



General Certificate of Secondary Education

French 3651 *Specification A*

3651/R Reading

Mark Scheme

2006 examination - June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

READING TESTS

Notes on the Marking Scheme

Non-verbal Answers

Follow the mark scheme as set out.

Verbal Answers (English or Target Language)

1. The basic principle of assessment is that candidates should gain credit for what they know, understand and can do. The following guidance should be borne in mind when marking.
 - (a) Credit should be given for all answers which convey the key idea required intelligibly and without ambiguity. This applies whether the answer is in English or in the target language. A separate assessment of spelling, punctuation and grammar is not required on these papers because of the nature of the answers. However, these aspects are an integral part of assessing communication and marks cannot be awarded where errors in spelling, punctuation or grammar lead to a failure to communicate the required information **without ambiguity**.
 - (b) Where a candidate has given alternatives or additional information in answer, the following criteria should be applied:
 - if the alternative/addition does not contradict the key idea or make it ambiguous, **accept**;
 - if the alternative/addition contradicts the key idea or makes it ambiguous, **reject**.
 - (c) Where numbered lines are given within a question/section of a question, credit should be given for correct answers, no matter which line they appear on.
 - (d) Where a question has more than one **section**, a candidate may include as part of the answer to one section the information required to answer another section. For instance, the information required to answer section (b) might be given as part of the answer to section (a). In such cases, credit should be given for having answered section (b), provided that no incorrect answer has been given for that section in the correct place.
 - (e) Where a question or part of a question carries more than one mark, candidates are given credit for all the correct answers they give, even if they have given incorrect answers as well, except where any of the latter contradicts a correct answer that they have given.
2./..... means that these are acceptable alternative answers. (.....) means that this information is not needed for full marks.
3. In questions where candidates are asked to name, for example, three types of vegetable sold in the market, only the first three items they write down should be considered.
4. Accept
 - T/F/?
 - Target language equivalent as instructed in rubric (eg. V/F/PM or R/F/NT)
 - ✓/X/?
 - a mix and match approach using the above, where the response is clear and unambiguous (eg. T and ✓ are both used by the candidate).
5. In multiple choice questions where candidates must choose one letter or number, they should automatically get no mark awarded if they give more than one. If the rubric instructs them to write one letter or number in the box and they do so, but write a second letter or number outside the box too, then the answer in the box should be considered.
6. No mark scheme can cover all possible answers. When in doubt:
 - look for the key idea, where this is appropriate.
 - **t.c.** = tout court **NFP** = no further penalty

Foundation Tier

| Question | Accept | Mark | Reject/Notes |
|-----------------|---|-------------|---|
| 1 | Coffee Chocolate Lemon Strawberry Vanilla Any recognisable spelling (Any 3 from 5) | 3 | Café Chocolat Lemonade/limon/citron/citrus Fraise vanille |
| 2 | Bread/loaf/croissants/baguettes (or any recognisable type of bread) e.g. bread and cakes Baker's/bakery | 1 | Any other item which isn't bread eg pastries/cakes t.c. |
| 3 | Tomorrow/the next day/the day after/the following day | 1 | The day after next |
| 4 (a) | 21/ 21h / 21 hours / 2100 / 21 o'clock / 9 (p.m.)/ 9 hours / 9.00 / 9 o'clock | 1 | 9 a.m./ 0900 |
| 4 (b) | Sunday | 1 | dimanche |

| Question | Accept | Mark | Reject/Notes |
|----------|--|------|--|
| 5 | 5 (a) G 5 (b) D 5 (c) C 5 (d) E 5 (e) I 5 (f) B | 6 | |
| 6 (a) | Math(s) / mathématique(s) / mathématique(s) / mat(s) / mathématique(s) | 1 | Mathematic(s) |
| 6 (b) | Musique | 1 | Music (Eng)/ musik/musick |
| 6 (c) | trois / 3 / troi / trios/ e.g. 3 (tres) – if 3 present, plus a word, ignore poor spelling | 1 | Three / tres / très / treize /twa 3 semaines e.g. lundi, jeudi, vendredi |
| 6 (d) | 12 heures 12 (H) (- 1H 30) / 1200 / midi douze (heure(s)) | 1 | 1H 30 t.c. 12 am/pm |

| Question | Accept | Mark | Reject/Notes |
|----------|---|---------------------------------|--------------|
| 7 | 7 (a) <input data-bbox="521 296 600 352" type="text" value="E"/> 7 (b) <input data-bbox="521 392 600 448" type="text" value="C"/> 7 (c) <input data-bbox="521 488 600 544" type="text" value="A"/> 7 (d) <input data-bbox="521 584 600 639" type="text" value="B"/> | 1 1 1 1 | |
| 8 | 8 (a) <input data-bbox="521 708 600 764" type="text" value="C"/> 8 (b) <input data-bbox="521 804 600 860" type="text" value="H"/> 8 (c) <input data-bbox="521 900 600 956" type="text" value="J"/> 8 (d) <input data-bbox="521 995 600 1051" type="text" value="A"/> 8 (e) <input data-bbox="521 1091 600 1147" type="text" value="E"/> 8 (f) <input data-bbox="521 1187 600 1243" type="text" value="F"/> 8 (g) <input data-bbox="521 1283 600 1339" type="text" value="D"/> | 1 1 1 1 1 1 1 | |

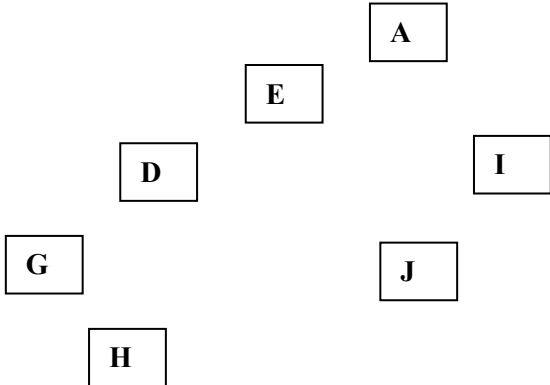
| Question | Accept | Mark | Reject/Notes |
|----------|---|-----------|--------------|
| 9 | <div style="text-align: center;"> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px 10px;">A</div> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px 10px;">E</div> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px 10px;">D</div> <div style="border: 1px solid black; padding: 2px 10px;">I</div> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px 10px;">G</div> <div style="border: 1px solid black; padding: 2px 10px;">J</div> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px 10px;">H</div> </div> </div> | 7 | |
| | Total | 35 | |

Higher Tier

| Question | Accept | Mark | Reject/Notes |
|-----------------|--|-------------|---------------------|
| 1 | 1 (a) <input data-bbox="544 328 622 387" type="text" value="C"/> | 1 | |
| | 1 (b) <input data-bbox="544 427 622 486" type="text" value="H"/> | 1 | |
| | 1 (c) <input data-bbox="544 526 622 585" type="text" value="J"/> | 1 | |
| | 1 (d) <input data-bbox="544 624 622 683" type="text" value="A"/> | 1 | |
| | 1 (e) <input data-bbox="544 719 622 778" type="text" value="E"/> | 1 | |
| | 1 (f) <input data-bbox="544 815 622 874" type="text" value="F"/> | 1 | |
| | 1 (g) <input data-bbox="544 911 622 970" type="text" value="D"/> | 1 | |

Accept ✓/T /R for V Accept X/ W for F Accept ? for PM

| Question | Accept | Mark | Reject/Notes |
|----------|--------|------|--------------|
| 2 (a) | V | 1 | |
| 2(b) | F | 1 | |
| 2(c) | V | 1 | |
| 2(d) | PM | 1 | |
| 2(e) | V | 1 | |
| 2(f) | PM | 1 | |
| 2(g) | V | 1 | |

| Question | Accept | Mark | Reject/Notes |
|----------|---|-----------------------|--------------|
| 3 |  | 7 | |
| 4 | 4 (a) 95 4 (b) 25 4 (c) 62 4 (d) 54 4 (e) 17 | 1 1 1 1 1 | |

| Question | Accept | Mark | Reject/Notes |
|----------|---|------------|---|
| 5 (a) | (en) Alsace / (à) Strasbourg sentence “j’ai passé mon enfance……” | 1 | en France Bordeaux elle habite à Strasbourg/Alsace (Tense negates) |
| 5 (b) | (Dans) la presse régionale (écrite) sentence “j’ai débuté dans la presse……” | 1 | la presse écrite t.c. Bordeaux/ Paris |
| 5 (c) | EITHER ORDER (c’était) une lourde responsabilité / beaucoup de responsabilité (elle) manquait d’expérience /pas (beaucoup) d’expérience | 1 1 | Ignore extraneous material unless renders non-sensical or ambiguous, eg en même temps une lourde responsabilité Une/les responsabilité(s) tc Trop de responsabilité Moins l’expérience (comme moi) qui manquait d’expérience |
| 5 (d) | rencontrer/interviewer les hommes politiques/ les politiciens interview les hommes politiques | 1 | les hommes politiques t.c. rencontrer/interviewer les politiques |

| Question | Accept | Mark | Reject/Notes |
|----------|---|------|--|
| 6 | 6 (a) <input type="checkbox"/> B | 1 | |
| | 6 (b) <input type="checkbox"/> A | 1 | |
| | 6 (c) <input type="checkbox"/> E | 1 | |
| | 6 (d) <input type="checkbox"/> F | 1 | |
| | 6 (e) <input type="checkbox"/> H | 1 | |
| 7 (a) | Can't watch TV in evening except weekends /has to go to bed at 9/early can't watch TV on week nights | 1 | can't watch TV in evening t.c. can't watch TV on school nights |
| 7 (b) | makes her look silly/ feel stupid in front of friends or her friends can stay up (and watch films) her friends get to watch films at night and she doesn't | 1 | feels stupid/an idiot t.c. her friends can watch films t.c. |
| 7 (c) | set example to sister | 1 | Follow sister's example/any mention of sister being <u>older</u> don't be jealous of sister (nfp older) |
| | don't make sister jealous | 1 | young people should go to bed early t.c. |
| | teenagers/you should go to bed early until they/you are 16 | 1 | she should go to bed early until she is 16 all teenagers go to bed early until 16 |

| Question | Accept | Mark | Reject/Notes |
|----------|--|-----------|--|
| 8 | moved (to new area;) doesn't know anyone / has no friends/finds it hard to make friends shy/timid/lacks confidence; can't talk to girls (any 3 from 4) | 3 | Is moving/going to move Hasn't many friends/would like to make friends Shy/lacks confidence (talking) with girls = 1 |
| 9 | <u>new</u> clothes at <u>reduced</u> prices / new clothes sale | 1 | cheap clothes / clothes at reduced prices/ new clothes on sale reductions in clothes prices-new clothes in store |
| | Total | 45 | |