



**Cambridge International Examinations**  
Cambridge Ordinary Level

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**FRENCH**

**3015/12**

Paper 1 Translation and Composition

**May/June 2017**

MARK SCHEME

Maximum Mark: 60

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**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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This document consists of **20** printed pages.



**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 150<sup>th</sup> word and ignore everything thereafter. HOWEVER, if the 150<sup>th</sup> 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

A tick is awarded for a correct Marking unit of which each element is correct.

A marking unit may consist of the correct use of any of the following items:

- A noun or pronoun + verb
- A verb used as an infinitive, with or without a preposition
- A noun or pronoun + adjective or adjectival phrase or partitive
- A noun or pronoun + preposition or prepositional phrase
- All pronouns except subject and reflexive
- All adverbs (except *très*, *bien*, *oui*, *non*)
- All conjunctions (except *et* and *mais*)

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 p. 1, para 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

quelques femmes ont crié = 2

***In compound tenses, failure to make the past participle agree correctly will lose the mark.***

Elle est allé = 0

Elle s'est lavé = 0

Elle s'est lavée les mains = 0

La voiture que (1) j'ai acheté = 0.

***A mistake in the noun invalidates the unit.***

Ma amie est arrivée = 0

Cet femme a dit = 0

Quelque femmes ont crié = 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.

N'as-tu pas vu? = 3

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

Aimes-tu? = 2

L'aimes-tu? = 3

Qu'as-tu fait? = 3

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! = 2

Dis-moi = 2

## Negative imperative = 2

Ne sors pas = 2.

*Verb is wrong.*

Ne sort pas = 0

Participle (past or present) = 2

(En) quittant = 2

en allant = 2

BUT Vu que = 1

(Étant) arrivés = 2

en hurlant = 2

Ayant quitté = 2

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

Il est allé = 1...

Il s'est mis = 1...

Il s'est mis = 0...

Il s'est mis = 0...

....d'entrer = 1

regarder = 1

à chercher = 1

à chercher = 1

chercher = 0

After preposition:

sans hésiter = 1

avant d'entrer = 1.

Perfect Infinitive = 2 or 0.

Après avoir parlé = 2

Après avoir parler = 0

Passive by normal rules:

Il a été (1) arrêté = (1).

Il a était (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
- (b) Il y a = 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.

**Sample phrases**

|                                  |                               |
|----------------------------------|-------------------------------|
| Il lui a demandé de s'arrêter =3 | Il lui a demandé s'arrêter =2 |
| Il les donne à Jean =3           | Je vais à Paris =2            |
| Ils ont décidé de faire =2       | Ils ont décidé à faire =1     |
| Ils sortirent de leur maison =3  |                               |

**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 <b>1 Verbs</b> )   | l'auto est partie = 1                                                                                                          |
| (b) Preposition and noun (unit correct)      | dans le lac = 1<br>en voiture = 1                                                                                              |
| (c) Demonstrative adjective and noun         | cet homme = 1                                                                                                                  |
| Possessive adjective ( <b>ALL</b> ) 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<br>des gens = 1                                                                                                   |
| With preceding adjective in plural           | de petits chats = 2                      des petits chats = 1<br>de petites chats = 1                    des petites chats = 0 |
| Expression of quantity                       | peu de temps = 1;<br>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. Reflexive pronouns do not score by themselves.

- (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)

*Qui* and *que* score if it's the correct pronoun, in the right place. It's not invalidated by a wrong word after it.

- (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

**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 = 1

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

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

If antecedent wrong, no mark for verb – Le maison que (1) j'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 une 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

**5 Prepositions** (*avant, après, à, dans, depuis, en, pour, pendant, sans, sur, sous, avec, chez, voici, etc.*)

**As part of a unit, all of which must be correct.** Identical unit will score each time.

- (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  
**Only score if they are followed by the correct noun**
- (c) With pronouns avec lui = 1 entre nous = 1
- (d) Prepositional phrase (at least 3 words) au milieu (1) de la rue (1), en train (1) de parler (1)  
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”.

**6 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.***

**7 Conjunctions:**

(aussi, pourquoi, quand, où, comment, parce-que, comme, car, donc, ici, alors aussitôt etc.)

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

**8 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 q.n. 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 J'ai peur = 2 J'ai mal = 2  
**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/vers (etc) dix heures = 1  
Il est 10h30 = 2 Il est dix heures et demi = 2

**Date and time of day :** le 2 décembre = 1 le matin =1 *when it means during the morning*  
un samedi matin =1 un samedi = 0 un jour =0 un beau jour = 1

**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  
 là = 0  
 à ce moment là = 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  
 à bientôt = 1  
 il y a / il y avait = 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  
 tout près = 1  
 tout près de chez moi = 2

Communication marks

**All Communication must be achieved within 150 words; we take nothing into account after that point.**

Five marks are available in any essay question. 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 Question 1, if a past narrative is required, “*elle regarde un tableau*” 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 au musée.      Il as regardé un statue.  
Elle a embrasser sa mère.

The following would NOT score for Communication:

Ils a parlé      J’ai faire      Il a donnez      Il est marché

Do NOT accept total omission of auxiliary or muddled tenses:

Ils allés au musée.      La femme est arrivait..

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

**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.

**Letter.** Do not accept the Past Historic as the narrative tense for rubric points 1 and 3. 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.

(b) **Dialogue.** Start the word count and marking after the given opening phrase.

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

(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) 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.

**CONVERSION TABLE**

| <b><u>Number of ticks: Max 60</u></b> | <b><u>Mark out of 20</u></b> | <b><u>Impression: Max 5</u></b> |
|---------------------------------------|------------------------------|---------------------------------|
| 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 p.3 para 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, para 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 Qu. 1 and Qu. 2, para 8)
  - (d) accent errors except for –é on a past participle. ( “ “ “ )
  - (e) 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 |
|----------|----------------------------------------------|-----------------------------------------------------------------------------------------------|-------------------------------------------|-------|
| 3(a)     |                                              | <b>ACCEPT</b>                                                                                 | <b>REJECT</b>                             |       |
|          | 1 One day last year,                         | Un jour (de) l'année dernière/(de) l'an dernier<br>l'année passée                             |                                           |       |
|          | 2 I was walking                              | je me promenais<br>flânais<br>marchais<br>j'étais en train de marcher                         |                                           |       |
|          | 3. on a .... footpath                        | sur un sentier<br>chemin                                                                      | allée<br><u>dans</u> un<br>sentier/chemin |       |
|          | 4. narrow                                    | étroit/petit (in correct position)                                                            |                                           |       |
|          | 5. along the river                           | le long de la rivière<br>le long du fleuve<br>au bord de...<br>au long de...                  |                                           |       |
|          | 6. when I heard noises                       | quand j'ai entendu des bruits<br>lorsque                                                      | un bruit                                  |       |
|          | 7. ahead of me.                              | devant moi.                                                                                   |                                           |       |
|          | 8. There were three teenagers from my school | Il y avait trois<br>adolescents/ados/jeunes (gens) de<br>mon école                            |                                           |       |
|          | 9. and one of them,                          | et l'un d'eux, / et un d'eux<br>et l'un d'entre eux / et un d'entre eux                       |                                           |       |
|          | 10. a boy of about fifteen                   | un garçon d'environ quinze ans<br>d'une quinzaine d'années<br>qui avait environ quinze<br>ans |                                           |       |
|          | 11. was shouting                             | Criaît<br>hurlait                                                                             |                                           |       |
|          | 12. with fear.                               | de peur.<br>de frayeur                                                                        | de crainte<br>avec peur                   |       |
|          | 13. Their dog had slipped                    | Leur chien avait glissé                                                                       |                                           |       |
|          | 14. and had fallen (into the river NA).      | et était tombé (dans la rivière NA).                                                          |                                           |       |

| Question | Answer                    |                                                             |               | Marks |
|----------|---------------------------|-------------------------------------------------------------|---------------|-------|
| 3(b)     |                           | <b>ACCEPT</b>                                               | <b>REJECT</b> |       |
|          | 1. They did not know      | Ils ne savaient (pas)                                       | connaissaient |       |
|          | 2. what to do             | que faire<br>quoi<br>ce qu'ils devaient faire               |               |       |
|          | 3. and there was no-one   | et il n'y avait personne                                    |               |       |
|          | 4. else                   | d'autre                                                     |               |       |
|          | 5. to help                | pour ..... aider                                            |               |       |
|          | 6. them.                  | Les                                                         |               |       |
|          | 7. The animal was trying  | L'animal essayait                                           |               |       |
|          | 8. to get out             | de sortir                                                   |               |       |
|          | 9. of the river           | de la (rivière IGN)<br>du (fleuve IGN)                      |               |       |
|          | 10. but it was very small | mais il était très petit                                    |               |       |
|          | 11. and the water seemed  | et l'eau semblait/paraissait (être)<br>avait l'air (d'être) |               |       |
|          | 12. very deep.            | très profonde.                                              |               |       |
|          | 13. Everyone              | Tout le monde                                               | Chacun        |       |
|          | 14. was starting to panic | commençait à/de paniquer                                    |               |       |

| Question | Answer                        |                                                                         |                             | Marks |
|----------|-------------------------------|-------------------------------------------------------------------------|-----------------------------|-------|
| 3(c)     |                               | <b>ACCEPT</b>                                                           | <b>REJECT</b>               |       |
|          | 1. I told the teenagers       | J'ai dit/je dis aux (adolescents/ados IGN)                              |                             |       |
|          | 2. to stay calm               | de rester calmes/tranquilles<br>de garder leur calme                    | De se calmer                |       |
|          | 3. and to go and look for     | et d'aller chercher                                                     |                             |       |
|          | 4. a piece of wood.           | un morceau de bois<br>un bout de bois                                   |                             |       |
|          | 5. I did                      | (Moi) j'ai fait<br>(Moi) j'en ai fait autant <b>(5+6)</b>               |                             |       |
|          | 6. the same thing             | la même chose                                                           |                             |       |
|          | 7. and fortunately            | et heureusement<br>et par chance<br>et par bonheur                      |                             |       |
|          | 8. I managed to find          | j'ai réussi à trouver<br>je suis arrivé(e) à trouver<br>j'ai pu trouver |                             |       |
|          | 9. a large branch             | une grosse branche<br>une grande branche                                |                             |       |
|          | 10. under a tree.             | sous un arbre.<br>en dessous d'un arbre<br>au dessous d'un arbre        |                             |       |
|          | 11. We placed it in the water | Nous l'avons mise dans (l'eau IGN)<br>placée<br>posée                   |                             |       |
|          | 12. near the dog              | près du (chien IGN)                                                     | à côté du chien             |       |
|          | 13. who climbed               | qui a grimpé/est monté/grimpa/monta                                     |                             |       |
|          | 14. onto the bank             | sur la rive/sur la berge/sur le bord de la rivière                      | sur le bord tc<br>le rivage |       |

| Question | Answer                    |                                                                                                         |               | Marks |
|----------|---------------------------|---------------------------------------------------------------------------------------------------------|---------------|-------|
| 3(d)     |                           | <b>ACCEPT</b>                                                                                           | <b>REJECT</b> |       |
|          | 1. The teenagers said     | Les (adolescents/ados IGN) ont dit/dirent                                                               |               |       |
|          | 2. that they lived nearby | qu'ils habitaient/demeuraient/vivaient tout près/ près de là / près d'ici/dans les environs/à proximité |               |       |
|          | 3. and I thought          | et je pensais/je croyais et j'ai pensé/j'ai cru                                                         |               |       |
|          | 4. that I should          | que je devrais/que je devais qu'il fallait que je les accompagne <b>(4+5+6)</b>                         |               |       |
|          | 5. accompany              | Accompagner                                                                                             |               |       |
|          | 6. them                   | les <b>(6 before 5)</b>                                                                                 |               |       |
|          | 7. to their house         | à leur maison / jusqu'à leur maison chez eux à la maison                                                |               |       |
|          | 8. and explain            | et expliquer                                                                                            |               |       |
|          | 9. to their parents       | à leurs parents                                                                                         |               |       |
|          | 10. what                  | ce qui                                                                                                  |               |       |
|          | 11. had happened.         | s'était passé était arrivé                                                                              |               |       |
|          | 12. They thanked me       | Ils m'ont remercié(e)                                                                                   |               |       |
|          | 13. and offered me        | et m'ont offert                                                                                         |               |       |
|          | 14. some tea.             | du thé un peu de thé                                                                                    |               |       |

| Question | Answer                            |                                                                                       |                                       | Marks |
|----------|-----------------------------------|---------------------------------------------------------------------------------------|---------------------------------------|-------|
| 3(e)     |                                   | <b>ACCEPT</b>                                                                         | <b>REJECT</b>                         |       |
|          | 1. I see the teenagers            | Je vois (les adolescents/ados IGN)                                                    |                                       |       |
|          | 2. sometimes                      | parfois/de temps en temps/quelquefois/des fois                                        |                                       |       |
|          | 3. when I go out                  | (quand/lorsque IGN) je sors                                                           |                                       |       |
|          | 4. at the weekend.                | (pendant) le week-end                                                                 |                                       |       |
|          | 5. If the weather is fine         | S'il fait beau / beau temps / bon<br>Si le temps est beau                             |                                       |       |
|          | 6. they still like                | ils aiment toujours/encore                                                            |                                       |       |
|          | 7. to go for walks                | (aller) se promener/ (aller) marcher<br>faire des promenades/des marches/de la marche | Randonnées<br><u>D'</u> aller marcher |       |
|          | 8. in the countryside.            | à la campagne/ dans la campagne.                                                      |                                       |       |
|          | 9. They smile at me               | Ils me sourient/ils me font des sourires                                              |                                       |       |
|          | 10. when they notice me.          | quand ils m'aperçoivent/me remarquent/me voient                                       |                                       |       |
|          | 11. Their dog still loves running | Leur (chien IGN) adore/aime (toujours/encore IGN) beaucoup courir                     | aime tc                               |       |
|          | 12. everywhere                    | partout                                                                               |                                       |       |
|          | 13. and playing                   | et jouer                                                                              |                                       |       |
|          | 14. with a ball.                  | avec une balle/un ballon                                                              |                                       |       |