

GCE

French

Unit **F704**: Listening, Reading and Writing 2

Advanced GCE

Mark Scheme for June 2014

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.
















All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Tick
	Development of point
	Incorrect
	Large dot (Key point attempted)
	Caret sign to show omission
	Unclear
	Highlight
	Good language
	Slash
	Language better than mark implies
	Language not as good as mark implies
	Benefit of doubt
	Benefit of doubt not given
	Minus 1 (to show deduction of one mark)

Abbreviations	Meaning
/	Alternative and acceptable answers for the same marking point
()	Words which are not essential to gain the mark
—	Underlined words must be included to gain the mark

Subject-specific Marking Instructions

- You should print out a copy of the paper and work through it yourself (using the transcript for the Listening activities which you can find at the end of the Mark Scheme, if the audio version is not available on the portal). You will need a copy of the written texts to refer to during the marking process in order to spot excessive lifting in tasks 6 and 7. The texts will not appear automatically on your marking screen.
- The award of marks is not necessarily dependent on the specific wording in the detailed sheets which follow. Other wordings will score the marks, provided they are semantically equivalent. If the language used by the candidate conveys meaning and also answers the question, then the mark(s) should normally be credited for comprehension (c.f. “sympathetic native speaker/sympathetic examiner”). Use your professional judgement to apply the marking principles given in this mark scheme but if you are still in doubt about the validity of any answer, then consult your Team Leader by phone, the messaging system within scoris or email.
- Language marks: These are assessed separately – Grids C.1, C.2 and F.2 – see guidance in the detailed sheets below.
- Where candidates give alternative answers, only the first one written or the one on the line should be marked.

Section A: Listening and Writing

Task 1

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate).
- For single mark questions no annotation is necessary; just enter 1, 0 or NR.
- There is no need to use a cross (X) for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions.
- Answers in target language get no marks.

Question		Answer	Marks	Guidance	
				Accept	Do not accept
1	(a)	(metropolitan / mainland) France	1	Hexagon	Exagone Paris, France mainland t.c.
	(b)	looking at (job) adverts (every day)	1	coming to the job centre (every day) checking (job) adverts / ads TOL: looking at job adverts always looking for news on potential jobs - BOD	Looking for job adverts in the papers / on TV to find work t.c. responding to job adverts checking / looking for jobs t.c. notices / announcements
	(c)	has reached a record level	1	is greater than ever before has hit rock bottom	is at a high / higher level is rising
	(d)	(high) cost of living	1	Life is expensive / costly How expensive everything is an expensive life / the high cost of life - BOD	the expense / it's expensive expensive living / expensive way of life / lifestyle leaving cost jobs depend on large-scale public projects
	(e)	doesn't earn much (as a school assistant)	1	(quite a / a very) low / meagre / income / revenue	works as a teaching assistant <u>he</u> doesn't earn much she has a weak income she receives a low income from benefits has a very small amount of money lacks revenue

Question		Answer	Marks	Guidance	
				Accept	Do not accept
	(f)	(he likes the) sunshine	1	TOL: he would rather be unemployed and stay in the sun TOL: he would prefer to look for work in the sun TOL: without reason, he likes being in the sun outside with no job	she / they... the good weather
	(g)	<u>Illegal</u> foreign workers	1	illegal immigrants illegal foreigners - BOD TOL: clandestine / with no papers	secret / hidden black market
		(he thinks) they work for (next to) nothing	1	... for very little / not a lot of money ... don't work for much	
	(h)	more vacancies get filled than in (mainland) France	1	95% of vacancies / job offers ...get filled / are taken (up / on) / accepted 95% of job offers are successful – BOD ... get filled by people from Réunion - BOD	wrong number (e.g. 85%) ... are applied for / found 95% of people who are offered a job take it 95% of job offers find an applicant
		(on average) a vacancy is filled more quickly than in (mainland) France	1	(on average) a vacancy is filled within 12 days	wrong number (e.g. 2 days)

Task 2

Task specific guidance

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate)
- For single mark questions no annotation is necessary; just enter 1, 0 or NR.
- There is no need to use a cross (X) for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions.

Question			Answer	Marks	Guidance	
					Accept	Do not accept
2	(a)		(Des prévisions) à six mois.	1	à long terme de six mois les prévisions saisonnières	six mois t.c. à loin terme à six moins
	(b)	(i)	La température (plutôt que les précipitations).	1		
		(ii)	En hiver (plutôt qu'en été).	1		
	(c)	(i)	Océanique. / Par les vents d'Ouest.	1	les océans / mers les vends d'ouest - BOD	les ventesWest
		(ii)	Continentale.	1	le continent les vents continentaux	les mesures continentales les continents l'influence océanique a causé un vent continental N.B. Use green dot if 'ventes' is repeated from previous sub-question.
	(d)	(i)	Des scientifiques suisses.	1	Des / Les Suisses. TOL: la Suisse	le Suisse
		(ii)	De (plus de) 250 / un grand nombre de stations <u>météorologiques</u> .	1	TOL: en utilisant les données de 250 stations météorologiques (wrong syntax after question)	wrong number (e.g. 200)
	(e)		Après un hiver <u>et</u> un printemps pluvieux.	1	avec ... TOL: pendant ... TOL: un hiver et un printemps pluvieux t.c.	plus vieux / plusvieux après un hiver <u>ou</u> un printemps pluvieux

Question		Answer	Marks	Guidance	
				Accept	Do not accept
	(f)	15 000 personnes sont mortes en (l'espace de) vingt jours.	1		
			1	dans / pendant - BOD en le space de 20 jours – BOD	
	(g)	L'humidité (de la terre) s'évapore.	1	... se transforme en vapeur	... est vapeur misspelling of s'évapore with <u>ou</u>
		L'humidité (de la terre) provoque des nuages.	1	... un nuage	
	(h)	Après un hiver <u>et</u> un printemps secs.	1	un hiver et un printemps secs - BOD pendant / quand il y a ... sèques – BOD	N.B. Use green dot if 'ou' is repeated from sub-question (e).
	(i)	(i) Il a <u>beaucoup</u> plu	1	imperfect / present tense TOL : précipitations fortes TOL : Il pleuve / a pleuvu beaucoup Il a pluie / pluit – BOD	il pleurait beaucoup il a fait beaucoup de pleurs / de pluie
		(ii) Les températures ont baissé.	1	Il a fait frais / Il n'a pas fait chaud. La température est basse - BOD	la température a baisé ... a/est bassé ... besse
	(j)	(i) Qu'il va faire chaud.	1	(L'annonce de) températures élevées. une hausse de température TOL: quand / s'il va faire chaud	s'il fait chaud (present tense) ... élèves
		(ii) Il ne va pas (forcément) faire du soleil.	1	le public pense qu'il fera beau la chaleur ne garantit pas un temps ensoleillé ... un temps soleillé – BOD	Il ne va pas faire chaud Le public attend (for 's'attend') ... misspelling of 'garantit' with é
		Il pourrait y avoir des orages.	1	TOL: ...horages / aurages	
	(k)	Elles réussissent	1	Elles sont fiables. ... (plus) efficaces	il faut concentrer nos efforts sur les prévisions à court terme
		à 85 %.	1	Elles ont un taux de réussite de 85 % = 2 marks	

Question			Answer	Marks	Guidance	
					Accept	Do not accept
					Elles ont un taux de réussite plus élevé que les prévisions à quatre jours = 2 marks	

QoL: Read response again and assess for language.

- **Annotations:** you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.1, but it is not essential.
- **Grid C.1:** Key words have been highlighted in the Grid. Remember that this grid is also used to assess accuracy at A2. Identify the band which best matches the performance.

GRID C.1	ACCURACY OF LANGUAGE (ACCURACY) 5 marks AO3
5	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.
4	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
3	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
2	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
0–1	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.

Section B: Reading and Writing

In Section B there are 5 marks for Quality of Language.

Task 3**Task specific guidance**

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate).
- Familiarise yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
- Go through all the responses and assess every question for **comprehension**.
 - a. Marks are awarded on a point by point basis, according to the mark scheme.
 - b. Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL
 - c. For comprehension / content, remember that you are a “sympathetic native speaker / sympathetic examiner”. If language interferes slightly but it is clear that the candidate has understood, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C.1. If appropriate, candidates may answer with single words / short phrases.

Annotations

- Award 1, 0 or NR without annotation.
- Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
- **Use a cross (X) when a word in the response invalidates an otherwise acceptable answer.**
- Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but **highlight** and exclude from Quality of Language assessment.

Task 3

Question		Answer	Marks	Guidance	
				Accept	Do not accept
3	(a)	Le pourcentage de Français qui ont voté / Le pourcentage des voix / Le pourcentage des votes pour (François) Hollande.	1 1	La quantité de... Le nombre / la totalité de... - BOD ... qui ont choisi ... a gagné avec le support de ...	Les Français qui ont voté ...
	(b)	La police a fermé / bouclé le quartier.	1	...bloquéa empêché l'accès au quartier	a contrôlé/ entouré / rempli / protégé / s'est installée dans... Elle a bouclé le Palais de l'Élysée
	(c)	Ils ont tenu les affiches de (la campagne de) Sarkozy.	1	Ils ont tenu les affiches de « La France forte » Ils ont apporté / montré ... Ils avaient des affiches de ... Ils ont montré les pancartes / posters de « La France forte » / de l'UMP	En tenant... Ils ont installé / fait / emporté Ils ont tenu des affiches t.c. ... plaques / signes ...
	(d)	300.	1		
	(e)	Ce sont des invités (personnels) du président.	1		Ils ont invité par le président Le président les a élus Ce sont des personnes spéciales pour le / des amis du président
	(f)	Il a accueilli François Hollande.	1	Il a reçu / a dit bienvenue à François Hollande TOL: accueilli TOL : il est accueilli FH (lang error) TOL: imperfect tense / present tense	Il s'est rencontré avec ...
	(g)	(Les deux hommes ont eu) un entretien (de 35 minutes) Des dossiers (sensibles) ont été transmis.	1 1	Une discussion / une interview / une conversation Ils ont parlé Present tense la transmission de dossiers / fichiers / papiers / documents / TOL: fiches TOL: partagé / échangé / transféré	... ont été entretenus NS a enseigné FH

Question			Answer	Marks	Guidance	
					Accept	Do not accept
			(Les deux hommes se sont donné) une poignée de main.	1	Ils se sont serré / donné la main ils se sont tenu les mains – BOD	Ils ont poigné leurs mains
			Total	10		

Task 4

Question		Answer	Marks	Guidance
4	(a)	B	1	Multi-choice: Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
	(b)	A	1	
	(c)	B	1	
	(d)	A	1	
	(e)	B	1	
	(f)	C	1	
	(g)	B	1	
	(h)	B	1	
		Total	8	

Task 5

Question		Answer	Marks	Guidance	
				Accept	Do not accept
5	(a)	a sorti la tête (pour saluer la foule).	1	Present tense	est sorti de sa Citroën a parlé à / salué la foule t.c. Il est sorti du Palais Il a ouvert le toit de sa voiture
	(b)	ont chanté la Marseillaise.	1	ont entendu (résonner) ...l'hymne national	anything with 'ont résonné' ont chanté t.c.
	(c)	(d'être) heureux / souriant.	1	content de contentement / bonheur	positif amusé amusé et content / content et amusé (treat slash as 'et') d'heureusement
	(d)	a lancé / crié des hourras.	1	a montré son appréciation a crié de joie / était joyeux / s'est montrée ravie a crié pour le soutenir TOL : lui a donné des hourras / a fait des hourras	a éclaté des hourras a crié t.c. a applaudi n'était plus silencieuse il y avait des hourras
	(e)	allait arriver (prochainement / bientôt) (à la Mairie de Paris).	1	arriverait va arriver / arrivera arrivait arrive bientôt était / est presque arrivé / sur le point d'arriver était / est proche / n'était pas loin	est arrivé / arrive t.c. a été près de la Mairie (wrong tense)
	(f)	l'ancienne génération du Parti socialiste.	1	les anciennes générations du PS les plus âgés membres du PS la génération la plus ancienne du PS une des socialistes plus anciennes les plus anciens du Parti socialiste TOL: un ancien / les anciens membre(s) du PS l'ancien Parti socialiste	Le Parti socialiste Les plus anciens t.c. ... d'un Parti socialiste

Question		Answer	Marks	Guidance	
				Accept	Do not accept
	(g)	(lors de la cérémonie) à l'Élysée.	1	... du Palais	de la cérémonie t.c. aux Champs-Élysées parce qu'elle avait préféré ne pas assister à la cérémonie à l'Élysée.
		Total	7		

Task 6 Transfer of Meaning

Award two marks per translated section according to the grid below. The grid assesses Transfer of Meaning into English. Note that this grid integrates *Quality of Written Communication Strand (i)* descriptors.

GRID H.2	TRANSFER OF MEANING 10 marks AO2
2	Accurate transfer of meaning. Faultless or virtually faultless grammar, punctuation and spelling in English.
1	Inconsistent transfer of meaning. Mostly accurate but there are errors and/or missed details. There are instances of error in grammar, punctuation and spelling in English.
0	Very limited transfer of meaning. A substantial number of elements misunderstood or missing. Significant error in grammar, punctuation and spelling in English.

Notes to Grid H.2 Exceptional responses and marks to award:

1. Candidates may answer in **faultless English but may not transfer meaning accurately. Award either 0 or 1 mark**, depending on level of inaccuracy in meaning.
2. The **transfer of meaning is accurate but contains significant spelling and/or grammar errors. Award 0 or 1 mark**, depending on level of inaccuracy of English.

Question		Answer	Marks	Guidance	
				Accept	Do not accept
6	1	An overflowing wardrobe, clothes (lying) on the floor ... Welcome to the (bed)room of a typical teenager / adolescent.	2	bursting cupboard TOL: the clothes ground into the (bed)room average / common teenager the typical teenager's bedroom typical room of a teenager	untidy / full to the brim
	2	A subject until recently neglected by the media,	2	topic / theme TOL: area / concept / aspect omission of 'a' – red underlining ignored / not covered / untouched / left (out / alone / to one side) / passed over / avoided TOL: excluded	thematic <u>the</u> theme / topic until now forgotten / unknown / uncovered / abandoned / let go social networking sites
	3	raising (teenagers') awareness of responsible consumption has taken over the internet.	2	making teenagers aware of / sensitive to sensitising / the sensitisation of teenagers TOL: familiarising teenagers with TOL: the responsible consumption responsible buying / shopping TOL: getting teenagers to be responsible consumers	the introduction to teenagers of .../ communication to teenagers about... / teaching... spurious words e.g. sensitivisation responsible buying of clothes consumerism

Question			Answer	Marks	Guidance	
					Accept	Do not accept
					has taken possession of / taken hold of / taken over / taken by storm / gone viral on / taken control of	has taken place on / been done by the Internet / come to / reached took / had taken possession of (wrong tense)
	4	Previously small / young children were targeted, whereas / but (teenagers) better understand what's at stake,		2	Before, / Before now / Beforehand / In the past we / one targeted / aim at / would target / used to target the little / small(er) ones / young(er) ones / kids / children while / whilst / when understand more the issue(s) / stakes / what is going on	infants / youths / young(er) people / the young although / even though the challenges / game / risks / situation / dangers / outcome / endgame / ideas
	5	FC, a specialist in sustainable development, points out.		2	omission of 'a' expert in / of / for (TOL) states / indicates / reports / says / tells / explains / suggests / informs / announces / highlights / claims according to FC Past tense	stable / durable / long-term / lasting development developments growth warns / signals
				Total	10	

Task 7

Question		Answer	Marks	Guidance	
				Accept	Do not accept
7	(a)	informer / éduquent	1	sensibilisent / sont disponibles pour / conseillent / existent pour / sont utilisés par / sont mis en place pour / aident enseignant - BOD TOL : perfect tense / imperfect tense	assistent sont adaptés pour
	(b)	être des consommateurs responsables	1	...un consommateur responsable être écolo(gique)s TOL : consommer responsablement	veulent être éthiques être responsables t.c.
	(c)	utiliser	1	acheter dans / choisir / favoriser / soutenir / avoir recours aux / fréquenter TOL: faire du shopping dans	acheter t.c. visiter / trouver / considérer / expérimenter avec / employer noter / suivre / être prudents avec / être plus éthiques dans / consommer / agir avec
	(d)	la nourriture	1	les aliments / les provisions / l'alimentation	
	(e)	à la création / conception du site.	1	au comité éditorial (du site) à concevoir / réaliser le site / dans la réalisation du site	dans la réalisation t.c.
		Total	5		

Task 8

Question		Answer	Marks	Guidance	
				Accept	Do not accept
8	(a)	ont changé	1	ont progressé TOL: sont devenus plus modernes / meilleurs / se sont améliorés TOL: changé t. c. TOL: changer other tenses	ont développé [<i>not reflexive</i>] ont amélioré ont changé <u>ou</u> ont développé se sont changés un changement
	(b)	amusant	1	marrant / pas ennuyeux	intéressant / captivant amusement – NBOD
	(c)	jouer un rôle	1	participer / agir / prendre des mesures / mettre en action vos opinions / contribuer / aider / TOL: soutenir	faire partie / être actif accepter la responsabilité / prendre de l'action / être celui qui fait
	(d)	(à partir de) maintenant	1	dorénavant actuellement (et à l'avenir) dès maintenant à partir de / après ce moment-ci / -là aujourd'hui / de nos jours à présent	<u>de</u> maintenant / de ce moment plus récemment d'ici depuis ce moment-là
	(e)	principale	1	la plus importante vitale / cruciale essentielle / nécessaire	(très / plus) importante
Total			5		

Task 9**Task specific guidance**

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate).
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Annotations

- Award 1, 0 or NR without annotation.
- Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
- **Use a cross (X) when a word in the response invalidates an otherwise acceptable answer.**
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Question			Answer	Marks	Guidance	
					Accept	Do not accept
9	(a)	(i)	Ils les préfèrent.	1	Ils les aiment / souhaitent / favorisent Ils soutiennent l'utilisation de ces produits TOL: Ils les utilisent / achètent / sollicitent Ils sont (les plus) sollicités / Ils sont populaires. Positive.	Ils sont importants. Ils sont très contents. Ils les trouvent plus sollicités. Ils sont plus favorables. Ils sont abordables.
		(ii)	(Ils les trouvent) trop chers.	1	très chers / inabordables ils pensent qu'ils n'ont pas assez d'argent pour les acheter	Négative. Ils ne sont pas populaires. Ils ne les achètent jamais.
	(b)		De leur argent de poche / de leurs parents. De leur petit boulot.	1 1	de leur emploi / travail / petit job / petit salaire Ils ont de l'argent de poche grâce à / à cause de leur petit boulot = 1 mark only	
	(c)		Il a fondé la société Coop Alternatives.	1	Il a commence / créé / lancé ... TOL: construit	any answer with the noun fondateur la société Coop Alternatives t.c.
	(d)		D'initier (les jeunes / les gens) aux comportements verts.	1	initiation / sensibilisation aux comportements verts promouvoir / provoquer le comportement vert encourager / inciter (les jeunes) à protéger l'environnement d'introduire les comportements verts de rendre le public plus écolo TOL: de créer les comportements verts	d'aider les comportements des jeunes d'installer les comportements verts de s'initier aux comportements verts améliorer d'encourager <u>l'utilisation</u> des comportements verts elle veut que les jeunes soient responsables pour l'environnement
	(e)		Elles commencent / s'enracinent tôt / à l'âge adolescent.	1	... à un jeune âge On ne change pas les habitudes après l'adolescence	Elles s'enracinent t.c.

Question		Answer	Marks	Guidance	
				Accept	Do not accept
				Quand on est ado on développe les habitudes C'est quand on est jeune que commence l'envie de consommer - BOD	
	(f)	Elle a créé le site Mtaterre.fr.	1	... fondé ... TOL: le site Mtaterre.fr t.c.	Il a créé ... Elle a créé un site web
	(g)	Ils trouvent l'idée géniale.	1	Ils aiment l'idée. Ils sont tout à fait pour le développement durable. Ils trouvent l'idée très importante / intéressante / bien. Ce n'est qu'un sujet d'actualité (génial). Ils ne croient pas que ce soit un sujet sérieux.	C'est un sujet d'actualité t.c. Ils pensent que c'est important
	(h)	Elle ne diminue pas (forcément).	1	Elle n'a pas changé / elle ne change pas. Leur consommation reste élevée TOL: Elle ne réduit pas.	La consommation doit diminuer. Ils consomment beaucoup. Elle continue à monter. (absence of idea of reduction) Ils ne vont pas baisser leur consommation sans aide.
		Total	10		

Assessing Quality of Language across Section B

- You will get a separate screen which will be the whole page for exercise 3, 5, 6, 7, 9 and 10 (unannotated). Read all the answers again. You may use the green L marking tool to highlight good language to assist you in the application of Grid C.1 but it is not essential.
- Apply Grid C.1 and enter the mark.
- PE to provide specific guidance on which exercises in Section B will provide best evidence for Quality of Language.

GRID C.1	ACCURACY OF LANGUAGE (ACCURACY) 5 marks AO3
5	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.
4	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
3	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
2	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
0–1	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.

Task 10-17

Task specific guidance

Mark one essay using the grids N, O, C.2 and F.2.

If a candidate has written more than one essay mark both essays in the normal way but enter the mark for the essay which has earned most marks over all.

Question	Answer	Marks	Guidance
Task 10-17	No Indicative Content – personal response	25	<p>Grid N guidance</p> <p>3–4 – No specific example from TL = cap 4</p> <p>5–6 – Demonstration of originality and/or imagination – applies mainly to imaginative</p> <p>7–8 – Imaginative and/or original response to task – applies mainly to imaginative</p> <p>Grid O guidance</p> <p>6–9 – Straight narration = more 6/7</p> <p>Evidence of some argument = more 8/9</p>

Task 10-17 – Language (QoL) – Grids C.2 and F.2: [20 marks]

Question	Answer	Marks	Guidance
Task 10-17	Assess for Quality of Language using Grids C.2 and F.2 Appendix 1	20	<p>Read the whole response again and assess for Range (Grid F.2) first – i.e. vocabulary and structures. Then assess for Accuracy (Grid C.2). Key words have been highlighted in the grids below. Ignore final sentence of 3-4 band in Grid C.2, because vocabulary and structures have already been assessed under Grid F.2. If you wish, you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential. Enter your mark.</p> <p>Grid C.2 guidance 0–2 – Errors ([e.g.] endings, verb forms, gender of common nouns). Frequent first [= <i>other</i>] language interference. 3–4 – Errors ([e.g.] endings, verb forms, gender of common nouns, adjectival agreements). Candidate's first [= <i>other</i>] language. Meaning may be unclear; more wrong than right. 5–6 – Wrong/right = 50/50 7–8 – More right than wrong.</p> <p>Grid F.2 guidance 5–6 – [A range of] syntax and sentence structures appropriate to the [register of the] task. 7–8 – Effective = <i>good</i>. Reads easily. 9–10 – idiom ≠ <i>idioms</i>.</p>

APPENDIX 1

GRID N	RELEVANCE AND POINTS OF VIEW 10 marks AO2	GRID O	STRUCTURE AND ANALYSIS 15 marks AO2
9–10	Consistently relevant information that supports points of view and opinions. Shows genuine insight in responding to the task.	13–15	The response displays genuine control and clarity. A very well developed argument. Confident ability to develop an argument, analyse and evaluate, and draw conclusions.
7–8	Relevant information that responds to the requirements of the task and is used to support points of view and opinions. Produces an imaginative and/or original response to the task.	10–12	Coherently structured and organised response. Points of view are linked in a logical sequence . Able to develop an argument , analyse and evaluate, and draw conclusions.
5–6	The information given is mainly relevant to the task. Points of view and opinions are generally supported by some factual evidence. May demonstrate some originality and/or imagination.	6–9	Structured and organised response. Points of view are mostly linked in a logical sequence . Shows some ability to develop an argument, analyse and evaluate and draw conclusions.
3–4	Includes some relevant information but does not always address the requirements of the task. May have some difficulty in expressing points of view and/or narrating events and/or communicating factual information.	3–5	Shows some ability to structure and organise the response. Limited ability to develop an argument , analyse and evaluate, and draw conclusions.
0–2	The response to the task is likely to be very short and/or irrelevant and/or very superficial.	0–2	Random organisation of the response. Limited attempt to develop an argument , analyse and evaluate, and draw conclusions.

GRID C.2	QUALITY OF LANGUAGE (ACCURACY) 10 marks AO3	GRID F.2	QUALITY OF LANGUAGE (RANGE) 10 marks AO3
9–10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors .	9–10	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures .
7–8	Language generally accurate . Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.	7–8	Effective use of a range of vocabulary and structures appropriate to the task, with little repetition. A positive attempt to introduce variety and to use a range of complex sentence structures (though not always able to maintain correct usage).
5–6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent .	5–6	Attempts to extend the range of vocabulary , though still rather repetitive. Attempts to use more complex language with some success in producing a range of syntax and sentence structures appropriate to the task.
3–4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.	3–4	Use of a restricted range of vocabulary and structures. Frequent repetition of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures.
0–2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.	0–2	Only simple sentence patterns . Very limited vocabulary . Very limited range of structures .

APPENDIX 2

Transcripts of Listening Texts

Task 1

Unemployment on the island of Réunion

Sous un soleil brûlant, la tête baissée, Louis, originaire de l'Hexagone, sort de l'agence pour l'emploi de la petite ville de Saint-André sur l'île de La Réunion. Cela fait trois ans que ce plombier, qui a perdu son travail, vient tous les jours consulter les annonces. Et trois ans qu'il ne trouve rien. Une expérience banale à La Réunion où le taux de chômage a atteint un niveau record et où les emplois dépendent beaucoup des grands projets publics.

Le chômage, la vie chère... Pour la première fois depuis douze ans qu'il habite à la Réunion, Louis compte retourner vivre en Europe. Sa femme Corinne, elle-même réunionnaise, est prête à le suivre. Avec son maigre revenu d'assistante scolaire, elle n'a pas grand-chose à perdre.

Quant à Camélien, 26 ans, il ne compte pas quitter l'île. Son raisonnement : s'il doit être chômeur, il vaut mieux l'être au soleil. Ce grand garçon cherche du boulot dans tout et n'importe quoi. Tout ce qu'il a trouvé jusqu'ici, ce sont des petits boulots de six à dix mois. Lui, il accuse les travailleurs étrangers clandestins qui, de son point de vue, travaillent pour presque rien.

Personne ne nie la gravité de la crise à la Réunion. La motivation des chômeurs ne manque pas. Les chiffres le prouvent : on constate que 95 % des offres d'emploi trouvent preneur à La Réunion, un des taux les plus élevés de France, et en moyenne, un poste vacant est rempli dans un délai de 12 jours sur l'île, contre 33 jours en France métropolitaine. Face à cela, que faire ?

Task 2

Une météo plus exacte ?

- F Bien que les météorologues maîtrisent bien les prévisions à quelques jours, ils se montrent extrêmement prudents quand il s'agit de les faire à six mois, comme l'explique l'expert Frédéric Dubuis...
- M Oui, la qualité des prévisions saisonnières est très variable. Elles sont meilleures pour la température que pour les précipitations, et pour la température, meilleures en hiver qu'en été. C'est parce que la France est touchée par différentes influences climatiques : surtout océanique à cause des vents d'ouest dominants et, dans une moindre mesure, continentale.
- F Pourtant, une étude récente indique qu'on fait des progrès. Une équipe de scientifiques français et suisses a travaillé ensemble pour analyser 64 ans de données provenant de plus de 250 stations météorologiques. Et les résultats confirment plusieurs phénomènes.
- M Tout d'abord, ils ont trouvé qu'un hiver et un printemps pluvieux en France n'ont pratiquement aucune chance d'être suivis par une grosse chaleur, comme la canicule de 2003 qui a causé quinze mille morts en l'espace de vingt jours. Même si l'été est ensoleillé, l'humidité contenue dans la terre s'évapore et provoque des nuages qui empêchent une trop forte hausse des températures. Deuxième constatation de l'étude : un hiver et un printemps secs ne permettent pas de prédire la température de l'été suivant. L'exemple de 2011 est très instructif : l'hiver et le printemps ont été secs, mais il a suffi qu'il pleuve beaucoup au mois de juin pour que les températures de juillet baissent.
- F Pensez-vous que, malgré ces progrès, il faudra toujours se méfier des prévisions météo ?
- M Oui. Si les météorologues annoncent par exemple que les températures seront élevées, le public a tendance à penser qu'il fera beau. Or en réalité la chaleur ne garantit pas un temps ensoleillé ; par exemple, il pourrait y avoir des orages.
- F Quelles conclusions en tirez-vous ?
- M Je pense qu'il faudrait concentrer nos efforts sur les prévisions à court terme, qui ont des taux de réussite de 65 à 70 % à quatre jours et de 85 % à 24 heures. Quant aux prévisions à long terme, elles sont loin d'être fiables.

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