



2014 French

Intermediate 1 Reading

Finalised Marking Instructions

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Part One: General Marking Principles for French Intermediate 1 – Reading

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- (b)** Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

GENERAL MARKING ADVICE: French Intermediate 1 - Reading

The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments.

Part Two: Marking Instructions for each Question

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient						
1.	(a)	<ul style="list-style-type: none"> Do you like/love the cinema? 	1	Would you like to go the cinema							
1.	(b)	<ul style="list-style-type: none"> (Summer/big/long) holidays 	1	12 th June							
1.	(c)	<ul style="list-style-type: none"> Spring (time) 	1	12 th June Summer holidays	After the Scottish school visits						
1.	(d)	<ul style="list-style-type: none"> Ten days 	1	Wrong number							
1.	(e)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Daily life in each country</td> <td style="width: 20%;"></td> </tr> <tr> <td>Family life in each country</td> <td></td> </tr> <tr> <td>School life in each country</td> <td style="text-align: center;">✓</td> </tr> </table> <p>More than one box ticked = 0 marks</p>	Daily life in each country		Family life in each country		School life in each country	✓	1		
Daily life in each country											
Family life in each country											
School life in each country	✓										

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
2.	(a)	<ul style="list-style-type: none"> • <u>Old/former</u> (secondary) school • (Dormitories) with four beds/4 people to a room • <u>Shared</u> bathroom/shower/toilet/one bathroom <p style="text-align: right;">(Any two from three)</p>	2	<p>4 lights Share a room with 4 people Dormitories are ancient</p>	<p>Ancient school</p> <p>a bathroom</p>
2.	(b)	<ul style="list-style-type: none"> • Towel <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Soap <p style="text-align: right;">(Any one from two)</p>	1	<p>soup</p>	<p>Briefcase Napkins</p>
2.	(c)	<ul style="list-style-type: none"> • Washing up/dishes/plates • Cleaning table(s) • Preparing breakfast <p style="text-align: right;">(Any two from three)</p>	2	<p>Doing the washing Washing the car</p> <p>Set/prepare the table Setting out tables</p> <p>Lunch Dinner Preparing the tables for breakfast</p>	<p>Clean up</p> <p>Small A meal</p>

Question			Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
3.	(a)		<ul style="list-style-type: none"> • 3 <u>hours</u> 	1		3
3.	(b)		<ul style="list-style-type: none"> • Teachers <u>and</u> students/pupils <p style="text-align: center;">(Both required for one mark)</p>	1	professors	
3.	(c)		<ul style="list-style-type: none"> • <u>Writing/making up</u> script/scripting • Makeup • Lighting <p style="text-align: center;">(Any two from three)</p>	2	Costumes	Learning/acting/reading the script
3.	(d)	(i)	<ul style="list-style-type: none"> • Help (you/them)/assist 	1		Consult Give effort
3.		(ii)	<ul style="list-style-type: none"> • All day/the whole day/during the day/anytime 	1	Journey After the preparation Night	

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
3.	(e)	<ul style="list-style-type: none"> Computing/ICT/IT room/suite/on (8) computers/on the (8) computers 	1		Information desk/centre/ A different room
3.	(f)	<ul style="list-style-type: none"> Second floor/storey 	1	Second stage On 2 floors	at a ceremony
3.	(g)	<ul style="list-style-type: none"> Thank organisers <p>OR</p> <ul style="list-style-type: none"> Distribute/give out prizes/awards (actors etc) <p style="text-align: right;">(Any one from two)</p>	1	Thank actors Thank the organisers for coming Prizes Prizes given to the organisers	A round of applause Flowers for the actors
3.	(h)	<ul style="list-style-type: none"> <u>Elegant/smart/formal/nice/fancy/posh</u> clothes 	1	Food	Appropriate clothes

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient								
4.	(a)	<ul style="list-style-type: none"> • <u>Did not</u> like sitting/spending in front of television/did not like watching TV • Preferred outside/outdoor/going outside 	2	Watches TV No time to watch TV	He has loads of time								
4.	(b)	<ul style="list-style-type: none"> • Parents encouraged him/were encouraging 	1		His parents did gardening								
4.	(c)	<table border="1"> <tbody> <tr> <td>Cut the grass</td> <td>✓</td> </tr> <tr> <td>Pulled up weeds</td> <td></td> </tr> <tr> <td>Grew flowers</td> <td>✓</td> </tr> <tr> <td>Trimmed the hedge</td> <td></td> </tr> </tbody> </table>	Cut the grass	✓	Pulled up weeds		Grew flowers	✓	Trimmed the hedge		2		
Cut the grass	✓												
Pulled up weeds													
Grew flowers	✓												
Trimmed the hedge													
4.	(d)	<ul style="list-style-type: none"> • Sold them/got money (for them) 	1	Ate them Competition Sold them at a market	Gave them to his neighbours								
4.	(e)	<ul style="list-style-type: none"> • 5 days 	1	One week									
4.	(f)	<ul style="list-style-type: none"> • Get up/wake up/leave <u>an hour</u> earlier 	1	Get up later									

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
4.	(g)	<ul style="list-style-type: none"> Dad took him/dad drove him/by car 	1	Grandfather/papa He drives He takes his dad to work	
4.	(h)	<ul style="list-style-type: none"> (had) <u>never</u> (been) bored 	1	He was bored He didn't like it It wasn't easy	Excited He liked it
4.	(i)	<ul style="list-style-type: none"> (Sure/convinced) he wants to be a gardener/what he wants to do 	1	He doesn't want to be a gardener	He knows what to do How to use the gardening equipment
4.	(j)	<ul style="list-style-type: none"> <u>Difficult/challenging</u> customer(s)/client(s)/it's difficult to satisfy customer(s) <u>Jaggy/prickly</u> plants/plants that sting/prick/plants have thorns 	2	Bad weather Hard to get to work without a car Plants stop growing	It's difficult Hard work Impatient
4.	(k)	<ul style="list-style-type: none"> People don't know how to <u>maintain/care for gardens/do gardening/do it</u>/or don't have <u>enough</u> time to do it. 	2	Equipment/tools Skills stuff	Trim hedges/cut the lawn/ design gardens/plant properly/landscape design

Total (35)

[END OF MARKING INSTRUCTIONS]



2014 French

Intermediate 1 Listening

Finalised Marking Instructions

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Part One: General Marking Principles for French Intermediate 1 – Listening

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GENERAL MARKING ADVICE: French Intermediate 1 - Listening

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Part Two: Marking Instructions for each Question

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient						
1.	(a)	<ul style="list-style-type: none"> (his/her) brother 	1	Wrong specific							
1.	(b)	<table border="1" style="margin-left: 20px;"> <tr> <td>He is older than Yann.</td> <td><input type="checkbox"/></td> </tr> <tr> <td>He is younger than Yann.</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>They are the same age.</td> <td><input type="checkbox"/></td> </tr> </table> <p>More than one box ticked = 0 marks</p>	He is older than Yann.	<input type="checkbox"/>	He is younger than Yann.	<input checked="" type="checkbox"/>	They are the same age.	<input type="checkbox"/>	1		
He is older than Yann.	<input type="checkbox"/>										
He is younger than Yann.	<input checked="" type="checkbox"/>										
They are the same age.	<input type="checkbox"/>										
2.	(a)	<ul style="list-style-type: none"> (Every/on a) Saturday/Saturdays 	1	Wrong day Every few weeks Every second Saturday	Every weekend						
2.	(b)	<ul style="list-style-type: none"> Horror 	1	Tragedy/action/drama Comedy							
3.		<ul style="list-style-type: none"> No cinema (in his village/town) (Lots of) homework/has to study 	2	Too expensive It costs too much Has too many chores/tasks	Cinema is far away No cinema nearby Doesn't live near the cinema Has to go to school						

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
4.	(a)	<ul style="list-style-type: none"> 4 (years old) 	1	Wrong age	
4.	(b)	<ul style="list-style-type: none"> (his) birthday 	1	anniversary	
5.	(a)	<ul style="list-style-type: none"> Cartoon/animation/animated <p>OR</p> <ul style="list-style-type: none"> American <p style="text-align: right;">(1 from 2)</p>	1		
5.	(b)	<ul style="list-style-type: none"> Colour(s) <u>and</u> music/sound track <p style="text-align: right;">(2 items for one mark)</p>	1	Cool air	actors
6.		<ul style="list-style-type: none"> The first guests will arrive about <u>19.00/7(pm)</u> and the films will start <u>quarter of an hour/15 minutes</u> later. 	2	Wrong time	Shortly after
7.		<ul style="list-style-type: none"> Say good evening/hello/greet/welcome them Show/take them to seats/help people find their seats/make sure everyone is seated 	2	Say good bye Take tickets Find your seat/you sit down Set up the film	Wait on/for guests Show them around Go to the room Have a good night
8.		<ul style="list-style-type: none"> Talk/speak Phone/use phone(s)/turn phones off/have your phone 	2	eat	Tablet Computer/laptop

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
9.	(a)	<ul style="list-style-type: none"> Fruit <u>juice</u> <p>OR</p> <ul style="list-style-type: none"> Crisps <p style="text-align: center;">(Any one from two)</p>	1	lemonade sweets	Drink/beverage Refreshments Fruit Food Snack Chips
9.	(b)	<ul style="list-style-type: none"> <u>Show them</u> toilets 	1	Clean the toilet Flush the toilet Carry perfume	Go to the toilet Ask if they need the toilet Talk to the guests
10.		<ul style="list-style-type: none"> Talk about the film(s)/listen to guests' opinions/ask reviews Answer/respond to questions/do a question and answer 	2	Change the film Give the film to the spectators Go back and watch the film Continue the film Make a speech Sit down	Talk to the guests Ask questions Listen to questions

[END OF MARKING INSTRUCTIONS]



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Intermediate 1 Writing

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GENERAL MARKING ADVICE: French Intermediate 1 – Writing

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Task: Form completion (simple personal profile). Candidates are required to write 3 sentences under each of 4 headings.

Assessment Process:	1	Assess the overall quality of the response and allocate it to a category/mark, with reference to the extended Criteria for Marking overleaf.
	2	Check that 3 sentences have been written under each heading.
	3	Deduct 2 marks (ie single marks, not pegged ones) for each incomplete section, up to a maximum of 2 incomplete sections. If 3 or 4 sections are incomplete, the mark must be 0.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Very Good	15	<ul style="list-style-type: none"> All four areas are covered fully, in a balanced way, perhaps including some complex sentences. A range of verbs/verb forms is used (probably at least nine). In some cases, the candidate has greatly exceeded the requirements of the task. 	<ul style="list-style-type: none"> The candidate handles all aspects of grammar and spelling accurately, although the language may contain one or two minor errors. Where the candidate attempts to use language more appropriate to Intermediate 2, a slightly higher number of inaccuracies need not detract from the overall very good impression. 	<ul style="list-style-type: none"> The candidate is comfortable with the first and third person of the verb and generally uses a different verb or verb form in each sentence. Some modal verbs and infinitives may be used. There is good use of adjectives, adverbs and prepositional phrases and, where appropriate, word order. The candidate may use co-ordinating conjunctions and/or subordinate clauses. The language flows well.
Good	12	<ul style="list-style-type: none"> All four tasks are addressed, perhaps mainly using simple sentences. In some cases, the candidate addresses three of the four areas more fully, perhaps using a few complex sentences. The candidate uses a reasonable range of verbs/verb forms (at least six). There is perhaps some repetition of verbs, especially in areas 1 and 4. 	<ul style="list-style-type: none"> The candidate handles verbs accurately but simply. There are some errors in spelling, adjective endings and, where relevant, case endings. Use of accents is less secure. Where the candidate is attempting to use more complex vocabulary and structures, these are unsuccessful, although basic structures are used accurately. 	<ul style="list-style-type: none"> The candidate keeps to more basic vocabulary and structures eg I live in x. X is a nice town. It has a church and a library. Within the areas of Family and Leisure Time, there may be a tendency to use the same verb on two or three occasions. Where relevant, word order is simple. There may be one or two examples of a co-ordinating conjunction, but most sentences are simple sentences.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Satisfactory	9	<ul style="list-style-type: none"> • The candidate uses only simple, basic sentences, eg <i>My mother is called</i> *. <i>My father is called</i> *. <i>I have a sister. She is</i> * <i>years old.</i> • The language is fairly repetitive and uses a limited number of verbs and fixed phrases, eg <i>I like; There is.</i> 	<ul style="list-style-type: none"> • The verbs are generally correct, but basic. • There are quite a few errors in other parts of speech – gender of nouns, cases, singular/plural confusion. • Prepositions may be missing eg <i>I go swimming-pool.</i> • While the language may be reasonably accurate in three areas, it may deteriorate in the remaining one. 	<ul style="list-style-type: none"> • The candidate copes with the first and third person of a few verbs. • The verbs ‘to be’ and ‘to have’ are used on a number of occasions. • Sentences are basic and mainly brief. • There is minimal use of adjectives probably mainly after ‘is’ eg <i>My School is big.</i> • The candidate has a weak knowledge of plurals. • There may be several spelling errors in words like ‘family’.
Un-satisfactory	6	<ul style="list-style-type: none"> • The content is basic. • The language is repetitive, eg <i>I have, I learn, I play</i> may feature three times within one area. 	<ul style="list-style-type: none"> • While the verbs ‘I have’ and ‘is’ are usually correct, errors occur in a number of other verbs. • There are errors in many other parts of speech – gender of nouns, cases, singular/plural confusion. • One or two errors are serious, often in an expression such as ‘my mother’s name’. • There may be one sentence which is not intelligible to a sympathetic native speaker. • The final two areas may well be significantly weaker than the first two. 	<ul style="list-style-type: none"> • The candidate copes mainly only with the first person of ‘have’, ‘live’ and ‘play’. • The verb ‘is’ may also be used correctly. • Sentences are basic. • There are significant weaknesses in gender of nouns, adjectives, spelling and cases. • An English word may appear in the writing. • There may be an example of serious dictionary misuse.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Poor	3	<ul style="list-style-type: none"> The content is very basic eg <i>My school is (name). My school is big. My school has a football team.</i> The language is simple. 	<ul style="list-style-type: none"> Many of the verbs are incorrect. There are many errors in other parts of speech – personal pronouns, gender of nouns, cases, singular/plural confusion. Prepositions are not used. The language is probably inaccurate throughout the writing. Three or four sentences may not be understood by a sympathetic native speaker. 	<ul style="list-style-type: none"> The candidate cannot cope with more than one or two verbs. The candidate has almost no knowledge of the present tense of verbs. Verbs used more than once may be written differently on each occasion. Sentences are very short. The candidate has a very limited vocabulary. Several English words may appear in the writing. There are examples of serious dictionary misuse.
Very Poor	0	<ul style="list-style-type: none"> The content is very basic. OR The candidate has not completed at least two of the areas. OR The candidate has written the answers under the wrong heading on at least three occasions. 	<ul style="list-style-type: none"> (Virtually) nothing is correct. Most of the errors are serious. Very little is intelligible to a sympathetic native speaker. 	<ul style="list-style-type: none"> The candidate only copes with 'have' and 'is'. Very few words are actually correctly written in the foreign language. English words are used. There may be several examples of serious dictionary misuse.

What if ...?	
the candidate has performed poorly in the introductory section or has even omitted it?	It is not impossible that even the best candidates will omit this on the day of the examination. Pay minimal attention to this. Do not allow it to influence your judgement of the addressing of the four tasks below.
three sections fit into one category but the fourth one is in the next, lower category?	Award the grade that the three sections are worth, assuming that they clearly belong in that category. If, on the other hand, you are undecided between two categories, award the higher mark.
... and if the discrepancy is by more than one pegged mark?	In this case, you should probably compromise on the middle mark. In other words, if three sections are Satisfactory but one is Poor, then the overall grade Unsatisfactory should be awarded.
two sections are at one level and two at another?	In such a case it may be wise to consider which two categories are better. If the better sections include the first section, which is very basic, you are less likely to be generous than if the final sections were of a better quality. You must look carefully at the quality of the candidate's work and then come to a decision. If you cannot decide, the rule of thumb is always to give the candidate the benefit of the doubt.

[END OF MARKING INSTRUCTIONS]