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### Mark Schemes and Tapescripts

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<td>Writing</td>
<td>71</td>
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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.

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

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Before you hear the tape, you will be allowed five minutes to read the questions.

The tape will be played. After hearing the voices of the French speakers used on the tape, you will hear question 1 as it appears in your answer book. The French item will then follow. At the end of this there will be a pause and the item will then be repeated.

All the other questions will be heard in the same way.

There will be a pause of approximately 2 minutes at the end of the test before answer books are collected.

You may make notes or write your answers at any time.

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

- Coffee
- Chocolate
- Sandwich
- Coca cola

(b) **Person B**

- Tea
- Water
- Chips
- Crisps

(c) **Person C**

- Lemonade
- Coca cola
- Milk
- Cake
(d) Person D

<table>
<thead>
<tr>
<th>Drink</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Water</td>
<td></td>
</tr>
<tr>
<td>Coffee</td>
<td></td>
</tr>
<tr>
<td>Lemonade</td>
<td></td>
</tr>
<tr>
<td>Ice cream</td>
<td></td>
</tr>
</tbody>
</table>
2. Two friends, Michael and Danielle, are talking about their holidays. **Tick the correct boxes.**

(a) Michael likes:

(b) Danielle likes:
(c) Who likes the cinema?

(i) Michael
(ii) Danielle
(iii) Michael and Danielle

[1]

(d) When do they like going on holidays? **Tick one box**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td></td>
</tr>
<tr>
<td>Autumn</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
</tr>
</tbody>
</table>

[1]
3. Where are they going? Which direction?

Tick the correct boxes.

(a) She is going:

She must:

(b) He is going:

He must:
ROUGH NOTES
(c) She is going:

(i) ![Train Station]
(ii) ![Beach]
(iii) ![Office]

She must:

(i) ![Left Turn]
(ii) ![Straight]
(iii) ![Right Turn]
ROUGH NOTES
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.**

<table>
<thead>
<tr>
<th>What is the problem?</th>
<th>Tick the 4 correct boxes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Her back hurts</td>
<td></td>
</tr>
<tr>
<td>She has a headache</td>
<td></td>
</tr>
<tr>
<td>She has a stomach ache</td>
<td></td>
</tr>
<tr>
<td>Her arm hurts</td>
<td></td>
</tr>
<tr>
<td>She has a temperature</td>
<td></td>
</tr>
<tr>
<td>Her leg hurts</td>
<td></td>
</tr>
<tr>
<td>Her ear hurts</td>
<td></td>
</tr>
<tr>
<td>She feels sick</td>
<td></td>
</tr>
</tbody>
</table>
5. You are at a railway station in France. Listen to the following train announcement.

At what platform and at what time does the train arrive?

(a) What platform? ...............  
What time? ..................  

(b) What can you do on the train? **Tick 2 boxes.**

<table>
<thead>
<tr>
<th>Sleep</th>
<th></th>
<th>[2]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use computer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take your bike</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Gabrielle is talking about what she likes to do during her spare time. Listen to what she says and answer the questions.

(a) What are her favourite TV programmes? ...........................................  
(b) How many hours of TV does she watch at the weekend? ..................  
(c) What sort of TV programme is she going to watch this evening?

............................................  
(d) What does she have to do tomorrow? .............................................
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 had a ……………… for his birthday [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]
GCSE FRENCH SPECIMEN ASSESSMENT MATERIALS 17

Candidate Name

Centre Number

Candidate Number 0

GCSE

FRENCH

HIGHER TIER (Grades A*-D)

LISTENING

SPECIMEN PAPER SUMMER 2011

45 minutes approximately

INSTRUCTIONS TO CANDIDATES

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Answer all questions.

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1. You are at a railway station in France. Listen to the following train announcement.

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

(a) What platform? ……………… [1]

What time? ……………… [1]

(b) What can you do on the train? **Tick 2 boxes.**

- Sleep
- Eat
- Use computer
- Take your bike

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?………………… [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 had a ……………… for his birthday. [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 6 correct boxes.

<table>
<thead>
<tr>
<th>Horror film</th>
<th>Gardening programme</th>
<th>Weather forecast</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sports programme</td>
<td>DIY programme</td>
<td>Holiday programme</td>
</tr>
<tr>
<td>Comedy programme</td>
<td>Political documentary</td>
<td>Music programme</td>
</tr>
<tr>
<td>Cookery programme</td>
<td>Soap drama</td>
<td>Travel bulletin</td>
</tr>
</tbody>
</table>

[6]
5. Florian and Virginie are discussing their school life. Listen to the following conversation. **Tick the correct boxes.**

**There are two sections.**

**SECTION 1**

<table>
<thead>
<tr>
<th></th>
<th>True</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Virginie thinks the teachers are demanding</td>
<td></td>
</tr>
<tr>
<td>(b) She has lots of homework this year</td>
<td></td>
</tr>
<tr>
<td>(c) She went on a school visit to Spain last year</td>
<td></td>
</tr>
<tr>
<td>(d) Florian hates history</td>
<td></td>
</tr>
<tr>
<td>(e) He hates his history teacher</td>
<td></td>
</tr>
<tr>
<td>(f) He enjoys all his subjects</td>
<td></td>
</tr>
</tbody>
</table>

**SECTION 2**

<table>
<thead>
<tr>
<th></th>
<th>True</th>
</tr>
</thead>
<tbody>
<tr>
<td>(g) Virginie is going to give up science next year</td>
<td></td>
</tr>
<tr>
<td>(h) She finds science very difficult</td>
<td></td>
</tr>
<tr>
<td>(i) She has regular science homework</td>
<td></td>
</tr>
<tr>
<td>(j) She thinks homework is a good thing</td>
<td></td>
</tr>
<tr>
<td>(k) She wants to be a journalist</td>
<td></td>
</tr>
<tr>
<td>(l) There are not enough women scientists</td>
<td></td>
</tr>
</tbody>
</table>
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]
<table>
<thead>
<tr>
<th>Candidate Name</th>
<th>Centre Number</th>
<th>Candidate Number</th>
</tr>
</thead>
</table>

GCSE
FRENCH
FOUNDATION TIER (Grades G-C)
READING
SPECIMEN PAPER SUMMER 2011
35 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  
B  GENDARMERIE  
C  BOULANGERIE  
D  PISCINE  
E  LIBRAIRIE  
F  OBJETS TROUVES  
G  BIBLIOTHEQUE  
H  BOUCHERIE  
I  PATINOIRE  
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]
2. Look at the pictures. Which picture fits? Write A, B, C etc., as in the example. [8]

Example

J'aime la gymnastique

A

B

C

D

E

F

G

H

I

J

Bonjour

Buenos días

J'aime la gymnastique
(i) Je trouve le français intéressant.
(ii) J'aime bien l'anglais.
(iii) L'histoire, c'est difficile.
(iv) Je déteste le dessin.
(v) Aujourd'hui, nous avons les sciences.
(vi) L'informatique est super.
(vii) Aimes-tu la musique?
(viii) Comment trouves-tu la géographie?
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
- aller à la pêche
- faire de la natation
- sortir en boîte
- faire du vélo
- faire des courses

- faire de la planche à voile
- faire de l’escrime
- faire de la spéléologie
- faire du parapente
- faire de l’escalade
- faire du ski nautique

You can: [6]
4. Sophie has written to Miss Star magazine about her best friend in school. There are 5 gaps for you to fill in from the words in the box below. Write the correct word next to the number in the box below Sophie’s letter. [5]

Chers Lecteurs de Miss Star!

Salut ! Je m’(0) Sophie. Je vais vous parler de ma meilleure copine Natalie.

Natalie est de (1) moyenne avec les yeux bleus et les cheveux (2). Au collège elle est dans la même classe que moi et nous (3) toutes les deux les maths et le dessin.

Elle aime observer les (4) dans le jardin. Comme moi elle aime regarder surtout les feuilletons et les émissions de musique.

Le père de Sophie ne travaille pas, donc il est au (5) mais sa mère est informaticienne dans un bureau à Brive.

J’aime beaucoup mon amie Natalie !

Example: (0) appelle

Write your answers in this box

(1) .................................
(2) .................................
(3) .................................
(4) .................................
(5) .................................

Choose your answers from this box

ceinture  aimons  gros
crions  taille  oiseaux
blonds  station-service  chômage
arrête  appelle  Pays de Galles
Salut !

J’ai vécu 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 !

D’habitude, nous allons en auto mais aujourd’hui 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 au lieu de vingt euros – un rabais de 50% - parce que c’était en solde – pas mal quoi !

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 n’était pas d’accord. D’habitude, elle préfère les films à suspense !

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.

A bientôt.

Claire

Example: What sort of day has Claire had? Fantastic

(i) How long did it take Claire to get ready to go out? ............................. [1]
(ii) What did she eat for breakfast? ......................................................... [1]
(iii) What did she drink for breakfast? ..................................................... [1]
(iv) How did Claire and Martine travel to town? ................................. [1]
(v) Why did her skirt cost only 10 euros ? ........................................... [1]
(vi) Why did they decide to go to the cinema ? ...................................... [1]
(vii) What did Martine think of the film ? .............................................. [1]
(viii) Why was Claire glad they took the train home? ............................ [1]
6. Read this article about Leonardo di Caprio from the magazine « Salut ! » and answer the questions.

Example:

When was Leonardo born? 1974

**Leonardo di Caprio**


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

Il milite pour la protection des animaux sauvages et il a une passion pour la mode. Son meilleur passe-temps quand il est à Paris, c’est visiter les grandes maisons de mode.

« *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 Leonardo did on screen? ................................ [1]

(ii) How did his parents 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]
GCSE FRENCH Specimen Assessment Materials 33

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

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(v) Why did her skirt cost only 10 euros ? .............................................[1]
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(vii) What did Martine think of the film ? .............................................[1]
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When was Leonardo born? 1974

Leonardo di Caprio


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(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 story about Antoine and tick the 7 correct boxes. [7]

Quelle chance! C'était le premier jour des vacances et je suis allé à la côte pour faire de la planche à voile avec mes amis Paul et Clara. Mais après environ une heure, à cause du vent, la planche était hors de contrôle et je me suis heurté contre les rochers. Je me suis cassé le bras droit et la jambe gauche. En plus j'ai perdu ma planche. Tant pis!

Alors j'ai dû rester à l'hôpital pendant une quinzaine mais il n'y avait rien à faire! La télé ne marchait pas et on n'avait pas le droit de surfer le net pendant la journée. Alors après trois jours j'étais vraiment mécontent.

Après être rentré chez moi je pensais acheter une nouvelle planche mais je n'ai pas l'argent qu'il faut. Alors je devrai faire des économies pour un an ou trouver un petit boulot le weekend peut-être.

<table>
<thead>
<tr>
<th>L'accident d'Antoine a eu lieu à la maison.</th>
<th>[ ]</th>
</tr>
</thead>
<tbody>
<tr>
<td>L'accident d'Antoine a eu lieu au bord de la mer.</td>
<td>[ ]</td>
</tr>
<tr>
<td>L'accident a eu lieu après soixante minutes.</td>
<td>[ ]</td>
</tr>
<tr>
<td>Antoine a été blessé grièvement.</td>
<td>[ ]</td>
</tr>
<tr>
<td>Antoine s'est fait mal à la jambe.</td>
<td>[ ]</td>
</tr>
<tr>
<td>Antoine a retrouvé sa planche.</td>
<td>[ ]</td>
</tr>
<tr>
<td>Antoine est resté à l'hôpital pendant une semaine.</td>
<td>[ ]</td>
</tr>
<tr>
<td>Antoine est retourné chez lui après deux semaines.</td>
<td>[ ]</td>
</tr>
<tr>
<td>Il a bien aimé l'hôpital.</td>
<td>[ ]</td>
</tr>
<tr>
<td>Il a trouvé l'hôpital ennuyeux.</td>
<td>[ ]</td>
</tr>
<tr>
<td>Il regardait la télé tous les jours.</td>
<td>[ ]</td>
</tr>
<tr>
<td>La télé était en panne.</td>
<td>[ ]</td>
</tr>
<tr>
<td>Antoine ne fait plus de planche à voile parce que c'est trop cher.</td>
<td>[ ]</td>
</tr>
<tr>
<td>Il espère trouver du travail.</td>
<td>[ ]</td>
</tr>
</tbody>
</table>
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

<p>| | | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>ugly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pretty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OK</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(v) The people of Milau

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>are really pleased with the bridge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>think it's a waste of money</td>
<td></td>
<td></td>
</tr>
<tr>
<td>want to pull it down</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 est accro à hard-rock 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 qu’il coûte cher de charger des CDs et Sandrine a un petit boulot le samedi mais moi, je lui prête de l’argent puisqu’elle devient tellement déprimée 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 download CDs? (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?**

- Seven months
- Seven years
- All his life

(ii) **How many Moroccans are in his school?**

- 500
- 5
- 50

(iii) **What does he talk about with his friends?**

- The weather
- Current affairs
- Respect

(iv) **What language does he speak at home?**

- Arabic
- French
- Moroccan

(v) **How does he travel to Morocco?**

- Boat
- Hovercraft
- Plane
(vi) What does he have to do because of the security checks? [1]

- Travel with his parents
- Arrive early for departure
- Always carry his passport

(vii) What does he do as soon as he arrives in Morocco? [1]

- Phones his grandmother
- Phones his girlfriend
- Recharges his phone
Controlled Assessments

SPEAKING TEST

Speaking

Task setting

1. Candidates will take part in a structured conversation based on a framework (concept web) linked to one of the contexts. WJEC will provide a number of frameworks which the centre may adapt to suit the interests of the candidates. Tasks will be changed every two years.

   The conversation will last 4-5 minutes.

2. Candidates will give a presentation on a topic of their choice. The presentation will last 2-3 minutes and will be followed by a discussion with the teacher lasting 3-4 minutes.

   The presentation should show evidence of candidate research which may include on-line investigation or study through other relevant media. Candidates are permitted to use brief notes (no more than 30 words in bullet point form) which should be retained by the teacher. A visual stimulus such as a photograph, post card or small object may also be used.
1. Structured discussion. This concept web may be adapted to suit the needs of the centre or the candidate.

- **Personal & Social context**
  - Weekend activities
  - Likes and dislikes
  - Sporting activities
  - Money
  - Friends

**Free time**

Provide opportunities for conversation about present, past, future events as well as opinions and attitudes.
2. Free choice presentation and follow-up discussion

Candidates are allowed a free choice of topic for this part of the test, allowing them to select topics that reflect their interests. Freedom to select the content of their presentation should allow candidate the opportunity to perform to their best potential and should help them feel at ease with the demands of the task. By allowing candidates to support their presentation with a visual stimulus (should they choose), they will be able to illustrate ideas or points of view in a practical way.

Candidates will be expected to give an uninterrupted presentation to the teacher lasting 2 – 3 minutes. They are allowed the support of brief notes but these should not exceed 30 words written in bullet point form. These notes should be retained by the teacher at the end of the test. Following the presentation the teacher and the candidate will engage in a discussion based on the content of the talk. The teacher must select questions to explore aspects of the presentation, being careful to match the level of demand to the ability of the candidate. Candidates need to be sufficiently challenged to allow them to demonstrate the full range of their ability. Although teachers will be familiar with the topic of the presentation, it is important that questions asked during the task have not been previously rehearsed or practised in advance of the test.

An example of a presentation might include the following:

My Geography field trip
- Location of visit
- Reason for special study
- What was enjoyable or useful about the field trip
- How the skills information learned will fit in to studies
- Visual stimulus: map or artefact

Candidates could give a range of responses to this topic. Some candidates would present simple information and use vocabulary that is familiar and simple, expressing their opinions and communicating the main points of their presentation. Some candidates could use a variety of structures and use different tenses or time frames, showing an ability to deal with unpredictable elements in their response to questions. Some candidates would demonstrate further skills, expressing points of view, using complex structures and speaking confidently and with accurate pronunciation and intonation. Such candidates would be able to respond to a wide range of questions with ease.
CONTROLLED ASSESSMENT - WRITING

Candidates must complete **two tasks**.

The tasks may be taken from any one of three sources:

(a) the question as it appears in the Task Bank  
(b) the suggested variation to the question in the Task Bank  
(c) a question devised by the candidate's teacher

Examples of questions and their variation are given below. Teachers who devise their own questions **must** ensure that candidates are able to access the highest marks for both Communication and Quality of Language (Range and Accuracy).

When completing tasks candidates should write

(a) as if their intended **audience** were French/German/Spanish-speaking people of their own age  
(b) as if their material was for the **purpose** of publication on a website

In the absence of tiered questions teachers must choose or devise questions which will suit a **range of abilities** while still providing access to all available marks.

**Question One**

Write a blog entry about a holiday you have spent abroad with your school.

**Variation:** Write about a holiday you have spent in this country with your family.

**Question Two**

Design a webpage about the area where you live and compare it with a similar area in a French-speaking country.

**Variation:** Host a discussion board on the theme: Would you prefer to live in this country or abroad?
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.
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

<table>
<thead>
<tr>
<th>Item</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coffee</td>
<td>✓</td>
</tr>
<tr>
<td>Chocolate</td>
<td></td>
</tr>
<tr>
<td>Sandwich</td>
<td>✓</td>
</tr>
<tr>
<td>Coca cola</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tea</td>
<td>✓</td>
</tr>
<tr>
<td>Water</td>
<td></td>
</tr>
<tr>
<td>Chips</td>
<td></td>
</tr>
<tr>
<td>Crisps</td>
<td>✓</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lemonade</td>
<td></td>
</tr>
<tr>
<td>Coca cola</td>
<td>✓</td>
</tr>
<tr>
<td>Milk</td>
<td></td>
</tr>
<tr>
<td>Cake</td>
<td>✓</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water</td>
<td></td>
</tr>
<tr>
<td>Coffee</td>
<td></td>
</tr>
<tr>
<td>Lemonade</td>
<td>✓</td>
</tr>
<tr>
<td>Ice cream</td>
<td>✓</td>
</tr>
</tbody>
</table>

[2]
QUESTION 2

Deux amis, Michaël et Danielle parlent de leurs vacances.

Coche (✓) les bonnes cases.

Man: J'aime bien les vacances à la campagne. J'aime le calme et j'adore faire de l'équitation - et toi, Danielle?


Man: J'aime bien le cinéma aussi, mais je déteste le shopping.

Woman: Tu préfères partir en vacances en août?

Man: Oui, surtout en juillet et août. J'adhore le soleil.

Woman: Oui, moi aussi.

(a) Michaël likes:

Grapics: seaside ✓ countryside ✓ town ✓ horse riding ✓ football ✓ swimming ✓

(b) Danielle likes:

Grapics: seaside ✓ countryside ✓ town ✓ swimming ✓ café ✓ park ✓

(c) Who likes the cinema?

(i) Michaël ✓
(ii) Danielle ✓
(ii) Michaël and Danielle ✓

(d) When do they like going on holidays? Tick one box

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td>✓</td>
</tr>
<tr>
<td>Autumn</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
</tr>
</tbody>
</table>

[1]
QUESTION 3

Where are they going?
How do they get there?

(a) Woman: Pardon, monsieur, pour aller à la piscine?
Man: Ce n’est pas loin. Allez tout droit

Where does she want to go?
Graphics: swimming pool ✓ park café [1]

How does she get there?
Graphics: turn left ✓ straight on ✓ turn right [1]

(b) Man: Madame, pouvez-vous m’aider? Je cherche l’église Saint Jean.
Woman: Oui, monsieur, il faut prendre la première rue à gauche.

Where does he want to go?
Graphics: hospital garage church ✓ [1]

How does he get there?
Graphics: turn left ✓ straight on ✓ turn right [1]

(c) Woman: Pardon, monsieur, la plage, c’est dans quelle direction?
Man: Eh bien, madame, vous devez traverser la place puis continuez tout droit.

Where does she want to go?
Graphics: station beach ✓ shop [1]

How does she get there?
Graphics: turn left ✓ straight on ✓ turn right [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.

<table>
<thead>
<tr>
<th>What is the problem?</th>
<th>Tick the 4 correct boxes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Her back hurts</td>
<td></td>
</tr>
<tr>
<td>She has a headache</td>
<td>✓</td>
</tr>
<tr>
<td>She has a stomach ache</td>
<td>✓</td>
</tr>
<tr>
<td>Her arm hurts</td>
<td></td>
</tr>
<tr>
<td>She has a temperature</td>
<td>✓</td>
</tr>
<tr>
<td>Her leg hurts</td>
<td></td>
</tr>
<tr>
<td>Her ear hurts</td>
<td>✓</td>
</tr>
<tr>
<td>She feels sick</td>
<td></td>
</tr>
</tbody>
</table>

[4]

QUESTION 5

5. You are at a railway station in France. Listen to the following train announcement.

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

At what platform and at what time does the train arrive?

(a) What platform? (Platform 3) [1]

What time? 19.00 [1]

(b) What can you do on the train? Tick 2 boxes.

Man: Dans le train, il y un wagon - restaurant et pour les passagers qui ont des vélos, veuillez vous présenter au contrôleur.

<table>
<thead>
<tr>
<th>You can do on the train?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sleep</td>
<td>✓</td>
</tr>
<tr>
<td>Eat</td>
<td>✓</td>
</tr>
<tr>
<td>Use computer</td>
<td>✓</td>
</tr>
<tr>
<td>Take your bike</td>
<td>✓</td>
</tr>
</tbody>
</table>

[2]
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’ado...
QUESTION 7

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

**Section 1**

**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’énerve, des fois. Il fait beaucoup de bruit et il est toujours dans ma chambre. Il adore le cyclisme et pour son anniversaire il a reçu un vélo.

(a) Her brother is ...(10)... years old. [1]

(b) She gets annoyed with him because he ...(is noisy)... and is always in ...(her bedroom).
   Accept for one mark: makes lots of noise / room
   Reject: is irritating [2]

(c) He had a ___(bike)___ for his birthday
   Accept for one mark: bike; bicycle [1]

**Section 2**

**Woman:** Ils sont vraiment sympas. Ils acceptent que je suis presqu’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).
   Accept for one mark: nearly grown up
   Reject: grown up / adult [1]

(e) She is allowed to … (go to town) … and to …(buy her own clothes).
   Accept for one mark: go out, buy clothes, choose clothes
   Reject: stay out late, buy or choose other items [2]

(f) Next year she plans to …(go on holiday with friends).
   Accept for one mark: go on holidays, go on a trip
   Reject: go out with friends [1]
MARK SCHEME

HIGHER TIER

LISTENING

QUESTION 1

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.

At what platform and at what time does the train arrive?

(a) What platform? (Platform 3) [1]
What time? 19.00 [1]

(b) What can you do on the train? Tick 2 boxes.

Man: Dans le train, il y a un wagon - restaurant et pour les passagers qui ont des vélos, veuillez vous présenter au contrôle.

[Table]

<table>
<thead>
<tr>
<th>Sleep</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Eat</td>
<td>✓</td>
</tr>
<tr>
<td>Use computer</td>
<td></td>
</tr>
<tr>
<td>Take your bike</td>
<td>✓</td>
</tr>
</tbody>
</table>

[2]

QUESTION 2

What does Gabrielle do in her spare time?


(a) What are her favourite TV programmes? Animal documentaries ✓
Accept for one mark: documentaries, factual programmes, animal programmes [1]
Reject: animals

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

(c) What sort of TV programme is she going to watch this evening? Motor racing ✓
Accept for one mark: sports programme, car programme [1]

(d) What does she have to do tomorrow? Homework ✓
Accept for one mark: revision, work
Reject: exams [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’énerve, des fois. Il fait beaucoup de bruit et il est toujours dans ma chambre. Il adore les le cyclisme et pour son anniversaire il a reçu un vélo.

(a) Her brother is ...(10)... years old. [1]
(b) She gets annoyed with him because he ...(is noisy)... and is always in ...(her bedroom).
   Accept for one mark: makes lots of noise / room
   Reject: is irritating [2]
(c) He had a ____ (bike) ____ for his birthday.
   Accept for one mark: bike; bicycle. [1]

Section 2

Man: Et tes parents?
Woman: Ils sont vraiment sympas. Ils acceptent que je suis presqu’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).
   Accept for one mark: nearly grown up
   Reject: grown up / adult [1]
(e) She is allowed to … (go to town) … and to …(buy her own clothes).
   Accept for one mark: go out, buy clothes, choose clothes
   Reject: stay out late, buy or choose other items [2]
(f) Next year she plans to …(go on holiday with friends).
   Accept for one mark: go on holidays, go on a trip
   Reject: go out with friends [1]
QUESTION 4

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

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.

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.

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?

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.

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.

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.

<table>
<thead>
<tr>
<th>Horror film</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Gardening programme</td>
<td></td>
</tr>
<tr>
<td>Weather forecast</td>
<td>✔</td>
</tr>
<tr>
<td>Sports programme</td>
<td>✔</td>
</tr>
<tr>
<td>DIY programme</td>
<td></td>
</tr>
<tr>
<td>Holiday programme</td>
<td>✔</td>
</tr>
<tr>
<td>Comedy programme</td>
<td></td>
</tr>
<tr>
<td>Political documentary</td>
<td></td>
</tr>
<tr>
<td>Music programme</td>
<td>✔</td>
</tr>
<tr>
<td>Cookery programme</td>
<td>✔</td>
</tr>
<tr>
<td>Soap drama</td>
<td></td>
</tr>
<tr>
<td>Travel bulletin</td>
<td>✔</td>
</tr>
</tbody>
</table>
 QUESTION 5

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

<table>
<thead>
<tr>
<th></th>
<th>True</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Virginie thinks the teachers are demanding</td>
<td>✓</td>
</tr>
<tr>
<td>(b) She has a lot of homework this year.</td>
<td>✓</td>
</tr>
<tr>
<td>(c) She went on a school visit to Spain last year</td>
<td></td>
</tr>
<tr>
<td>(d) Florian hates history</td>
<td></td>
</tr>
<tr>
<td>(e) He hates his history teacher</td>
<td>✓</td>
</tr>
<tr>
<td>(f) He enjoys all his subjects</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th></th>
<th>True</th>
</tr>
</thead>
<tbody>
<tr>
<td>(g) Virginie is going to give up science next year</td>
<td></td>
</tr>
<tr>
<td>(h) She finds science very difficult</td>
<td></td>
</tr>
<tr>
<td>(i) She has regular science homework</td>
<td>✓</td>
</tr>
<tr>
<td>(j) She thinks homework is a good thing</td>
<td>✓</td>
</tr>
<tr>
<td>(k) She wants to be a journalist</td>
<td></td>
</tr>
<tr>
<td>(e) There are not enough women scientists</td>
<td>✓</td>
</tr>
</tbody>
</table>
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).
Accept for one mark: any negative expression [1]

(b) Suzanne enjoyed her work experience because …(it was interesting or she liked meeting the public).
Accept for one mark: any positive statement, contact with 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).
Accept for one mark : shop
Reject : sport [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)
Accept for one mark: doing the flowers
Reject: buying flowers [1]

(f) She was tired because …(worked long hours)
Accept for one mark: the working day was long
Reject: She worked every day [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)
Accept for one mark: she did lots of activities, she did + named activity [1]

(b) What is her attitude towards her family?
(very strong relationship)
Accept for one mark: she loves them, she loves her brother and sister, any positive statement
Reject: she doesn’t see them often [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)
Accept for one mark: drama training, summer school
Reject: a theatre stage [1]

(d) Why did she arrive late for the casting of Vénus Beauté?
(Lost in Paris)
Accept for one mark: she got lost
Reject: she lost + item [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)
Accept for one mark: she enjoyed fantasy / fantasising
Reject: she looked like Amélie [1]

(f) What does she think about being famous?
(it is difficult)
Accept for one mark: she doesn't like it, doesn't like being in magazines, prefers having a private life
Reject: she doesn't like magazines [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

Q.2  (i)  D  (v)  E
     (ii) A  (vi)  H
     (iii) G  (vii) L
     (iv) B  (viii) F

Q.3  B   D   E   G   H   I
Q.4

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Not acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) taille</td>
<td></td>
</tr>
<tr>
<td>(2) blonds</td>
<td></td>
</tr>
<tr>
<td>(3) aimons</td>
<td></td>
</tr>
<tr>
<td>(4) oiseaux</td>
<td></td>
</tr>
<tr>
<td>(5) chômage</td>
<td></td>
</tr>
</tbody>
</table>

Q.5

(i) 1.25 hrs/75 mins  about 1.25 hrs/75 mins
(ii) croissant, jam  crescents
(iii) hot chocolate  chocolate
(iv) bus/coach  car
(v) sales  50% off/rebate
(vi) raining  wet
(vii) not like  prefers thrillers
(viii) traffic jams

Q.6

(i) adverts  publicity/ies
(ii) practise lines  rehearse lines  repeat lines
(iii) year  52 weeks  5 days a week
(iv) wild animals  savage animals
(v) going to fashion houses
(vi) papparazi or equivalent
(vii) phone the papers  ask for his autograph
(viii) (job in) biology/environmentalism  biologist
## MARK SCHEME
### HIGHER TIER
#### READING

### Q.1

<table>
<thead>
<tr>
<th>(i)</th>
<th>1.25hrs/7 mins</th>
<th>Alternatives</th>
<th>About 1.25hrs/75 mins</th>
</tr>
</thead>
<tbody>
<tr>
<td>(ii)</td>
<td>croissant, jam</td>
<td>crescents</td>
<td></td>
</tr>
<tr>
<td>(iii)</td>
<td>hot chocolate</td>
<td>chocolate</td>
<td></td>
</tr>
<tr>
<td>(iv)</td>
<td>bus/coach</td>
<td>car</td>
<td></td>
</tr>
<tr>
<td>(v)</td>
<td>sales</td>
<td>50%off/rebate</td>
<td></td>
</tr>
<tr>
<td>(vi)</td>
<td>raining</td>
<td>wet</td>
<td></td>
</tr>
<tr>
<td>(vii)</td>
<td>not like</td>
<td>prefers thrillers</td>
<td></td>
</tr>
<tr>
<td>(viii)</td>
<td>traffic jams</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Q.2

<table>
<thead>
<tr>
<th>(i)</th>
<th>adverts</th>
<th>Alternatives</th>
<th>publicity/ies</th>
</tr>
</thead>
<tbody>
<tr>
<td>(ii)</td>
<td>practise lines</td>
<td>Alternatives</td>
<td>rehearse lines</td>
</tr>
<tr>
<td>(iii)</td>
<td>year</td>
<td>52 weeks</td>
<td>5 days a week</td>
</tr>
<tr>
<td>(iv)</td>
<td>wild animals</td>
<td>savage animals</td>
<td></td>
</tr>
<tr>
<td>(v)</td>
<td>going to fashion houses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(vi)</td>
<td>paparazi or equivalent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(vii)</td>
<td>phone the papers</td>
<td>ask for his autograph</td>
<td></td>
</tr>
<tr>
<td>(viii)</td>
<td>(job in) biology/environmentalism biologist</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Read this story about Antoine who has had a windsurfing accident and tick the seven correct boxes.

L'accident d'Antoine a eu lieu à la maison. [ ]

L'accident d'Antoine a eu lieu au bord de la mer. [X]

L'accident a eu lieu après soixante minutes. [ ]

Antoine a été blessé grièvement. [ ]

Antoine s'est fait mal à la jambe. [X]

Antoine a retrouvé sa planche. [ ]

Antoine est resté à l'hôpital pendant une semaine. [X]

Antoine est retourné chez lui après deux semaines. [ ]

Il a bien aimé l'hôpital. [ ]

Il a trouvé l'hôpital ennuyeux. [X]

Il regardait la télé tous les jours. [ ]

La télé était en panne. [X]

Antoine ne fait plus de la planche à voile parce que c'est trop cher. [X]

Il espère trouver du travail. [X]
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  
  we are 16 years old/twins  

(iii) job  
  Pierre her brother  

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
### Structured Conversation

<table>
<thead>
<tr>
<th>Marks</th>
<th>Communication and Content</th>
<th>Accuracy</th>
<th>Range of Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/9</td>
<td>Candidates: develop conversations/discussions, steering the conversation to reflect personal interests; interact readily; respond to teacher intervention; narrate events and produce extended sequences of speech; explain ideas and points of view</td>
<td>5 Candidates: show a very good level of accuracy with few mistakes; speak confidently with convincing pronunciation and intonation</td>
<td>5 Candidates: show signs of more sophisticated language such as idioms and more complex items; use a variety of vocabulary, structures and tenses competently</td>
</tr>
<tr>
<td>8/7</td>
<td>Candidates: take part in a conversation using longer sequences of speech; express factual information, ideas and points of view; show an ability to interact during the conversation</td>
<td>4 Candidates: show a good level of accuracy though errors are present in more complex sentences; use pronunciation and intonation which are mostly accurate</td>
<td>4 Candidates: show signs of a variety of structures, tenses and vocabulary; sometimes attempt more complex sentences</td>
</tr>
<tr>
<td>6/5</td>
<td>Candidates: take part in a conversation/simple discussion about topics with which they are familiar; express simple points of view/opinions; can deal with some unpredictable elements</td>
<td>3 Candidates: convey clear messages despite some errors; use pronunciation that is more accurate than inaccurate</td>
<td>3 Candidates: use appropriate but simple range of vocabulary; use uncomplicated language and simple constructions; use different tenses when referring to the past, present and future</td>
</tr>
<tr>
<td>4/3</td>
<td>Candidates: answer some open questions; take part in a simple conversation; interact in a limited way</td>
<td>2 Candidates: make quite frequent errors; attempt to pronounce words accurately</td>
<td>2 Candidates: substitute words and phrases; use limited vocabulary and repetition of words and phrases</td>
</tr>
<tr>
<td>2/1</td>
<td>Candidates: answer mostly closed questions; convey minimal information</td>
<td>1 Candidates: speak with many inaccuracies; speak with pronunciation that is understandable</td>
<td>1 Candidates: use mainly single words and short phrases</td>
</tr>
<tr>
<td>0</td>
<td>Candidates: do not communicate</td>
<td>0 Candidates: have no evident knowledge of the language</td>
<td>0 Candidates: have no evident knowledge of the language</td>
</tr>
</tbody>
</table>
### Presentation and Discussion

<table>
<thead>
<tr>
<th>Delivery of Presentation</th>
<th>Responding to Questions</th>
<th>Accuracy</th>
<th>Range of Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Candidates:</td>
<td>5 Candidates:</td>
<td>5 Candidates:</td>
<td>5 Candidates:</td>
</tr>
<tr>
<td>▪ deliver an articulate and confident presentation</td>
<td>▪ interact readily during the discussion</td>
<td>▪ show a very good level of accuracy with few mistakes</td>
<td>▪ use more sophisticated language such as idioms and more complex items</td>
</tr>
<tr>
<td></td>
<td>▪ answer all questions clearly and in detail</td>
<td>▪ speak confidently with convincing pronunciation and intonation</td>
<td>▪ use a variety of vocabulary, structures and tenses competently</td>
</tr>
<tr>
<td></td>
<td>▪ justify and develop points of view</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Candidates:</td>
<td>4 Candidates:</td>
<td>4 Candidates:</td>
<td>4 Candidates:</td>
</tr>
<tr>
<td>▪ deliver the presentation competently</td>
<td>▪ interact during the discussion</td>
<td>▪ show a good level of accuracy though errors are present in more complex sentences</td>
<td>▪ use a variety of vocabulary, structures and tenses</td>
</tr>
<tr>
<td></td>
<td>▪ answer most questions clearly and unambiguously</td>
<td>▪ use pronunciation and intonation which are mostly accurate</td>
<td>▪ sometimes attempt more complex sentences</td>
</tr>
<tr>
<td></td>
<td>▪ justify points of view</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Candidates:</td>
<td>3 Candidates:</td>
<td>3 Candidates:</td>
<td>3 Candidates:</td>
</tr>
<tr>
<td>▪ deliver the main points of the presentation</td>
<td>▪ may need some teacher prompting</td>
<td>▪ convey clear messages despite some errors</td>
<td>▪ use an appropriate but simple range of language</td>
</tr>
<tr>
<td>▪ may need some teacher prompting</td>
<td>▪ answer most questions intelligibly</td>
<td>▪ use pronunciation that is more accurate than inaccurate</td>
<td>▪ use uncomplicated language and simple constructions</td>
</tr>
<tr>
<td></td>
<td>▪ express points of view</td>
<td></td>
<td>▪ use different tenses when referring to the past, present and future</td>
</tr>
<tr>
<td>2 Candidates:</td>
<td>2 Candidates:</td>
<td>2 Candidates:</td>
<td>2 Candidates:</td>
</tr>
<tr>
<td>▪ rely heavily on teacher prompting to deliver the presentation</td>
<td>▪ answer a few questions and are able to convey some meaning</td>
<td>▪ make quite frequent errors</td>
<td>▪ substitute words and phrases</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ attempt to pronounce words accurately</td>
<td>▪ use limited vocabulary and repetition of words and phrases</td>
</tr>
<tr>
<td>1 Candidates:</td>
<td>1 Candidates:</td>
<td>1 Candidates:</td>
<td>1 Candidates:</td>
</tr>
<tr>
<td>▪ deliver minimal information</td>
<td>▪ answer very briefly but not clearly or coherently</td>
<td>▪ speak with many inaccuracies</td>
<td>▪ use mainly single words and short phrases</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ speak with a pronunciation that is understandable</td>
<td></td>
</tr>
<tr>
<td>0 Candidates:</td>
<td>0 Candidates:</td>
<td>0 Candidates:</td>
<td>0 Candidates:</td>
</tr>
<tr>
<td>▪ do not communicate</td>
<td>▪ do not answer the questions</td>
<td>▪ have no evident knowledge of the language</td>
<td>▪ have no evident knowledge of the language</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**COMMUNICATION**

<table>
<thead>
<tr>
<th>MARKS</th>
<th>CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/10</td>
<td>As complete an answer as can be expected. Information is expressed clearly and in detail. Points of view are both developed and justified and presented in an organised fashion.</td>
</tr>
<tr>
<td>7/8</td>
<td>Both information and points of view are expressed clearly and unambiguously though there is a lack of development and justification.</td>
</tr>
<tr>
<td>5/6</td>
<td>Points of information are expressed intelligibly and answer has a clear structure and organisation. Some points of view are expressed ambiguously.</td>
</tr>
<tr>
<td>3/4</td>
<td>There is confusion about the nature of the task though some points of information are expressed intelligibly. Answer tends to be rambling and disorganised.</td>
</tr>
<tr>
<td>1/2</td>
<td>Minimal information is communicated and there is little indication that the task has been understood. There is an inability to communicate information or points of view clearly and coherently.</td>
</tr>
<tr>
<td>0</td>
<td>The answer is irrelevant or incomprehensible.</td>
</tr>
</tbody>
</table>
### QUALITY OF LANGUAGE

### ACCURACY

<table>
<thead>
<tr>
<th>MARKS</th>
<th>CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Almost always accurate though there may be minor errors in attempts at complex and adventurous structures. Verbs and time references are handled confidently. Basic principles of grammar are sound.</td>
</tr>
<tr>
<td>4</td>
<td>Simple structures are accurate though there may be errors in attempts at complex structures. There is a clear grasp of grammar and syntax. Verb and time references are sometimes ambiguous.</td>
</tr>
<tr>
<td>3</td>
<td>Simple structures are mainly accurate but there are many basic errors in complex structures. Basic principles of grammar and syntax are sometimes disregarded.</td>
</tr>
<tr>
<td>2</td>
<td>Simple structures are sometimes correct though there is an obvious influence of mother tongue grammar and syntax.</td>
</tr>
<tr>
<td>1</td>
<td>A high incidence of basic errors even in simple structures, betraying a very limited grasp of grammar.</td>
</tr>
<tr>
<td>0</td>
<td>No understanding of grammatical principles.</td>
</tr>
</tbody>
</table>
### QUALITY OF LANGUAGE

#### RANGE

<table>
<thead>
<tr>
<th>MARKS</th>
<th>CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Vocabulary and structures attempted are varied and appropriate. Complex structures are handled with confidence. Language shows adventure even if not always totally correct.</td>
</tr>
<tr>
<td>4</td>
<td>There is a good range of appropriate vocabulary and structures. Complex structures are mostly correct.</td>
</tr>
<tr>
<td>3</td>
<td>There is a range of vocabulary and structures though these may not always be appropriate. Structures tend to be simple rather than complex.</td>
</tr>
<tr>
<td>2</td>
<td>The vocabulary and structures are barely appropriate for the task and show a heavy reliance on the mother tongue. There is a predominance of simple structures.</td>
</tr>
<tr>
<td>1</td>
<td>The vocabulary is mostly inadequate for the task. Words are strung together making little sense. There is little understanding of language structure.</td>
</tr>
<tr>
<td>0</td>
<td>The language and structures are totally inadequate for the task.</td>
</tr>
</tbody>
</table>
## ASSESSMENT GRID

### French

<table>
<thead>
<tr>
<th>Unit/Component</th>
<th>Assessment Objectives</th>
<th>Raw Marks (Actual/Notional)</th>
<th>Paper Total Mark</th>
<th>QWC (✓)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>AO1</td>
<td>AO2</td>
<td>AO3</td>
</tr>
<tr>
<td>Listening</td>
<td>20%</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td>30%</td>
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<td></td>
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<tr>
<td>Reading</td>
<td>20%</td>
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<tr>
<td>Writing</td>
<td>30%</td>
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</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td>160</td>
</tr>
</tbody>
</table>

GCSE French SAMs (2011)/JD
5 January 2010