

- (a) Man: Que fais-tu pour aider à la maison?  
 Woman: Je fais du jardinage.  
 Man: Et tu reçois combien?  
 Woman: Je reçois dix euros.

What does she do?

Graphics: washing dishes gardens✓ vacuums [1]

How much does she get?

Graphics: 6 euros 8 euros 10 euros✓ [1]

- (b) Woman: Est-ce que tu aides tes parents à la maison?  
 Man: Oui, bien sûr! Je fais la cuisine.  
 Man: Et ils te donnent combien?  
 Woman: Je reçois quinze euros par semaine.

What does he do?

Graphics: cooks✓ vacuums washes car [1]

How much does he get?

Graphics: 5 euros 11 euros 15 euros✓ [1]

- (c) Man: Tu fais quelque chose pour aider à la maison?  
 Woman: Oui, j'aime aider mes parents. Je fais le repassage.  
 Man: Et tu reçois combien?  
 Woman: Mes parents me donnent six euros pour deux heures.

What does she do?

Graphics: ironing✓ vacuums washes dishes [1]

How much does she get?

Graphics: 2 euros 6 euros✓ 10 euros [1]

**QUESTION 4**

Julie is ill. Choose the correct statements.

- Man: Alors, qu'est-ce qui ne va pas, mademoiselle?  
 Woman: J'ai mal à la tête et j'ai mal à l'estomac.  
 Man: C'est tout?  
 Woman: Non, monsieur, j'ai de la fièvre et j'ai mal à l'oreille.  
 Man: Oui, vous avez bien chaud, température de 39 degrés. Restez au lit pendant deux jours.

| What is the problem?   | Tick the correct box |
|------------------------|----------------------|
| Her back hurts         |                      |
| She has a headache     | ✓                    |
| She has a stomach ache | ✓                    |
| Her arm hurts          |                      |
| She has a temperature  | ✓                    |
| Her leg hurts          |                      |
| Her ear hurts          | ✓                    |
| She feels sick         |                      |

[4]

**QUESTION 5**

At what platform and at what time do the trains arrive?

- Man: Le train en provenance de Bourges arrivera au quai numéro trois à dix-neuf heures quarante.

- (a) What platform?  
 Graphics: Platform 1 Platform 2 Platform 3 ✓ [1]

- What time?  
 19.20 19.30 19.40 ✓ [1]

- Man: Le train en provenance de Marseille arrivera au quai numéro douze à quatorze heures dix.

- (b) What platform?  
 Graphics: Platform 13 Platform 12 ✓ Platform 11 [1]

- What time?  
 10.40 14.10 ✓ 14.40 [1]

**QUESTION 6**

What does Gabrielle do in her spare time?

Woman: Je ne sors pas très souvent. Normalement, je reste chez moi le weekend. Comme distraction, j'adore la télé. Mes émissions préférées sont les documentaires sur les animaux. Je regarde beaucoup la télé – à peu près douze heures chaque weekend. Ce soir, je vais regarder une émission sportive – la course automobile. Les voitures, ça me passionne. Demain, j'ai trop de travail à faire pour regarder la télé. J'ai des devoirs toute la journée car j'ai un examen lundi matin.

- (a) What are her favourite TV programmes?

Graphics of TV programmes:

|          |                     |           |     |
|----------|---------------------|-----------|-----|
| Cartoons | Animal documentary✓ | Pop music | [1] |
|----------|---------------------|-----------|-----|

- (b) How many hours of TV does she watch at the weekend?

|          |           |            |     |
|----------|-----------|------------|-----|
| 8 heures | 10 heures | 12 heures✓ | [1] |
|----------|-----------|------------|-----|

- (c) What sort of TV programme is she going to watch this evening?

Graphics of TV programmes:

|         |               |              |     |
|---------|---------------|--------------|-----|
| Cycling | Motor racing✓ | Horse racing | [1] |
|---------|---------------|--------------|-----|

- (d) What does she have to do tomorrow?

Graphics:

|           |           |             |     |
|-----------|-----------|-------------|-----|
| Homework✓ | Gardening | Watching TV | [1] |
|-----------|-----------|-------------|-----|

## QUESTION 7

Karine is talking about her family. Answer the questions by filling in the gaps **in English**.

### Section 1

Man: Elle est comment, ta famille?

Woman: C'est un peu comme tout le monde, je crois. J'ai un petit frère de dix ans. Il est assez sympa mais il m'énervé, des fois. Il fait beaucoup de bruit et il est toujours dans ma chambre. Il adore les animaux et il a un petit lapin qui s'appelle Boris.

- (a) Her brother is ...(10)... years old. [1]
- (b) She gets annoyed with him because he ...(is noisy)... and is always in ...(her bedroom). [2]
- (c) He has a ...(rabbit)... called Boris. [1]

### Section 2

Man: Et tes parents?

Woman: Ils sont vraiment sympas. Ils acceptent que je suis presque adulte et j'ai le droit de sortir en ville et d'acheter mes propres vêtements. L'année prochaine, j'irai en vacances avec mes copines. Ce sera tout à fait chouette.

- (d) Her parents accept that she is ... (nearly adult). [1]
- (e) She is allowed to ... (go to town) ... and to ...(buy her own clothes). [2]
- (f) Next year she plans to ...(go on holiday with friends). [1]

**MARK SCHEME****HIGHER TIER****LISTENING****QUESTION 1**

At what platform and at what time do the trains arrive?

Man: Le train en provenance de Bourges arrivera au quai numéro trois à dix-neuf heures quarante.

(a) What platform?  
Graphics: Platform 1 Platform 2 Platform 3 ✓ [1]

What time?  
19.20 19.30 19.40 ✓ [1]

Man: Le train en provenance de Marseille arrivera au quai numéro douze à quatorze heures dix.

(b) What platform ?  
Graphics: Platform 13 Platform 12 ✓ Platform 11 [1]

What time ?  
10.40 14.10 ✓ 14.40 [1]

**QUESTION 2**

What does Gabrielle do in her spare time?

Woman: Je ne sors pas très souvent. Normalement, je reste chez moi le weekend. Comme distraction, j'adore la télé. Mes émissions préférées sont les documentaires sur les animaux. Je regarde beaucoup la télé – à peu près douze heures chaque weekend. Ce soir, je vais regarder une émission sportive – la course automobile. Les voitures, ça me passionne. Demain, j'ai trop de travail à faire pour regarder la télé. J'ai des devoirs toute la journée car j'ai un examen lundi matin.

(a) What are her favourite TV programmes?

Graphics of TV programmes:  
Cartoons Animal documentary ✓ Pop music [1]

(b) How many hours of TV does she watch at the weekend?  
8 heures 10 heures 12 heures ✓ [1]

(c) What sort of TV programme is she going to watch this evening?

Graphics of TV programmes:  
Cycling Motor racing ✓ Horse racing [1]

(d) What does she have to do tomorrow?  
Graphics: Homework ✓ Gardening Watching TV [1]

### QUESTION 3

Karine is talking about her family. Answer the questions by filling in the gaps **in English**.

#### Section 1

Man: Elle est comment, ta famille?

Woman: C'est un peu comme tout le monde, je crois. J'ai un petit frère de dix ans. Il est assez sympa mais il m'énervé, des fois. Il fait beaucoup de bruit et il est toujours dans ma chambre. Il adore les animaux et il a un petit lapin qui s'appelle Boris.

- (a) Her brother is ...(10)... years old. [1]
- (b) She gets annoyed with him because he ...(is noisy)... and is always in ... (her bedroom). [2]
- (c) He has a ... (rabbit) ... called Boris. [1]

#### Section 2

Man: Et tes parents?

Woman: Ils sont vraiment sympas. Ils acceptent que je suis presque adulte et j'ai le droit de sortir en ville et d'acheter mes propres vêtements. L'année prochaine, j'irai en vacances avec mes copines. Ce sera tout à fait chouette.

- (d) Her parents accept that she is... (nearly adult). [1]
- (e) She is allowed to ...(go to town).... and to ...(buy her own clothes). [2]
- (f) Next year she plans to ...(go on holiday with friends). [1]

**QUESTION 4**

Identify the type of radio programme

- (a) Man: Voici les prévisions pour aujourd'hui. Ce matin il y aura des orages et de la pluie dans la région parisienne. Plus tard il y aura des éclaircies.  
Graphics: weather chart ✓      cookery      music      [1]
- (b) Woman: L'équipe de France joue son premier match pour la Coupe d'Europe aujourd'hui. La France rencontre L'Espagne et le match aura lieu à Madrid.  
Graphics: football ✓      gardening      weather chart      [1]
- (c) Man: Pour ceux qui veulent mener une vie simple, il y a la Côte d'Azur. La vie quotidienne y est agréable: prendre des bains de soleil, faire des promenades sur la plage ou dîner dans de superbes restaurants – comment peut-on choisir?  
Graphics: transport      sport      beach holidays ✓      [1]
- (d) Woman: Le concert aura lieu le dix-sept octobre dans la grande salle. Après l'énorme succès de leur dernier album de rap, le groupe sera prêt à accueillir tous ses fans.  
Graphics: cinéma      music ✓      sport      [1]
- (e) Man: Pour notre recette d'aujourd'hui, il faut des oeufs, des olives, de la salade et des tomates. C'est simple, facile à préparer et tout à fait délicieux.  
Graphics: transport      cookery ✓      holidays      [1]
- (f) Woman: Attention à tous ceux qui partent vers le sud, circulation très chargée sur l'autoroute A6. Il y a trente kilomètres de bouchons et nous vous conseillons de remettre votre trajet à demain si possible.  
Graphics: cookery      car transport ✓      beach holidays      [1]

**QUESTION 5**

Florian and Virginie are discussing their school life. **Tick the correct box for each statement.**

**Section 1**

Man: La vie scolaire est assez difficile en ce moment!

Woman: Oui. Les profs sont tous exigeants et j'ai beaucoup de devoirs à faire. Je préférerais le collège l'année dernière – j'avais moins de travail et nous avons visité l'Ecosse – c'était sympa.

Man: Oui. Cette année je dois étudier l'histoire. C'est intéressant mais je déteste le prof, alors ce n'est pas génial du tout.

|   | True | False | Not said |
|---|------|-------|----------|
| (a) Virginie has a lot of homework this year.     | ✓    |       |          |
| (b) She went on a school visit to Spain last year |      | ✓     |          |
| (c) Florian hates his history homework            |      |       | ✓        |

**[3]****Section 2**

Man: Quels sont tes projets pour l'année prochaine?

Woman: Je vais continuer mes études en sciences. Je trouve ça assez facile mais il faut beaucoup travailler pour faire des progrès. Il y a un devoir tous les soirs et il faut un minimum de trois heures pour chaque devoir. Mais je crois que c'est important – je veux être scientifique plus tard dans la vie – c'est une carrière utile mais il n'y a pas assez de femmes dans ce secteur.

|  | True | False | Not said |
|--|------|-------|----------|
| (d) She has regular science homework       | ✓    |       |          |
| (e) She thinks homework is a good thing    | ✓    |       |          |
| (e) Lots of women have careers in sciences |      | ✓     |          |

**[3]**



**QUESTION 6**

Olivier and Suzanne talk about their work experience. Answer the questions by filling in the gaps **in English**.

**Section 1**

Man: J'ai vraiment détesté mon stage. C'était complètement nul. Et toi, Suzanne?

Woman: Non, pas du tout. C'était assez intéressant et je me suis bien amusée surtout à cause du contact avec le public.

- (a) Olivier thought his work experience was ...(rubbish). [1]  
 (b) Suzanne enjoyed her work experience because ...(it was interesting or she liked meeting the public). [1]

**Section 2**

Man: Alors, moi, j'ai travaillé dans un magasin de sport et j'ai passé six heures par jour à vendre des raquettes et des baskets. Pas vraiment bien pour moi qui ne m'intéresse pas au sport.

- (c) Olivier worked in a ...(sport shop). [1]  
 (d) He worked ...(6)...hours a day. [1]

**Section 3**

Woman: J'étais à l'hôpital. J'ai aidé les infirmiers et j'ai bien arrangé les fleurs pour les malades. J'étais bien fatiguée le soir parce que j'ai travaillé de longues heures tous les jours.

- (e) Suzanne helped the nurses and helped the patients by ..(arranging flowers) [1]  
 (f) She was tired because ...(worked long hours) [1]

## QUESTION 7

Interview with Audrey Tautou, the actress, star of the films *Amélie* and *The Da Vinci Code*. Answer the questions in **English**.

### Section 1

Man: Audrey Tautou, comment était votre enfance?

Woman: Mon enfance a été très heureuse. Je faisais beaucoup d'activités: piano, chant, dessin et sport. J'ai un frère et deux soeurs et je les adore. On ne se voit pas très souvent mais les liens sont très forts.

- (a) What was Audrey's childhood like?  
(Happy or busy) [1]
- (b) What is her attitude towards her family?  
(Positive statement) [1]

### Section 2

Man: Comment avez-vous décidé de devenir actrice?

Woman: Après mes examens, mes parents m'ont offert comme cadeau un stage d'été, des cours de théâtre pour apprendre un peu le métier d'actrice. Cela m'a beaucoup plu et j'ai continué ce métier. Le jour du casting de mon premier film, *Vénus Beauté*, je suis arrivée une heure en retard – je me suis perdue dans Paris. Heureusement, ils m'ont invitée à revenir le lendemain et ils m'ont offert le rôle. Le film a eu un grand succès.

- (c) What did her parents buy her as a present after her exams?  
(Theatre or summer course) [1]
- (d) Why did she arrive late for the casting of *Vénus Beauté*?  
(Lost in Paris) [1]

### Section 3

Man: Et le film *Amélie Poulain*?

Woman: J'ai eu beaucoup de chance d'être proposée pour le rôle d'*Amélie*. Je pense que je ressemble à Amélie dans la mesure où j'étais une enfant qui aimait beaucoup la fantaisie. C'est ce film qui m'a rendue célèbre. L'idée d'être si bien connue est difficile pour moi. Je n'aime pas me voir dans un magazine. Je veux que ma vie reste privée.

- (e) In what way does she think she's like Amélie?  
(Imaginative child) [1]
- (f) What does she think about being famous?  
(Negative statement) [1]

## MARK SCHEME

### READING

#### GENERAL PRINCIPLES

Foundation Total 40

Higher Total 40

All candidates will have attempted **either** the higher paper **or** the foundation paper. They will not have attempted both. (If they have done so, then contact WJEC.)

The principle underlying the marking is the total, partial or non-completion of the task required except for those questions involving a choice between options. In those instances, the answer is either correct or incorrect and there is no partially correct answer.

Multiple choice, true/false, choosing the correct option from a series of pictures etc. will be marked as agreed in the conference. Normally no half marks will be awarded.

On some occasions there may only be a partial, incomplete, or ambiguous answer and we need to look at these on an individual basis.

Figures and numbers are acceptable.

Answers which have English or Welsh spelling which is incorrect but understandable and which does not interfere with the message communicated will generally be accepted.

Any incorrect information is disregarded as long as a correct answer is given unless the incorrect information obviously contradicts or modifies what has been said.

Our policy when too many alternative and incorrect answers are given is to penalise for each extra incorrect answer.

e.g. one answer possible and two answers given, the correct one and an alternative  
 $= 1 - 1 = 0$   
 two possible answers and three answers given, two correct and an alternative  
 $= 1 + 1 = 2 - 1 = 1$

Where the information given e.g. in brackets or with an oblique (unless considered an alternative answer) makes the answer more ambiguous we deduct a mark, i.e.  $2 - 1 = 1$

Each of the tasks is worth 1 mark (there are 40 on the foundation and 40 on the higher paper) in all and the number of tasks per question is indicated by the scale printed at the side of the question. Each task should be marked on a 0 - ½ - 1 scale as indicated in the marking scheme and as confirmed in the examiners' conference.

The scheme is a draft scheme only, drawn up on the basis of the expected answers, to be finalised at the examiners' conference in the light of answers written by candidates. Please look through as many scripts beforehand as time allows and note answers which you do not think fall easily into the 0, ½, 1 categories so that as many possible answers can be discussed at the conference.

The marks awarded for each question should be shown in the margin by the question; these should be totalled and the total shown at the bottom of the margin on the final page. The total is out of 40 on the foundation paper and 40 on the higher paper. **If the total ends in a half mark e.g. 18½ then the total for the paper is rounded up to the next full mark.**

**It is important to avoid the following errors in marking.**

- (a) Awarding more than the maximum mark per sub-section or task.
- (b) Forgetting that each task is worth **one** mark i.e. the maximum mark in the right hand margin should be the mark printed on the paper. In addition **half a mark** may be awarded for some tasks.
- (c) Confusion between the number of details required per question, especially when alternative answers are allowed.
- (d) Mathematical errors - incorrect addition and wrong transfer of total working mark to the front page.
- (e) Incorrect marking due to lack of appreciation of the marking scheme on specific points or due to ultimately believing that a wrong answer frequently given by candidates is correct!

**MARK SCHEME**  
**FOUNDATION TIER**  
**READING**

- Q.1**
- (i) D
  - (ii) A
  - (iii) H
  - (iv) F
  - (v) B
  - (vi) I
  - (vii) G
  - (viii) C
  - (ix) J
  - (x) E

- Q.2**
- (i) C E
  - (ii) B H
  - (iii) D F
  - (iv) A G

- Q.3**
- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| B | D | E | G | H | I |
|---|---|---|---|---|---|

- Q.4**
- (i) 6.45
  - (ii) jam
  - (iii) bus/coach
  - (iv) sales
  - (v) raining
  - (vi) boring
  - (vii) traffic jams
  - (viii) homework

- Q.5**
- (i) adverts
  - (ii) parents
  - (iii) (more than a) year
  - (iv) environmentalism
  - (v) looking at paintings
  - (vi) paparazi or equivalent
  - (vii) phone the papers
  - (viii) (job in) biology/environmentalism

**MARK SCHEME****HIGHER TIER****READING**

- Q.1**
- (i) 6.45
  - (ii) jam
  - (iii) bus/coach
  - (iv) sales
  - (v) raining
  - (vi) boring
  - (vii) traffic jams
  - (viii) homework
- Q.2**
- (i) adverts
  - (ii) parents
  - (iii) (more than a) year
  - (iv) environmentalism
  - (v) looking at paintings
  - (vi) papparazi or equivalent
  - (vii) phone the papers
  - (viii) (job in) biology/environmentalism
- Q.3**
- (i) Mathilda
  - (ii) None
  - (iii) Doctor
  - (iv) Artist
  - (v) Maths
  - (vi) Jerusalem
  - (vii) Travelling

**Q.4** (i) Cars

(ii) Big

(iii) Britain

(iv) Pretty

(v) Pleased

**Q.5** (i) used to have good marks/now doesn't do homework

used to be happy/now miserable

(ii) (he's) 29

(iii) job

Pierre

**Q.6** (I) 7 years

(II) 50

(III) big issues/questions of the day

(iv) arabic

(v) plane

(vi) arrive early at the airport

(vii) phone his girlfriend



## ORAL MARK SCHEME

### FOUNDATION TIER

#### INTERACTIVE TASK

Each candidate will be required to undertake two interactive tasks, each containing five tasks.

Each interactive task will be separately assessed according to the following criteria:

#### Communication:

- 2 - Answer is appropriate and complete. The task set is carried out effectively and without ambiguity.
- 1 - Partial completion or partial communication of the task.
- 0 - Inappropriate response. The candidate is unable to communicate any of the information required.

#### Communication total: 20 (10 marks each task)

|   |
|---|
| Quality of language   |
| Candidates: <ul style="list-style-type: none"> <li>Convey clear messages despite some errors</li> <li>Use pronunciation that is more accurate than inaccurate</li> <li>Use different tenses when referring to the past, present and future</li> </ul> |
| 10 - 9  |
| Candidates: <ul style="list-style-type: none"> <li>Use words, phrase and sentences</li> <li>Show signs of accurate pronunciation</li> </ul>   |
| 8 - 7   |
| Candidates: <ul style="list-style-type: none"> <li>Substitute words and phrases</li> <li>Attempt to pronounce words accurately</li> </ul>   |
| 6 - 5   |
| Candidates: <ul style="list-style-type: none"> <li>Use mainly single words and phrases</li> <li>Speak with pronunciation that is understandable</li> </ul>  |
| 4 - 3   |
| Candidates: <ul style="list-style-type: none"> <li>Speak with many inaccuracies</li> </ul>  |
| 2 - 1   |
| Candidates: <ul style="list-style-type: none"> <li>Have no evident knowledge of the language</li> </ul>   |
| 0   |

**Communication – 20 marks**

**Quality of language – 10 marks**

**Total: 30 marks**

**STRUCTURED DISCUSSION****FOUNDATION TIER**

|   | Content and communication   | Quality of language   |
|---|---|---|
| 5 | Candidates: <ul style="list-style-type: none"> <li>• Take part in a conversation / simple discussion</li> <li>• Express points of view / opinions</li> <li>• React to unpredictable questions</li> <li>• Refer to the past, present and future</li> </ul> | Candidates: <ul style="list-style-type: none"> <li>• Convey clear messages despite some errors</li> <li>• Use pronunciation that is more accurate than inaccurate</li> <li>• Use different tenses when referring to the past, present and future</li> </ul> |
|   | 10 - 9  | 10 - 9  |
| 4 | Candidates: <ul style="list-style-type: none"> <li>• Take part in a conversation about subjects with which they are familiar</li> <li>• Express some opinions</li> </ul>  | Candidates: <ul style="list-style-type: none"> <li>• Use words, phrase and sentences</li> <li>• Show signs of accurate pronunciation</li> </ul>   |
|   | 8 - 7   | 8 - 7   |
| 3 | Candidates: <ul style="list-style-type: none"> <li>• Answer some open questions</li> <li>• Take part in a simple conversation</li> </ul>  | Candidates: <ul style="list-style-type: none"> <li>• Substitute words and phrases</li> <li>• Attempt to pronounce words accurately</li> </ul>   |
|   | 6 - 5   | 6 - 5   |
| 2 | Candidates: <ul style="list-style-type: none"> <li>• Answer closed questions</li> <li>• Convey limited information</li> </ul>   | Candidates: <ul style="list-style-type: none"> <li>• Use mainly single words and phrases</li> <li>• Speak with pronunciation that is understandable</li> </ul>  |
|   | 4 - 3   | 4 - 3   |
| 1 | Candidates: <ul style="list-style-type: none"> <li>• Are able to convey some information</li> </ul>   | Candidates: <ul style="list-style-type: none"> <li>• Speak with many inaccuracies</li> </ul>  |
|   | 2 - 1   | 2 - 1   |
| U | Candidates: <ul style="list-style-type: none"> <li>• Do not communicate</li> </ul>  | Candidates: <ul style="list-style-type: none"> <li>• Have no evident knowledge of the language</li> </ul>   |
|   | 0   | 0   |

**HIGHER TIER**

|   | Communication and content   | Quality of language   |
|---|---|---|
| 8 | Candidates: <ul style="list-style-type: none"> <li>Steer the conversation to reflect their personal interests</li> <li>Interact readily</li> <li>Respond to teacher intervention</li> </ul>   | Candidates: <ul style="list-style-type: none"> <li>Show a very good level of accuracy</li> <li>Show signs of more sophisticated language</li> <li>Speak confidently with convincing pronunciation and intonation</li> </ul>                           |
|   | 10  | 10  |
| 7 | Candidates: <ul style="list-style-type: none"> <li>Develop conversations / discussions</li> <li>Narrate events and produce extended sequences of speech</li> <li>Explain ideas and points of view</li> <li>Show an ability to interact during the conversation</li> </ul> | Candidates: <ul style="list-style-type: none"> <li>Show a good level of accuracy</li> <li>Use a variety of vocabulary, structures and tenses</li> <li>Speak with good pronunciation and intonation</li> </ul>   |
|   | 9 - 8   | 9 - 8   |
| 6 | Candidates: <ul style="list-style-type: none"> <li>Take part in a conversation using longer sequences of speech</li> <li>Express factual information, ideas and points of view</li> </ul>   | Candidates: <ul style="list-style-type: none"> <li>Show signs of a variety of structures, tenses and vocabulary</li> <li>Use pronunciation and intonation which are mostly accurate</li> </ul>  |
|   | 7 - 6   | 7 - 6   |
| 5 | Candidates: <ul style="list-style-type: none"> <li>Take part in a conversation / simple discussion</li> <li>Express points of view / opinions</li> <li>React to unpredictable questions</li> <li>Refer to the past, present and future</li> </ul>                         | Candidates: <ul style="list-style-type: none"> <li>Convey clear messages despite some errors</li> <li>Use pronunciation that is more accurate than inaccurate</li> <li>Use different tenses when referring to the past, present and future</li> </ul> |
|   | 5   | 5   |
| 4 | Candidates: <ul style="list-style-type: none"> <li>Take part in a conversation about subjects with which they are familiar</li> <li>Express some opinions</li> </ul>  | Candidates: <ul style="list-style-type: none"> <li>Use words, phrase and sentences</li> <li>Show signs of accurate pronunciation</li> </ul>   |
|   | 4   | 4   |

|   |   |   |
|---|---|---|
| 3 | <p>Candidates:</p> <ul style="list-style-type: none"> <li>• Answer some open questions</li> <li>• Take part in a simple conversation</li> </ul> | <p>Candidates:</p> <ul style="list-style-type: none"> <li>• Substitute words and phrases</li> <li>• Attempt to pronounce words accurately</li> </ul>                  |
|   | 3   | 3   |
| 2 | <p>Candidates:</p> <ul style="list-style-type: none"> <li>• Answer closed questions</li> <li>• Convey limited information</li> </ul>            | <p>Candidates:</p> <ul style="list-style-type: none"> <li>• Use mainly single words and phrases</li> <li>• Speak with pronunciation that is understandable</li> </ul> |
|   | 2   | 2   |
| 1 | <p>Candidates:</p> <ul style="list-style-type: none"> <li>• Are able to convey some information</li> </ul>                                      | <p>Candidates:</p> <ul style="list-style-type: none"> <li>• Speak with many inaccuracies</li> </ul>   |
|   | 1   | 1   |
| U | <p>Candidates:</p> <ul style="list-style-type: none"> <li>• Do not communicate</li> </ul>   | <p>Candidates:</p> <ul style="list-style-type: none"> <li>• Have no evident knowledge of the language</li> </ul>  |
|   | 0   | 0   |

**HIGHER TIER****ORAL EXPOSÉ**

|   | Communication and content  | Quality of language   |
|---|--|---|
| 8 | Candidates: <ul style="list-style-type: none"> <li>• Deliver an articulate and confident exposé</li> <li>• Interact readily during the discussion</li> <li>• Respond very well to all questions</li> </ul> | Candidates: <ul style="list-style-type: none"> <li>• Show a very good level of accuracy</li> <li>• Show signs of more sophisticated language</li> <li>• Speak confidently with convincing pronunciation and intonation</li> </ul>                           |
|   | 15 - 14  | 15 - 14   |
| 7 | Candidates: <ul style="list-style-type: none"> <li>• Deliver exposé well</li> <li>• Show an ability to interact during the discussion</li> <li>• Respond well to all questions</li> </ul>                  | Candidates: <ul style="list-style-type: none"> <li>• Show a good level of accuracy</li> <li>• Use a variety of vocabulary, structures and tenses</li> <li>• Speak with good pronunciation and intonation</li> </ul>   |
|   | 13 - 12  | 13 - 12   |
| 6 | Candidates: <ul style="list-style-type: none"> <li>• Deliver exposé competently</li> <li>• Respond well to most questions</li> </ul>   | Candidates: <ul style="list-style-type: none"> <li>• Show signs of a variety of structures, tenses and vocabulary</li> <li>• Use pronunciation and intonation which are mostly accurate</li> </ul>  |
|   | 11 - 10  | 11 - 10   |
| 5 | Candidates: <ul style="list-style-type: none"> <li>• Deliver main points of exposé</li> <li>• Respond to most questions</li> </ul>   | Candidates: <ul style="list-style-type: none"> <li>• Convey clear messages despite some errors</li> <li>• Use pronunciation that is more accurate than inaccurate</li> <li>• Use different tenses when referring to the past, present and future</li> </ul> |
|   | 9 - 8  | 9 - 8   |
| 4 | Candidates: <ul style="list-style-type: none"> <li>• Deliver exposé with some teacher prompting</li> <li>• Respond to some questions</li> </ul>  | Candidates: <ul style="list-style-type: none"> <li>• Use words, phrase and sentences</li> <li>• Show signs of accurate pronunciation</li> </ul>   |
|   | 7 - 6  | 7 - 6   |
| 3 | Candidates: <ul style="list-style-type: none"> <li>• Rely heavily on teacher prompting to deliver exposé</li> <li>• Respond to few of the questions</li> </ul>   | Candidates: <ul style="list-style-type: none"> <li>• Substitute words and phrases</li> <li>• Attempt to pronounce words accurately</li> </ul>   |
|   | 5 - 4  | 5 - 4   |

|   |  |  |
|---|--|--|
| 2 | Candidates: <ul style="list-style-type: none"> <li>• Deliver some information</li> <li>• Give a minimal response to questions</li> </ul> | Candidates: <ul style="list-style-type: none"> <li>• Use mainly single words and phrases</li> <li>• Speak with pronunciation that is understandable</li> </ul> |
|   | 3 - 2  | 3 - 2  |
| 1 | Candidates: <ul style="list-style-type: none"> <li>• Deliver very little information</li> </ul>  | Candidates: <ul style="list-style-type: none"> <li>• Speak with many inaccuracies</li> </ul>   |
|   | 1  | 1  |
| U | Candidates: <ul style="list-style-type: none"> <li>• Do not communicate</li> </ul>   | Candidates: <ul style="list-style-type: none"> <li>• Have no evident knowledge of the language</li> </ul>  |
|   | 0  | 0  |

## CONTROLLED ASSESSMENT WRITING MARKSCHEME

### QUESTION ONE

Candidates must choose **two** tasks from Q1 which are assessed separately for **Communication** (a mark out of **10 for each**) and assessed together for **Quality of Language** (a mark out of **10**) giving a final mark of **30**.

### COMMUNICATION

**10/9 Marks** Candidate communicates everything that is required. As complete an answer as can be expected.

**8/7 Marks** Candidate communicates most of the information required but with some minor omissions and/or some information not expressed in comprehensible form.

**6/5 Marks** Candidate communicates about half the information required in comprehensible form.

**4/3 Marks** Limited communication. Candidate communicates less than half the information required. Some information may be fragmentary.

**2/1 Marks** Minimal information communicated. Words tend to be strung together, occasionally making sense. Answer is brief.

**0 Marks** Nothing relevant is communicated. Words strung together, not making sense.

### QUALITY OF LANGUAGE

**10/9 Marks** Good range of vocabulary and structures. Language is appropriate and mostly correct.

**8/7 Marks** Evidence of a range of vocabulary and structures. Mostly accurate but some minor errors may occur.

**6/5 Marks** Rather limited range of vocabulary but generally appropriate. High incidence of minor errors with some serious errors.

**4/3 Marks** Very few sentence forms. Language used is often phrases or single words. Frequent errors.

**2/1 Marks** Frequent errors occur, inhibiting communication. Minimal vocabulary. Mostly single words.

**0 Marks** Totally inaccurate and incomprehensible.

## CONTROLLED ASSESSMENT WRITING MARKSCHEME

### QUESTION TWO

#### COMMUNICATION

**10/9 Marks** Candidate communicates everything that is required. As complete an answer as can be expected including, where appropriate, references to events in the past, present and future and the expression of opinions.

**8/7 Marks** Candidate communicates most of the information required but with some minor omissions and/or some information not expressed in comprehensible form.

**6/5 Marks** Candidate communicates about half the information required in comprehensible form.

**4/3 Marks** Limited communication. Candidate communicates less than half the information required. Some information may be fragmentary.

**2/1 Marks** Minimal information communicated. Words tend to be strung together, occasionally making sense. Answer is brief.

**0 Marks** Nothing relevant is communicated. Words strung together, not making sense.

#### QUALITY OF LANGUAGE

**10/9 Marks** Good range of vocabulary and structures. Language is appropriate and mostly correct. Accurate use of tenses and verb structures.

**8/7 Marks** Evidence of a range of vocabulary and structures. Mostly accurate but some minor errors may occur.

**6/5 Marks** Rather limited range of vocabulary but generally appropriate. Simple structures usually accurate but errors may occur in more complex sentences.

**4/3 Marks** Limited range of vocabulary and structures. Some serious errors may occur especially in verb forms and genders, although simple structures tend to be accurate.

**2/1 Marks** Frequent errors occur, inhibiting communication. Minimal vocabulary. Simple structures, often incorrect.

**0 Marks** Totally inaccurate and incomprehensible.



## ASSESSMENT WRITING MARKSCHEME

### QUESTION THREE

Candidates must choose **two** tasks from Q 3 which are marked separately out of 30 each. The total is then halved to give a maximum of **30 marks overall**.

### COMMUNICATION

**15/14/13 Marks** As complete an answer as can be expected. Able to present ideas clearly and fully, and justify points of view.

**12/11/10 Marks** Coherent presentation of ideas and points of view. A few ideas not fully developed but candidate shows understanding of the task and is able to communicate much of the information required.

**9/8/7 Marks** About half of the information is communicated coherently but there are some important omissions and/or errors, inhibiting communication.

**6/5/4 Marks** Less than half of the information is communicated, with serious omissions. There is sometimes confusion about the nature of the task and an inability to communicate essential ideas coherently.

**3/2/1 Marks** Minimal information is communicated. There is little indication that the task has been understood. Much of the information is irrelevant or incomprehensible.

**0 Marks** Totally irrelevant and/or incomprehensible.

### QUALITY OF LANGUAGE

**15/14/13 Marks** A wide range of vocabulary and structures. Excellent command of grammatical principles, appropriate at this level. Mostly correct use of language, despite the occasional minor error. Accurate use of tenses and verb structures. Some complex structures used correctly.

**12/11/10 Marks** A good range of vocabulary and structures. Mostly accurate with occasional errors which do not impede communication. Language is generally appropriate for the task.

**9/8/7 Marks** Evidence of a range of vocabulary and structures, but may not always be appropriate. The basic principles of grammar are applied but there may be errors (genders, agreement, verbs) which detract from the overall performance.

**6/5/4 Marks** Limited range of vocabulary and structures. Rudimentary grasp of basic grammar. A high incidence of errors, many of which are serious.

**3/2/1 marks** Vocabulary inadequate for the task. No sense of grammatical structure. Words strung together making little sense.

**0 Marks** Vocabulary and structures totally inadequate. No understanding of grammatical principles. Words strung together, making no sense.

## ASSESSMENT GRID

## French

[illegible]