

**MARK SCHEME for the May/June 2010 question paper
for the guidance of teachers**

3015 FRENCH

3015/01

Paper 1 (Translation and Composition),
maximum raw mark 60

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 must be read in conjunction with the question papers and the report on the examination.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the May/June 2010 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



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GENERAL

Mark Allocation:

2 out of:	Question 1	Picture Composition	30 marks
	Question 2	Guided Composition	30 marks
	Question 3	Translation into French	<u>30 marks</u>
		Total	<u>60 marks</u>

- Any illegibility or ambiguity in writing cannot be awarded a mark. In case of doubt, the examiner should use discretion and ring the word concerned.
- Alternative versions offered by the candidate are to be accepted only if both versions are correct. Ignore anything in brackets.
- Ignore the spelling of the names of persons and towns throughout the paper. Countries must be correct.
- Ignore punctuation errors, including capital letters and hyphens. However, missing, or extra, apostrophes should be penalised by not crediting the word associated with the apostrophe.
Il ma vu = 1 (given for the verb)
- In spite of the above, the omission of a question mark after a non-inverted interrogative cannot score a mark.
- Abbreviations used in the detailed Marking Scheme:
 - NA – Not Again (Do not penalise a second time)
 - TC – Tout Court (Without further addition)
 - RAE – Reject Anything Else
 - D – Discretion

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General Instructions for Marking Questions 1 and 2

Marks: Communication: 5 marks
Language: 20 marks
Impression: 5 marks
Total: 30 marks

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. Lists of names count as one word. Title + name = one word.

5. Titles

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

6. Short essays

These present no problem. They gain fewer ticks.

7. Long essays

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

8. Marking units

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

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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).

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*.

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. 12 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.

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Marking credit points

1 Verbs

Subject (noun or pronoun) + finite verb correct.

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

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

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

La voiture que (1) j'ai acheté = 0.

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

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

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

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

If there is any mistake in the subject/verb unit, no mark is awarded for the negative. Ils n'ont pas voir = 0. Le fille ne parle pas = 0.

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

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

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

A-t-il fais? = 0 Le fille, est-elle arrivée? = 0

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

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

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

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

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

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

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

Verb correct, wrong negative and inversion = 1

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

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

Imperative = 1. Viens! = 1; Dépêche-toi! = 1 Negative imperative = 2; Ne sors pas = 2.

Verb is wrong. Ne sort pas = 0

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

BUT Vu que = 1

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

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

Il est allé = 1... regarder = 1

Il s'est mis = 1... à chercher = 1

Il s'est mit = 0... à chercher = 1

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

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

Perfect Infinitive = 2 or 0. Après avoir parlé = 2 Après avoir parler = 0

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

Present Tense: Not acceptable as narrative tense.

NOTES

(a) **ALL** verbs score.

J'ai = 1; Il n'a pas = 2; Il était = 1; Est-il = 2, etc.

(b) Il y a (either meaning) = 1; Il y avait = 1

(c) Identical subject and verb correct score each time. (But minus in margin)

(d) Reflexive pronoun is part of verb and does not count separately.

(e) Plural verb with 2 subjects – accept if either subject correct. Le femme et l'homme ont regardé = 1.

(f) Incorrect subject with 2 correct verbs – tick second verb. Le femme est sortie et a regardé = 1.

(g) Two Perfect tense verbs with second auxiliary omitted – accept for *avoir*, reject for *être*.
– Il a frappé (1) et ouvert (1) la porte. Il est entré (1) et monté (0) en haut.

2 Nouns

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

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

NB 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.

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3 Pronouns

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

- (a) Conjunctive (*me te le la* etc) Disjunctive (*moi toi* etc) *y en*. (But *il y a* = 1)
NB Avec lui = 1 Chez moi = 1 Moi aussi = 1
- (b) Demonstrative (*celui* etc), *celui qui* = 2 *celui de Jean* = 2
- (c) Possessive (*le mien* etc)
- (d) Relative (*qui, que, à qui, dont, lequel, ce qui, ce dont*)
Subordinate clauses introduced by *qui* – take the antecedent as the subject:
La femme qui (1) parle (1) La femme que (0) parle (1)
Le femme qui(1) parle (0) Le femme qui (1) est (0) content(e) (0) (No allowance for consequential errors)
- (e) Interrogative (*Qui? Que? Qui est-ce qui? etc*) *Avec quoi? Lequel?*
NB 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
NB Avec ça = 1
- (g) Use of un/une: (l')un des garçons = 1

NB Reward pronouns each time. Wrong pronoun does not invalidate correct verb and subject. *Il elle a donné* = 1 *Il a donné lui* = 1

Il lui a donné = 2

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

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

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

La maison que (1) 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

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

NB 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.

NB Il a (1) le même (1) âge que (1) moi (1).

tel que = 1

Prepositions

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

(a) With verbs sans attendre = 1 avant de sortir = 1

(b) With nouns au lac = 1 dans la voiture = 1 à pied = 1
de Paris = 1 à Mme X = 1

(c) With pronouns avec lui = 1 entre nous = 1

(d) Prepositional phrase au milieu (1) de la rue (1), en train (1) de parler (1)
(at least 3 words) à côté (1) de la rivière (1)

(e) Voici and voilà voici un ami = 1 le voilà = 1

(f) Chez ... chez moi/Jean = 1 de chez moi = 2 à côté de chez moi = 2
près de chez moi = 2

(g) No reward for the omission of prepositions after verbs such as “attendre.”

Adverbs

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

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

Please note treatment of *plus* (Section 4(h)). 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.**

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Conjunctions

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

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

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

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

Weather: Il fait beau (etc) = 2 (Verb + adverb) Il est beau = 1 Il fait du vent = 2
Il fait (du) soleil = 2 (NB 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. Do not credit if no verb is used; Il besoin = 0.

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

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

Miscellaneous

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

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)
trop tard = 1
moi aussi = 1
peu après = 1
tout près = 1
de bonne humeur = 1
en pleine forme = 1
tant mieux/pis = 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
le plus près = 1
en un clin d'œil = 2

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

Proverbs + idioms = max 2

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Communication marks

As already indicated, five marks are available in any essay question. Specific question communication points are looked at in more detail at the Coordination Meeting, but, in general, the principle to be followed is that a communication point can only be awarded to a statement containing a verb in a recognisable and acceptable tense. 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:

Elle a sorti(e) du magasin. Elle as été contente
L'agent a arrêter la femme.

The following would NOT score for Communication:

Ils a couru J'ai faire Il a donnez La femme est crié

Do NOT accept total omission of auxiliary or muddled tenses:

La femme pleuré. Elle a indiquait la voleuse.

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

Instructions for Marking Question 2

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

- (a) **Letter.** *Vous* must be used to address the farmer. The use of *tu* should be penalised twice only then ignored. Indicate with V1 and V2.

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

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

The lay-out for this question should theoretically preclude irrelevant preamble and stock openings.

- (b) **Dialogue.** Start the word count and marking after the given opening phrase. Ignore any narrative at any point in the answer and exclude from the count. Accept either *tu* or *vous* when addressing one only of the parents. Deal with inconsistency as in Qu 2a.

Please also treat tenses as in the second para of Qu 2a.

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

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

Communication: Award one Communication point for an acceptable reference (as defined by the “Communication” rules on p.10) to each of the points set out in the rubrics. In all the questions there are 5 rubric points. As for Qu 1, all communication must be achieved within 150 words for any of the Qu 2 essays.

Copying from the rubrics.

Qu.1: No words are given in the pictures. *Une bûche* is supplied at the end but should, of course, be accepted in a scoring unit.

Qu.2: Possibilities for using scoring units from the rubric are very limited.

CONVERSION TABLE

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

NB Impression Mark – please see p.4 para 12.

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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.
- 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.

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	ACCEPT	REJECT
1. I don't have much money	Je n'ai pas beaucoup d'argent énormément de sous	fric, pognon or other slang
2. and I rarely go	et je vais/pars/voyage rarement	rarement je ...
3. abroad.	à l'étranger.	hors du pays/à l'extérieur
4. However,	Cependant/Toutefois/Pourtant,/Quand même	Mais
5. I have an English friend	j'ai un ami anglais un copain un camarade	
6. who lives in France	qui habite/demeure/réside/vit en France	
7. and, when he invited	et, quand il invita lorsqu' (Throughout this question, AC Perf vice PH)	
8. me	m'	
9. to stay	à rester 9 + 11 passer une quinzaine séjourner aller/venir rester = HA habiter	descendre venir TC
10. in his house	dans/à sa maison/son domicile chez lui	
11. for a fortnight	pour une quinzaine (de jours) quinze jours deux semaines	pendant
12. last summer	l'été dernier/passé	
13. I was delighted	j'étais/je fus ravi(e) enchanté(e)	(très) content
14. to accept.	d'accepter.	l'accepter

Page 15	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – May/June 2010	3015	01

	ACCEPT	REJECT
1. He said	Il dit	Imperfect
2. he would be away	qu'il serait absent/parti ne serait pas là	allait être loin
3. and needed	et (qu'il) avait besoin qu'il lui fallait	
4. someone	de quelqu'un () after fallait	
5. who could	qui pourrait/pouvait puisse	
6. look after (the house)	s'occuper de (la maison – IGN) surveiller garder	veiller sur
7. and feed his cat	et donner à manger à son chat nourrir sa chatte alimenter	
8. during that period.	pendant cette période. durant ce temps(-là)	
9. If I were there,	Si j'étais là(-bas), j'y étais,	
10. that would help	cela/ça aiderait/arrangerait/conviendrait	
11. him	l' /lui as appropriate	
12. and, moreover,	et en plus/de plus/en outre/d'ailleurs.	plus encore
13. I would have	j'aurais	
14. a free holiday.	des vacances gratuites. un séjour gratuit	Paraphrases libres une vacance un congé

Page 16	Mark Scheme: Teachers' version	Syllabus	Paper
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	ACCEPT	REJECT
1. (The house) was situated	(La maison – IGN) était située/se situait se trouvait	était TC
2. in the country	à la campagne dans en pleine campagne	pays, contrée
3. near a pretty little town	près d'une jolie petite ville petite ville coquette	mignonne, charmante
4. on a hill.	sur une colline.	
5. (During) my stay,	(Pendant) mon séjour RAE (Durant)	
6. I went out	je sortis/sortais RAE	
7. every day	chaque jour AC before 6 tous les jours	journée
8. in my car	dans ma voiture/mon auto(mobile)	en voiture
9. to visit	pour visiter	
10. the local attractions.	les attractions locales. de la région.	
11. There were	Il y avait	Il y en avait
12. interesting villages	des villages intéressants	
13. and some beautiful countryside	et du beau paysage de beaux paysages quelques	vues jolis campagne
14. to see.	à voir. RAE	

Page 17	Mark Scheme: Teachers' version	Syllabus	Paper
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	ACCEPT	REJECT
1. Finally,	Finalemment, Enfin,	
2. I decided	je décidai (AC reflexives) résolus	
3. to spend	de passer (à after reflexives)	
4. a few hours	quelques heures	
5. in Paris.	à Paris.	dans
6. I caught (the train)	Je pris (le train – IGN here) J'attrapai	
7. as it is dangerous	comme/car il est/c'est dangereux parce qu'/puisque'	difficile
8. to drive in the centre.	de conduire dans le centre (ville). rouler au	en ville
9. While walking in the street,	(Tout) en me promenant/marchant/ flânant/me baladant dans la rue,	chemin sur la rue
10. I put my hand	je mis la/ma main	
11. in my pocket	dans ma poche	
12. and could not	et (je) ne pus (pas) pouvais	
13. find the key	(re)trouver la clef/clé (Pen. unwanted prep here)	
14. of the front door.	de la porte d'entrée de devant. principale	portail

Page 18	Mark Scheme: Teachers' version	Syllabus	Paper
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	ACCEPT	REJECT
1. What had happened?	Qu'est-ce qui s'était passé? (AC arriver) Que s'était-il passé?	
2. Had I left	Est-ce que je avais laissée (Or inversion) aurais (Don't insist PDO if clef wrong in D13)	perdue
3. it	l'	
4. on the train?	dans le train	sur
5. (During) the journey,	(Pendant – IGN here) le voyage le trajet	En rentrant
6. return	de retour,	
7. I was very worried.	j'étais très inquiet/anxieux/troublé/tracassé. je m'inquiétais beaucoup.	
8. I thought	Je pensais/Je croyais	P.H.
9. that I would have to sleep	que je devrais dormir j'aurais à coucher	j'allais dormir je dormirais
10. at the station.	à la gare. dans	station
11. After getting into (my car),	Après être (re)monté dans (IGN my car), (r)entré	
12. I saw (the key)	je vis (la clef - IGN) j'aperçus	
13. on the floor.	par terre.	plancher, sol
14. What a relief!	Quel soulagement! Que j'étais soulagé!	