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Cambridge Ordinary Level

FRENCH

3015/11

Paper 1 Translation and Composition

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MARK SCHEME

Maximum Mark: 60

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

General Instructions for Marking Questions 1 and 2

Marks:	Communication:	5 marks
	Language:	20 marks
	Impression:	<u>5 marks</u>
	Total:	<u>30 marks</u>

1 Relevance

The essay should, in the opinion of the examiner, be a genuine attempt to answer the question, whether from pictures or rubric. All relevant material should be accepted, even if the candidate has misinterpreted the story or parts of it.

2 Padding

Any material which is clearly irrelevant or deliberately evasive of the subject should be included in the word-count but should be bracketed and ignored in the marking. The word PAD should be written in the left-hand margin.

3 Tenses

Accept either PERFECT or PAST HISTORIC as the narrative tense, **where this is appropriate**. Ignore and accept inconsistencies.

4 Counting words

The definition of a 'word' in the essay questions is any group of letters (including hyphens and apostrophes) between two spaces. Numbers written as figures count as one word. If written as words, follow normal rules. Proper nouns and names count as one word.

5 Titles

Ignore any title supplied by the candidate for both word-counting and marking. In letters, ignore any address and date – start the word count at the prescription.

6 Short essays

These present no problem. They gain fewer ticks.

7 Long essays

The first 150 words ONLY will be assessed for BOTH language AND communication. Put // after the 150th word and ignore everything thereafter. HOWEVER, if the 150th word is part of a following marking unit and is a scoring word, allow it if the unit is correct – Avec // les enfants = 1
Ils// sont partis = 0 Ils sont// partis = 0

8 Marking units

Marking units, which may consist of a single word or a group of words, will be ticked, in accordance with the detailed Language Mark Scheme, if all elements are correct. Please tick ABOVE the marking unit ensuring it is clear to what the tick relates.

Please note that mistakes with accents and hyphens are **not penalised**. Please remember not to penalise punctuation errors, including use/misuse of capitals and splitting words (le super marché) and combining them (pendantque). Please see page 1, paragraph 8 for treatment of apostrophes.

The exception to this rule is the final –é on the past participle of an –er verb, or of être, which will lose the mark – *il est alle* = 0; *il a été* = 0. Similarly, an unwanted – é on a Present Tense will lose the mark – *il resté* = 0.

Please tolerate *Il est allè* and *elle est alleé* (native speakers are frequently vague in formation and placing of accents).

The rule concerning accents will also apply to Qu. 3.

9 Plus and Minus symbols

If an examiner feels that a candidate has been excessively rewarded (possibly by gaining ticks repeatedly for identical or nearly identical material) or that s/he has not received all the credit s/he deserves (outstanding vocabulary which only gets one tick or a very brave attempt that gets no tick at all), s/he should indicate this with a – or a + in the right-hand margin.

10 Immediate Repetition

No credit is given for immediate repetition. “Mon Dieu! Mon Dieu!” = 1. Repeated use of particular structures or lexical items should be credited each time, but use minus symbol and bear in mind for Impression mark.

11 Repeated Errors

Repeated vocabulary errors are not treated as consequential in questions 1 and 2. Examiners can compensate by using + symbols in the right-hand margins.

12 Scoring

Language: Draw a line across the page after the first ten ticks and do not count these first ten in the total. An essay with 10 ticks or fewer will score 0. Count subsequent ticks up to a maximum of **60** and divide the total by **3** (round up or down to the nearest whole number – see separate scale on p. 9 for reference). This gives a maximum mark of 20.

Impression: The 5 marks will often be awarded in direct proportion to the Language mark gained, but there is flexibility to move up or down, particularly to reflect the + and – symbols in the right-hand margin. Note that, as the ratio is 1:4, it will sometimes be necessary to make a decision as to whether the Impression mark should go up or down. For example, in the absence of other evidence, a mark of 12 would be awarded an Impression mark of 3; 13 – 3; 14 – 3 or 4; 15 – 4 and so on.

Communication: Allocation of specific points will be discussed at our Coordination Meeting. Five marks are available and should be indicated by writing “1” per communication point in whichever margin you prefer.

Set out the 3 separate marks at the bottom of the question, add together and ring the total.

Marking credit points**1 Verbs**

Subject (noun or pronoun) + finite verb correct.

L' amie est arrivée = 1; ils se sont arrêtés = 1.

In compound tenses, failure to make the past participle agree will lose the mark, as will a wrong agreement.

Elle est allé = 0 Elle s'est lavé = 0 Elle s'est lavée les mains = 0

La voiture que (1) j'ai acheté = 0.

Please note that a mistake in the noun invalidates the unit.

Ma amie est arrivée = 0 Cet femme a dit = 0

Negative: Totally correct. Ils n'ont pas vu = 2

Verb correct, mistake in negative. Ils n'ont vu pas = 1. Ils ne ont pas vu. = 1

If there is any mistake in the subject/verb unit, no mark is awarded for the negative.

Ils n'ont pas voir = 0. Le fille ne parle pas = 0.

Interrogative : Totally correct. As-tu vu? = 2; Tu as vu? = 2; Est-ce que tu as vu? = 2.

Verb correct but no inversion (or no ? after non-inversion in the interrogative). Tu as vu = 1

If there is any mistake in the subject/verb unit, no mark is awarded for the interrogative. A-t-il fais? = 0 Le fille, est-elle arrivée? = 0

Inversion: Totally correct. "Oui", a-t-il dit = 2. Peut-être (1) viendra-t-il ... = 2

Verb correct but no inversion. "Non", il a répondu = 1

Verb is wrong. "Pierre!" a-t-il crier = 0

Interrogative negative: Totally correct. N'a-t-il pas vu? = 3; Il n'a pas vu? = 3;

Est-ce qu'il n'a pas vu? = 3.

Verb correct, mistake in either negative or interrogative: = 2

Ne a-t-il pas vu? = 2 Il n'a pas vu (When there should be inversion or ?) = 2

Verb correct, wrong negative and inversion = 1

Il n'a vu pas (When there should be inversion or ?) = 1

Verb is wrong. N'a-t-il pas voir? = 0.

Imperative = 1. Viens! = 1; Dépêche-toi! = 1 Negative imperative = 2; Ne sors pas = 2. Verb is wrong. Ne sort pas = 0

Participle (past or present) = 2; (En) quittant = 2; (Etant) arrivés = 2; Ayant quitté = 2

BUT Vu que = 1

Misrelated Participles: En traversant la rue, la voiture le renversa. Credit the main clause, withhold mark from the participle – likely in most cases to be kinder to the Candidate.

Infinitive Il a décidé = 1.... d'entrer = 1

Il est allé = 1... regarder = 1

Il s'est mis = 1... à chercher = 1

Il s'est mis = 0... à chercher = 1

Il s'est mis = 0... chercher = 0

After preposition: sans hésiter = 1; avant d'entrer = 1.

Perfect Infinitive = 2 Après avoir parlé = 2

1 error = 1/2 Après avoir (1) parler = (0) Après être (0) parlé = 1

Passive by normal rules: Il a été (1) arrêté = (1). Il a été (0) arrêté (1)

Present Tense: Not acceptable as narrative tense.

NOTES

- (a) **ALL** verbs score.
J'ai = 1; Il n'a pas = 2; Il était = 1; Est-il = 2, etc.
- (b) Il y a (either meaning) = 1; Il y avait = 1
- (c) Identical subject and verb correct score each time. (But minus in margin)
- (d) Reflexive pronoun is part of verb and does not count separately.
- (e) Plural verb with 2 subjects – accept if either subject correct. Le femme et l'homme ont regardé = 1.
- (f) Incorrect subject with 2 correct verbs – tick second verb. Le femme est sortie et a regardé = 1.
- (g) Two Perfect tense verbs with second auxiliary omitted – accept for *avoir*, reject for *être*.
– Il a frappé (1) et ouvert (1) la porte. Il est entré (1) et monté (0) en haut.

2 Nouns

No reward for a noun preceded only by a definite or indefinite article or a cardinal number. A noun will score only as part of a unit. No consequential allowance for repeated wrong nouns.

- | | |
|--|--|
| (a) Subject and verb (See 1 Verbs) | l'auto est partie = 1 |
| (b) Preposition and noun (unit correct) | dans le lac = 1
en voiture = 1 |
| (c) Demonstrative adjective and noun | cet homme = 1 |
| Possessive adjective (ALL) and noun | mon ami = 1; sa soeur = 1 |
| Interrogative adjective and noun | quel homme? = 1 |
| Partitive article (du, de la, des, de etc) | de l'eau = 1
des gens = 1 |
| With preceding adjective in plural | de petits chats = 2 des petits chats
= 1
de petites chats = 1 des petites
chats = 0 |
| Expression of quantity | peu de temps = 1; |
| beaucoup de gens = 1 | |
| (d) Idiomatic omission of article | il était (1) fermier = 1 |

Note: Identical combination scores each time as with verbs, subject to justification by sense and examiner's ability to indicate disapproval by using minus symbols in the margin.

3 Pronouns

All pronouns other than *je tu il elle ce on nous* (subject) *vous* (subject) *ils elles* and *reflexives* will score 1 mark each. Correct pronoun, position, order.

- (a) Conjunctive (*me te le la* etc) Disjunctive (*moi toi* etc) *y en*. (But *il y a* = 1)

Note: Avec lui = 1 Chez moi = 1 Moi aussi = 1

- (b) Demonstrative (*celui* etc), *celui qui* = 2 *celui de Jean* = 2

- (c) Possessive (*le mien* etc)

- (d) Relative (*qui, que, à qui, dont, lequel, ce qui, ce dont*)

Subordinate clauses introduced by *qui* – take the antecedent as the subject:

La femme *qui* (1) parle (1) La femme *que* (0) parle (1)

Le femme *qui* (1) parle (0) Le femme *qui* (1) est (0) content(e) (0) (No allowance for consequential errors)

- (e) Interrogative (*Qui? Que? Qui est-ce qui?* etc) *Avec quoi? Lequel?*

Note: *Qui* (1) parle (1)? *Que* (1) fais-tu? (2) *Qui* (1) est-ce qui parle (2)?

- (f) Indefinite (*chacun, quelqu'un, quelque chose, tout, cela, ça, ceci*).

Ça (1) m'est (2) égal (1). BUT do not reward in *Ça va* = 1 only

Note: Avec *ça* = 1

- (g) Use of *un/une*: (*l'*)un des garçons = 1

Note: Reward pronouns each time. Wrong pronoun does not invalidate correct verb and subject.

Il elle a donné = 1 *Il a donné lui* = 1

Il lui a donné = 2

J'ai vu = 1 *Je l'ai vu* = 2

If object fem. or pl., PDO agreement is needed for the mark to be awarded:

(La maison). *Je l*(1) '*ai achetée*...(1) (La maison). *Je l*(1) '*ai acheté*.. (0)

La maison *que* (1) '*ai achetée*...(1) La maison *que* (1) '*ai acheté*.. (0)

(As in 1st section of p. 4 Verbs – Subject)

If antecedent wrong, no mark for verb – *Le maison que* (1) '*ai acheté* (0).

Pronoun may score if verb doesn't. *Elle lui* (1) *a donnée* = 0

Order. *Elle le lui a donné* = 3 *Elle lui l'a donné* = 2

4 Adjectives

Adjective and noun or pronoun form a marking unit. Whole unit must be correct with adjective in correct form and position.

- (a) *un beau jour* = 1 *le jour était beau* = 2 *le jour étais* (0) *beau* = 1 BUT *Il beau* = 0
Il a beau = 0

- (b) *une auto rouge* = 1 *une grande auto rouge* = 2

- (c) *un jour de soleil* = 1 *un jour de soleil* = 0 (+ in margin) *les vacances d'été* = 0

- (d) *un coup de vent* = 1 *une jeune fille* = 1 *un sac à main* = 1 *un agent de police* = 1

- (e) Incorrect adjective does not invalidate unit. *Au lac* = 1 *au beau lac* = 2 *au bel lac* = 1

- (f) Adjective used as noun counts as noun. Les riches = 0 les jeunes = 0

Note: Reward identical noun and adjective combination each time, subject to justification by sense and use of minus symbols.

- (g) Adjectives based on the past participle of an –er verb should not be credited if the final acute accent is missing.
- (h) Comparison: While *plus* TC will now score (See Adverbs, section 6), treat *plus/moins/aussi que* and *le plus/moins ... de* as one unit.

Il est (1) plus grand (1) que (1) moi (1). meilleur (1) que (1) moi (1)

C'est (1) le plus grand (1) des (1) trois.

Note: Il a (1) le même (1) âge que (1) moi (1).

tel que = 1

Prepositions

As part of a unit, all of which must be correct. Identical unit will score each time, subject to usual conditions.

- (a) With verbs sans attendre = 1 avant de sortir = 1
- (b) With nouns au lac = 1 dans la voiture = 1 à pied = 1
de Paris = 1 à Mme X = 1
- (c) With pronouns avec lui = 1 entre nous = 1
- (d) Prepositional phrase au milieu (1) de la rue (1), en train (1) de parler (1)
(at least 3 words) à côté (1) de la rivière (1)
- (e) Voici and voilà voici un ami = 1 le voilà = 1
- (f) Chez ... chez moi/Jean = 1 de chez moi = 2 à côté de chez moi = 2
près de chez moi = 2
- (g) No reward for the omission of prepositions after verbs such as “attendre.

Adverbs

Tick adverbs and adverbial phrases each time they appear, subject to the usual conditions. Include interrogative adverbs: *Où? Quand? Comment? Pourquoi? Combien?*

Adverbial phrases: à toute vitesse = 1, tout de suite = 1 à tout à l'heure = 1
pourquoi (1) pas (1) même si = 1 pas/non loin (1)

Please note treatment of *plus* (Section 4(g)). Treat *si* and *tellement* in the same way:

Il était (1) si fort (1) que (1)

Do NOT tick: *bien, très, oui, non. All other adverbs are credited.*

Conjunctions

Tick all conjunctions except *et* and *mais*. Tick the conjunctive *que*. Il a dit que = 2. But que il = 0. Reward conjunctions each time subject to usual conditions.

Parce que: Reject at the beginning of a sentence when it should be *puisque* or *comme*.

Comme si = 1 Comme ça = 1 Comme moi = 1

Expressions (time, weather, idioms, interjections, greetings, proverbs etc).

Weather: Il fait beau (etc) = 2 (Verb + adverb) Il est beau = 1 Il fait du vent = 2
Il fait (du) soleil = 2 (Note: Treat faire peur à quelqu'un in the same way)
Il fait nuit/sombre/jour = 2

Expressions using **avoir** (except age): Il a faim = 2 Tu as raison = 2 Il a lieu = 2
Il a hâte = 2 As-tu envie..? = 3 Il est peur = 1. Do not credit if no verb is used; Il besoin = 0.

Age – verb only to score (whole unit correct): J'ai 12 ans = 1 Il est 12 ans = 0
Elle a 12 = 0. Q Quel âge as-tu ? = 2

Time: Il est dix heures = 2 Il est dix heures et demie = 3 A/Avant (etc) dix heures = 1
Il est 10h30 = 2 Il est dix heures et demi = 2

Miscellaneous

un jour = 0 un samedi = 0
 un beau jour = 1
 un beau jour de printemps = 2
 pendant les grandes vacances = 2
 l'année dernière = 1
 dimanche prochain = 1
 au bout d'une heure = 2
 une heure plus tard = 1
 il y a une semaine = 1
 depuis une semaine = 1
 tout est bien qui finit bien = 2
 numbers un deux trois etc = 0
 premier etc = 1
 c'est-à-dire = 1
 à vrai dire = 1
 je vous en prie = 2
 aussitôt que possible = 2
 à mon avis = 1
 merci (beaucoup) = 1
 plus tard = 1 plus tôt = 1

Tautology: à mon avis (0) je pense (1)
 après quelques minutes (2) plus tard (0)

For any phrases not covered here, apply
 the following rule:

phrase up to 3 words = 1
 phrase of 4 or more words = 2

merci de la lettre = 2
 merci de ta lettre = 3
 n'est-ce pas? = 1
 peut-être = 1
 peut-être (1) que (1)
 s'il vous/te plaît = 1
 Eh bien = 1
 Zut (alors) = 1
 Pardon = 1
 Bonjour = 1
 comme d'habitude = 1
 en même temps = 1
 en ce moment = 1
 pendant ce temps = 1
 après quelques minutes = 2
 pendant quelques minutes = 2
 à ce moment (-là) = 1
 depuis longtemps = 1
 le matin = 1 le soir = 1
 samedi = 1 le samedi = 1
 c'était 1 (un) samedi (matin) 1
 trop tard = 1
 moi aussi = 1
 peu après = 1
 tout près = 1
 de bonne humeur = 1
 en pleine forme = 1

d'un côté = 1
 de l'autre côté = 2
 à plusieurs reprises = 1
 (à) demain (matin) = 1
 le lendemain = 1
 (à) ce soir = 1
 D'accord = 1
 Mon dieu = 1
 Voilà = 1
 Au revoir = 1
 tout d'abord = 1
 au même moment = 1
 à leur surprise = 1
 à leur grande surprise = 2
 heureusement (1) que (1)
 (deux) d'entre eux = 1
 à ce moment même = 2
 ça va? = 2 Oui ça va = 1

ce matin = 1
 ce samedi = 1
 (un) samedi matin = 1
 trop tôt = 1
 tôt le matin = 1
 de plus près = 1
 en plein air = 1
 en bonne santé = 1

Communication marks

As already indicated, five marks are available in any essay question. We shall look at specific question communication points in more detail at the Coordination Meeting, but, in general, the principle to be followed is that a communication point can only be awarded to a statement containing a verb in a recognisable and acceptable tense or a participle. Therefore, in Qu 1, where a past narrative is required, "*Ils regardent les animaux*" would not score for Communication. For past tense narrative, please accept (**for Communication only**) the Imperfect and Pluperfect as well as the Perfect and Past Historic). If a Future is required, please accept the Conditional as well. In the context of Communication, please accept minor spelling errors which do not affect a correct phonetic rendition – *Je m'apelle (sic) = 1*, *Elle courais (sic) = 1*. Accept – *ait* for – *aient* and vice versa. Reject *et* for *est* and *ons/ont* for *on*. Where compound tenses are used, please accept, provided it is phonetically correct, the use of auxiliary *avoir* in place of *être* plus phonetically reasonable past participles (inc the infinitive of an –er verb, but not the second person plural). Ignore past participle agreement in this context. Do not accept *être* when *avoir* should be used. For the Immediate Future, accept *Je vais allé*, but NOT *Je vais allez/allais*. The following grammatically incorrect forms would therefore qualify for a Communication mark:

Ils ont arrivé à l'aéroport. Elle as regardé dans son sac. Ils ont écouter de la musique.

The following would NOT score for Communication:

Ils a écouté J'ai téléphoner Il a donnez Il est remercié

Do NOT accept total omission of auxiliary or muddled tenses:

Ils allés à l'aéroport. Ils ont pleuraient.

For Communication, at least 5 of the pictures must be covered. Accept any statement that conforms to the above criteria on the basis of one per picture. Any point relevant to any aspect of each picture may be rewarded, but no more than one point can be gained for each picture reference. Please note that, as stated earlier, all Communication must be achieved within 150 words; we take nothing into account after that point.

Instructions for Marking Question 2

In general, the instructions for marking Question 1 apply equally to Question 2. The following additional points need to be made.

- (a) **Letter.** *Tu* would be normal between family members but accept the consistent use of *vous*. Penalise inconsistency twice only then ignore. Indicate with V1 and V2.

Do not accept the Past Historic as the narrative tense. Penalise (by not ticking) twice only, then ignore. Indicate with T1 and T2.

Start the word count after the given opening phrase. Include the closing *formules* in the count and reward as normal for language if they are appropriate to a maximum of 3 ticks.

The lay-out for this question should theoretically preclude irrelevant preamble and stock openings. We shall discuss at the meeting any unforeseen approaches adopted by candidates. Once marking has started, please consult the PE if unsure how to deal with a particular case.

- (b) **Dialogue.** Start the word count and marking after the given opening phrase. Ignore any narrative at any point in the answer and exclude from the count. *Tu* is accepted throughout although *vous* is preferred (conversation with teacher). Deal with inconsistency as in Question 2(a).

Please also treat tenses as in the second paragraph of Question 2(a).

- (c) **Narrative.** Allow either PERFECT or PAST HISTORIC as the narrative tense and do not penalise inconsistency.

Start the word count and the marking after the given opening phrase. Do not accept any unwanted preamble.

Communication: Award one Communication point for an acceptable reference (as defined by the “Communication” rules on p 8) to each of the points set out in the rubrics. In all the questions there are 5 rubric points. As for Qu 1, all communication must be achieved within 150 words for any of the Qu 2 essays.

Copying from the rubrics.

Qu.2: Possibilities for using scoring units from the rubric are very limited. We will make final decisions on how to deal with this when we have scripts to hand.

CONVERSION TABLE

<u>Number of ticks: Max 60</u>	<u>Mark out of 20</u>	<u>Impression: Max 5</u>
59–60	20	5
56–58	19	5
53–55	18	4/5
50–52	17	4
47–49	16	4
44–46	15	4
41–43	14	$\frac{3}{4}$
38–40	13	3
35–37	12	3
32–34	11	3
29–31	10	$\frac{2}{3}$
26–28	9	2
23–25	8	2
20–22	7	2
17–19	6	$\frac{1}{2}$
14–16	5	1
11–13	4	1
8–10	3	1
5–7	2	0/1
2–4	1	0
0–1	0	0

Note: Impression Mark – please see page 3 paragraph 12.

Instructions for Marking Question 3

- 1** Each of the five sections (A to E) is divided into **14** Marking Groups as shown in the detailed Mark Scheme. Each Marking Group carries one mark which can be awarded up to a maximum of **12** in each of the five sections. Therefore, in each section, 2 errors can be made without penalty.
- 2** Tick each correct Marking Group. There is no need to underline errors, nor to add them up. There are no tolerances; the Marking Group must be correct within the definition given in General Instructions, paragraph 8.
- 3** Repeated errors of vocabulary must not be penalised. Grammatical errors must be penalised each time they occur, even when they are identical with an error already penalised.
- 4** If an examiner decides to accept a version not on the scheme, s/he must put a D in the left-hand margin.
- 5** Do not penalise:
 - (a) consequential errors, except of tenses.
 - (b) failure to keep sections separate.
 - (c) faulty punctuation. (See General Instructions for Question 1 and Question 2, paragraph 8)
 - (d) accent errors except for –é on a past participle. (“ “ “)
 - (e) grave accent on the preposition à but penalise if accent is added when **a** is a verb
 - (f) words added, unless they contain errors or change the sense of the original text.
- 6** Consequential errors: In the Prose, we should not penalise anything which appears on the Mark Scheme even if it is not consequential following an error made by the Candidate. Thus:
Il monta (1)/ dans la taxi (0)/ qui est parti (1)
 qui est partie (1)
La chien noire (0)/ est beau (1)
 belle (1)
- 7** Allow the PERFECT or PAST HISTORIC as the narrative tense. Do not penalise inconsistency.
- 8** The mark awarded for each Section should be shown in the right-hand margin.
- 9** The sum of all the sub-totals should be shown at the end, immediately to the left of the right-hand margin. Working total out of 60 should be halved and crossed through but left legible. Round up any halves. Total mark for the question, out of 30, should be placed in the right-hand margin and ringed.
- 10** Please note that the abolition of the old plus/minus marks scheme for each section, an inevitable consequence of allowing extra possible marks for the sections, means that cross-checking is no longer possible. Please, therefore, be very careful to ensure that no ticks are missed within each section and that the adding up is correctly done at the end.

Question	Answer			Marks
	(Note: Throughout this scheme, Past Historic is accepted for Perfect tense)			
A		ACCEPT	REJECT	
	1 I have spent	J'ai passé		
	2 a wonderful week	une semaine merveilleuse / fantastique / superbe/magnifique huit jours merveilleux/fantastiques/superbes		
	3 with my family	avec ma famille		
	4 at the seaside.	à la plage. au bord de la mer		
	5 Unfortunately,	Malheureusement,		
	6 today is	aujourd'hui est / c'est		
	7 the last day	le dernier jour		
	8 of our holidays.	de nos vacances/congés/de notre séjour		
	9 Last Saturday	Samedi dernier/passé	Le samedi dernier	
	10 the long journey	le long voyage / trajet		
	11 with my brother,	avec mon frère,		
	12 my little sister	ma petite/jeune sœur		
	13 and my parents	et mes parents		
	14 was very pleasant.	était très agréable/plaisant a été	sympa	

Question	Answer			Marks
B		ACCEPT	REJECT	
	1 We travelled	Nous avons/on a voyagé		
	2 by train.	en train. par le train.		
	3 It took six hours.	Cela a pris six heures/6 heures. Ça a pris Ça a duré		
	4 It was quicker	C'était plus rapide/vite		
	5 and easier	et plus facile/simple		
	6 than by car,	qu'en voiture/auto, qu'avec une voiture		
	7 since	car parce-qu' puisque comme vu que		
	8 there were no problems	il n'y avait pas (eu) de problèmes. Il n'y avait aucun(s) problème(s).		
	9 We admired the scenery,	Nous avons admiré le paysage, On a	la scène	
	10 listened to music,	écouté de la musique,	écouté la musique	
	11 ate lunch	mangé/pris le déjeuner		
	12 (and) read magazines.	(et NA) lu des magazines/des revues	magasins/magasines	
	13 The other passengers	Les autres passagers/voyageurs		
	14 were not talking.	ne parlaient pas.	Ne bavardaient pas	

Question	Answer			Marks
C		ACCEPT	REJECT	
	1 When we arrived	Lorsque/quand nous sommes arrivés		
	2 at the station	à la gare		
	3 with our suitcases,	avec nos valises,		
	4 we took a taxi	nous avons pris un taxi		
	5 to go to the hotel.	pour aller à l'hôtel. afin d'aller à l'hôtel.	partir	
	6 We had	Nous avions Nous avons eu		
	7 an enormous room	une chambre énorme/immense une énorme chambre	chamber	
	8 with a bathroom	Avec une salle de bain/bains		
	9 on the first floor.	au premier étage.		
	10 From the balcony	Du balcon/Depuis le balcon		
	11 we could see	nous pouvions voir /on pouvait voir / on voyait / nous voyions		
	12 a large swimming pool	une grande piscine		
	13 Many people	Beaucoup de personnes/de gens/de monde* Plein de gens		
	14 were swimming.	nageaient. étaient en train de nager se baignaient <i>*alter verb if 'beaucoup de monde' is used</i>		

Question	Answer			Marks
D		ACCEPT	REJECT	
	1 Immediately,	Immédiatement/Tout de suite,		
	2 I put on my bathing costume	j'ai mis mon maillot (de bain(s)		
	3 and went down	(et NA) je suis descendu(e)		
	4 to sit in the sun.	m'asseoir au soleil/ pour m'asseoir au soleil/ afin de m'asseoir au soleil.		
	5 Half an hour later	Une demi- heure après/plus tard Au bout d'une demi-heure	trente minutes	
	6 (my parents) called me	(mes parents NA) m'ont appelé(e)		
	7 to tell me	pour me dire	et ils m'ont dit	
	8 that it was time	qu'il était l'heure / qu'il était temps que c'était l'heure		
	9 to get changed	de se changer /de me changer (de vêtements)		
	10 to go to the restaurant.	(pour aller NA) au restaurant. afin d'aller au restaurant.	partir	
	11 However,	Cependant / Toutefois / Pourtant,		
	12 we were so tired	nous étions si fatigués/ tellement fatigués		
	13 that we fell asleep	que nous nous sommes endormis/assoupis	que nous avons dormi	
	14 before dinner.	avant le dîner/ avant de dîner dîner (nouvelle orthographe)	dinner avant diner	

Question	Answer			Marks
E		ACCEPT	REJECT	
	1 Each day	Chaque jour Tous les jours		
	2 we did	nous avons fait / on a fait on faisait / nous faisions		
	3 different things.	des choses différentes. de différentes choses		
	4 We visited	Nous avons visité		
	5 a pretty village,	un joli/beau village, un village mignon, un mignon village,		
	6 where a band was playing	où un orchestre/un groupe jouait	une bande	
	7 and some children were dancing	(et NA) des enfants dansaient quelques enfants dansaient		
	8 on the square.	sur la place. (publique) sur le square.	à la place	
	9 We went sailing,	Nous avons fait/faisions de la voile,		
	10 ran on the sand	Couru/ courions sur le sable		
	11 (and) ate ice cream.	(et NA) mangé/ mangions de la glace. des glaces.		
	12 Everything was perfect.	Tout était parfait.	Toutes les choses	
	13 I hope to come back	J'espère revenir/retourner		
	14 next year.	l'année prochaine. L'an prochain		