

## **MARK SCHEME for the May/June 2014 series**

### **3015 FRENCH**

**3015/11**

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

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2014 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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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	60 marks

1. Please do all marking in red.
2. If you change your mind about a mark, make sure the final decision is clearly shown.
3. All final question totals should be shown in the right-hand margin at the end of the question and should be ringed. Do not ring section totals or working totals.
4. The total mark for the paper should be written in the top right-hand corner of the first sheet and ringed.
5. Illegibility and ambiguity in writing should be penalised. In case of doubt, the examiner should use discretion and ring the word concerned.
6. Alternative versions offered by the candidate are to be accepted only if both versions are correct. Ignore anything in brackets.
7. Ignore the spelling of the names of persons and towns throughout the paper. Countries must be correct.
8. 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)
9. In spite of the above, penalise the omission of a question mark after a non-inverted interrogative.
10. Please be **very** careful with any arithmetic, particularly when counting ticks. Note that, in the Prose, the built-in cross-check of left and right-hand totals we have had in the past is no longer possible. Where appropriate, check your additions by adding section totals again in reverse order.
11. If the candidate exceeds the rubric and answers all three questions, all should be marked and the two highest marks counted.
12. 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.

### 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

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).

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.

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### 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:** Five marks are available.

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

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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, 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.

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## 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 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 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

N.B. 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)  
 N.B. 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

N.B.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 1<sup>st</sup> 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



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#### 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

N.B. 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

#### 5 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 (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".

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## 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

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    (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

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## 9 Miscellaneous

un jour = 0 un samedi = 0	merci de la lettre = 2	d'un côté = 1
un beau jour = 1	merci de ta lettre = 3	de l'autre côté = 2
un beau jour de printemps = 2	n'est-ce pas? = 1	à plusieurs reprises = 1
pendant les grandes vacances = 2	peut-être = 1	(à) demain (matin) = 1
l'année dernière = 1	peut-être (1) que (1)	le lendemain = 1
dimanche prochain = 1	s'il vous/te plaît = 1	(à) ce soir = 1
au bout d'une heure = 2	Eh bien = 1	D'accord = 1
une heure plus tard = 1	Zut (alors) = 1	Mon dieu = 1
il y a une semaine = 1	Pardon = 1	Voilà = 1
depuis une semaine = 1	Bonjour = 1	Au revoir = 1
tout est bien qui finit bien = 2	comme d'habitude = 1	tout d'abord = 1
numbers un deux trois etc = 0	en même temps = 1	au même moment = 1
premier etc = 1	en ce moment = 1	a leur surprise = 1
c'est-à-dire = 1	pendant ce temps = 1	à leur grande surprise = 2
à vrai dire = 1	après quelques minutes = 2	heureusement (1) que (1)
je vous en prie = 2	pendant quelques minutes = 2	(deux) d'entre eux = 1
aussitôt que possible = 2	à ce moment (-là) = 1	à ce moment même = 2
à mon avis = 1	depuis longtemps = 1	ça va? = 2 Oui ça va = 1
merci (beaucoup) = 1	le matin = 1 le soir = 1	ce matin = 1
plus tard = 1 plus tôt = 1	samedi = 1 le samedi = 1	ce samedi = 1
	c'était (1) (un) samedi (matin)	(un) samedi matin = 1
Tautology: à mon avis (0) je pense (1)	trop tard = 1	trop tôt = 1
après quelques minutes (2) plus tard (0)	moi aussi = 1	tôt le matin = 1
	peu après = 1	de plus près = 1
For any phrases not covered here, apply the following rule:	tout près = 1	en plein air = 1
phrase up to 3 words = 1	de bonne humeur = 1	en bonne santé = 1
phrase of 4 or more words = 2	en pleine forme = 1	

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### Communication marks

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

Ils ont arrivé à la plage.      Il as commencé à pleuvoir.  
 Ils ont porter le bateau..

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 à la mer.      Ils sont rentraient à la voiture.

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.

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### Instructions for Marking Question 2

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

- (a) Letter** *Tu* is cued in the opening phrase. Penalise the use of *vous* twice only then ignore. Indicate with V1 and V2.

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

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

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

- (b) Dialogue** Start the word count and marking after the given opening phrase. Ignore any narrative at any point in the answer and exclude from the count. *Tu* must be used throughout. Deal with inconsistency as in Qu 2a.

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

- (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 p11) 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.

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

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**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	2/3
26–28	9	2
23–25	8	2
20–22	7	2
17–19	6	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

N.B. Impression Mark – please see p4 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, 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 should still be legible. Round up any halves. The total mark for the question, out of 30, should be placed in the right-hand margin and ringed.
- 10 Please be very careful to ensure that no ticks are missed within each section and that the adding up is checked carefully and totalled correctly at the end.

<b>Page 16</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE O LEVEL – May/June 2014</b>	<b>3015</b>	<b>11</b>

	<b>ACCEPT</b>	<b>REJECT</b>
<b>1</b> Two brothers, J and P L lived	Deux frères, J et P Lebrun, habitaient vivaient demeuraient	Les
<b>2</b> in a big house	(dans) une grande maison	
<b>3</b> in the pretty village of Roissy	dans le joli village de Roissy. patelin la jolie bourgade  <i>Accept beau</i>	
<b>4</b> They often played	Ils jouaient souvent  <i>Accept souvent ils avaient l'habitude</i>	
<b>5</b> in the garden	dans le jardin	
<b>6</b> or in the woods.	ou dans les bois. le bois. la forêt.	
<b>7</b> one day,	Un jour,	journée
<b>8</b> while running	en courant  <i>Insist on participe</i>	
<b>9</b> on the lawn,	sur la pelouse / le gazon,	herbe varangue
<b>10</b> they saw	ils virent / aperçurent  (N.B. Throughout this scheme, perfect is accepted for past historic)	
<b>11</b> a little grey rabbit	un petit lapin gris	
<b>12</b> which was trembling	qui tremblait / frissonnait / frémissait qui avait peur = ½	
<b>13</b> with fear	de peur / frayeur / d'effroi / de terreur	
<b>14</b> behind some flowers.	à l'arrière de derrière des fleurs quelques	



Page 17	Mark Scheme	Syllabus	Paper
	GCE O LEVEL – May/June 2014	3015	11

	ACCEPT	REJECT
1 They picked up (the rabbit)	Ils ramassèrent (le lapin) soulevèrent prirent attrapèrent	
2 and carried it into the house	et le portèrent dans la maison NA transportèrent/apportèrent	emmenèrent amenèrent
3 where they gave it	où ils lui donnèrent	
4 some water.	de l'eau / un peu d'eau	
5 They showed the animal	Ils montrèrent l'animal la bête	Ils l'ont montré
6 to their mother	à leur mère maman	
7 who explained	qui expliqua	
8 to their father	à leur père papa	
9 what	ce qui (9 –10 ce qu'il s'était passé)	
10 had happened.	s'était passé. était arrivé.	
11 "You must try	« Vous devez essayer <i>accept conditional future</i>  « Il (vous) faut tâcher tenter <i>Accept « tu »</i>	
12 to find	de (re)trouver / rechercher d'en	chercher
13 the owner",	Le / la / son / sa propriétaire », son/le maître	
14 he replied.	répondit-il. répliqua-t-il	

<b>Page 18</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
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	<b>ACCEPT</b>	<b>REJECT</b>
<b>1</b> They spoke	Ils parlèrent	
<b>2</b> to all the neighbours	à / avec tous les / leurs voisins <i>Accept feminine</i>	
<b>3</b> but no-one	mais personne n'	
<b>4</b> had lost a rabbit.	avait perdu (un lapin).	
<b>5</b> "If you want,	« Si vous(le)voulez / désirez / voudriez / aimeriez <i>Accept tu</i>	
<b>6</b> we will keep it	« nous (le) garderons « nous allons (le) garder <i>Accept on</i> <i>Accept addition of pouvoir</i>	
<b>7</b> for a few days",	[pendant] quelques jours", [pour]	
<b>8</b> said the parents,	dirent les parents,	
<b>9</b> "but it must	« mais il / elle doit	cela
<b>10</b> belong	appartenir être	
<b>11</b> to someone".	à quelqu'un".	
<b>12</b> For the moment,	Pour le moment, l'instant,	
<b>13</b> the children were able	les enfants pouvaient / purent	étaient capables
<b>14</b> to play with (the animal).	jouer / s'amuser avec (l'animal) Les enfants jouaient avec = ½	

<b>Page 19</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE O LEVEL – May/June 2014</b>	<b>3015</b>	<b>11</b>

	<b>ACCEPT</b>	<b>REJECT</b>
<b>1</b> After a week	Après une semaine / huitaine huit jours Une semaine plus tard Au bout d'une semaine	
<b>2</b> (the father) made	(le père) fit construisit fabriqua	arrangea
<b>3</b> a large ... cage	une grande cage énorme grosse	large
<b>4</b> wooden	en bois de	
<b>5</b> which	qu'	
<b>6</b> he installed	il installa <i>If perfect used, insist on preceeding direct object. only if point 3 is correct</i>	
<b>7</b> in a corner of the garden.	dans un coin / une partie du jardin. dans un coin dans le jardin.	
<b>8</b> Unfortunately,	Malheureusement / Par malheur,	
<b>9</b> the next morning,	le lendemain matin, le matin suivant / prochain le prochain matin	
<b>10</b> the telephone rang.	le téléphone sonna / retentit.	
<b>11</b> It was the owner of the rabbit	C'était (le propriétaire) du (lapin).	
<b>12</b> A friend had told	Un(e) ami(e) ... avait dit	
<b>13</b> him	lui	
<b>14</b> that the family had found (it).	que la famille (l') avait (re)trouvé. cette	

Page 20	Mark Scheme	Syllabus	Paper
	GCE O LEVEL – May/June 2014	3015	11

	ACCEPT	REJECT
1 The children were very sad	Les enfants étaient très tristes malheureux  <i>Accept vraiment</i>	
2 to see	de voir	
3 the animal leave.	(l'animal) partir s'en aller <i>(As noun is ignored, verb can go either side)</i>	
4 However,	Cependant, Toutefois, Pourtant, Néanmoins,	Par contre
5 their parents promised	leurs parents promirent	
6 to buy	d'acheter	
7 another rabbit	un autre (lapin)	
8 for them.	pour eux. <i>(Accept also for 6 and 8: de leur acheter)</i>	
9 "After all"	« Après tout »	
10 said M. Lebrun,	dit M Lebrun, <i>Accept Mr Lebrun</i>	imperfect
11 "there is a lovely cage	« il y a une belle / jolie (cage)	
12 which is empty now	qui est vide maintenant pour l'instant  <i>Accept reverse word order</i>	
13 and it is nice	et il est agréable c' bien sympa chouette bon	mieux
14 to have an animal".	d'avoir (un animal) de posséder	