Applying your knowledge test

(Y7 Term 3 French)

Mark scheme and transcript

# SECTION A (LISTENING)

2 marks / item = max. **20** marks in total

**TRANSCRIPT**

[students hear the text twice, with **20** seconds in between.]

Noura et Amir ne vont pas à l’école aujourd’hui. Ils sont malades !

Noura et Amir ne vont pas à l’école aujourd’hui. Ils sont malades ! Amir est content. Il aime rester à la maison et il aime lire. Noura n’aime pas passer des jours à la maison. Normalement elle joue au parc avec des amis. C’est difficile pour Noura, mais elle trouve une solution. Elle écoute une histoire avec Amir. Les deux enfants sont calmes.

**Who …?**

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|  | Noura | Amir | Noura and Amir | The story doesn't say |
| **1.**  is going to school |  |  |  |  |
| **2.** is ill |  |  |  |  |
| **3.**  is pleased |  |  |  |  |
| **4.** likes staying at home |  |  |  |  |
| **5.**  likes writing |  |  |  |  |
| **6.** normally plays with friends |  |  |  |  |
| **7.**  likes walking in the park |  |  |  |  |
| **8.**  finds the situation difficult |  |  |  |  |
| **9.**  is listening to a story |  |  |  |  |
| **10.** is calm |  |  |  |  |

# SECTION B (READING)

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| 2 marks / item = max. **20** marks in total |
| **‘Phrase’ is taken to refer broadly to groups of words that make up a noun (including pronominal) phrase, verb phrase, adverbial phrase, or prepositional phrase.**  **1** mark awarded where the meaning of a phrase is fully communicated.  **0.5** mark awarded where the meaning of a phrase is partially communicated. Impartial communication might be due to lack of clarity in the use of English grammar.  **0** mark awarded where the meaning of a phrase is not communicated.  **Notes on tolerance**  The award of a 0.5 mark is at the discretion of the teacher, though some suggestions for the award of a 0.5 mark for an impartially communicated phrase are offered below. **NB:** If you have a large proportion of EAL (English as an additional language) students or students with specific dialects, you may wish to adapt this suggested mark scheme to take account of variations in the use of English. |

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| **L2** | **Suggested English translation** | **Features tested (week taught in NCELP SOW)** |
| Que fais-tu aujourd’hui, Sophie ? **[3]** | *What* **[1]**  *are you doing* **[1]** (*do you do* **[0.5]**)  *today, Sophie?***[1]** | - question word + SVI (3.1.3)  - forms of *faire* (2nd sing) (1.1.7)  - simple present in French -> present continuous (ongoing aspect) in English with ‘today’ (1.2.4) |
| Je travaille en ce moment. **[2]** | *I’m working* **[1]** (*I work* **[0.5]**)  *at the moment.* **[1]** | - simple present in French -> present continuous (ongoing aspect) in English with ‘at the moment’ (1.2.3) |
| Mais souvent je vais chez Amir. **[3]** | *But often* **[1]**  *I go* **[1]** (*I’m going* **[0.5]**)  *OR I often go* ***[1]***  *to Amir’s OR to Amir’s place OR to Amir’s house.* **[1]** | - simple present in French -> simple present in English with ‘often’ (1.2.3)  - forms of *aller* (1st sing) (2.2.2)  - use of *chez* (2.2.4) |
| Il habite à Nice ! **[2]** | *He lives OR he is living* **[1]**  *in Nice!* **[1]** | *­­*- ER verbs (3rd sing) (1.2.4))  - à + town/city meaning ‘*in*’ (2.2.4) |
| C’est une ville très intéressante. **[2]** | *It’s* **[1]**  *a very interesting town.* **[1]** | - *ce* + *est* contraction (1.1.3)  - post-nominal adjective placement (1.1.1)  - false friend (*ville*) (2.2.4) |
| Parfois, nous allons à la plage **[3]** | *Sometimes* **[1]**  *we go* **[1]** (*we are going* **[0.5]**)  *to the beach* **[1]** | - forms of *aller* (1st pl) (2.2.4)  - present simple in French -> present simple (habitual aspect) in English with ‘sometimes’ (2.2.2)  - à + movement towards a place meaning ‘*to*’ (2.2.5) |
| et nous faisons une promenade en bateau ! **[2]** | *and we do* **[1]** (*and we are doing* ***[0.5]***)  *a trip/ride by boat OR a boat trip/ride!* **[1]** | - forms of *faire* (1st pl) (2.1.4)  - present simple in French -> present simple (habitual aspect) in English with ‘sometimes’ (2.2.2)  - *en* + transport meaning ‘by’ (2.2.4) |
| Où vas-tu normalement en vacances ? **[3]** | *Where* **[1]**  *do you normally go* **[1]**(*are you normally going* **[0.5]**)  *on holiday?* **[1]** | - question word + SVI (3.1.3)  - French present simple -> English present simple (habitual aspect) with ‘normally’ (1.2.4) |

# SECTION C (WRITING)

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| 2 marks / item = max. **20** marks in total |
| **‘Phrase’ is taken to refer broadly to groups of words that make up a noun (including pronominal) phrase, verb phrase, adverbial phrase, or prepositional phrase.**  **1** mark awarded where the meaning of a phrase is fully communicated and all or some of the features tested are accurately produced.  **0.5** mark awarded where the meaning of a phrase is communicated but few or none of the features tested are accurately produced.  **0** marks awarded where the meaning of a phrase is not communicated.  **NB:** This test is based on the NCELP scheme of work. Thus, the mark scheme below assumes no prior knowledge of French other than the language covered in the NCELP SOW. |

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| **L1** | **Suggested translation** | **Features tested (week taught in NCELP SOW)** |
| Hello, it’s Amir! **[2]** | *Bonjour* **[1]***, c’est Amir !* **[1]** | - forms of être (1st sing) (1.1.1) |
| I have a sister, Noura. **[2]** | *J’ai* **[1]**  *une sœur, Noura.* **[1]** | - forms of *avoir* (1st sing) (1.1.3)  - indefinite articles (1.1.3) |
| She is a nice and very intelligent girl! **[3]** | *Elle est* **[1]** *une fille*  *sympa(thique)* **[1]**  *et très intelligente !* **[1]** | - forms of être (3rd sing) (1.1.1)  - adjective agreement (1.1.1)  - post-nominal adjective placement (1.1.1) |
| We like watching films at the cinema. **[3]** | *Nous aimons* **[1]**  *regarder des films* **[1]**  *au cinéma.* **[1]** | *­­*- ER verbs (1st pl) (1.2.5)  - *aimer* + infinitive (1.2.3)  - *à* + movement towards a place meaning ‘at’ (2.2.1)  - contracted form *au* (2.2.1) |
| I don’t have a brother. **[2]** | *Je n’ai pas* **[1]**  *de frère.* **[1]** | - *ne…pas* negation structure (3.1.4)  - negative article *de* (3.1.5) |
| Do you have a brother? **[2]** | *Tu as OR as-tu* **[1]**  *un frère ?* **[1]** | - ‘do’ question structure (3.1.3)  - indefinite articles (1.1.3)  - questions with simple aspect (1.2.3) |
| I’m learning English. **[2]** | *J’apprends* **[1]**  *l’anglais.* **[1]** | - irregular RE verbs (1st sing) (3.1.1)  - school subjects + def article (3.1.3) |
| Which language are you learning? **[2]** | *Quelle langue* **[1]**  *apprends-tu* **[1]** *OR Tu apprends* **[1]** *quelle langue ?* **[1]** | - *quell* vs *quelle* (3.1.3)  - question words and word order (3.1.3)  - questions with continuous aspect (1.2.3)  - irregular RE verbs (2nd sing) (3.1.1) |
| Do you know how to speak French? **[2]** | *Tu sais OR Sais-tu* **[1]**  *parler français ?* **[1]** | - forms of *savoir* (2nd sing) (3.1.5)  - *savoir* + infinitive (3.1.5)  - double verb question (3.1.5)  - questions with simple aspect (1.2.3) |

# SECTION D (SPEAKING)

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| 4 marks / item = max. **20** marks in total |
| We suggest awarding **2 marks** for meaning and **2 marks** for accuracy for each sentence, giving 4 points for each sentence in total.  For **meaning:**  **2** marks awarded where the meaning of the sentence is fully communicated with little effort required on the part of the listener.  **1** markawarded where the meaning of the sentence is fully communicated with some effort required on the part of the listener.  **0** marks awarded where the meaning of the sentence is not communicated.  **Notes on tolerance**  Features of spoken production that could incur comprehension difficulties on the part of the listener include large pauses (silent or filled), frequent self-correction, major grammar errors, or a very strong foreign accent that affects comprehensibility.  Where comprehension is not impeded, allow for a foreign accent in pronunciation.  Tolerance is likely to be greater in year 7 than in later years when students will have had more practice.  For **accuracy:**  **2** marks awarded where all or most of the features tested (including vocabulary) are accurately produced.  **1** mark awarded where some of the features tested (including vocabulary) are accurately produced.  **0** marks awarded where few or none of the features tested (including vocabulary) are accurately produced. |

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| **L1** | **Suggested translation** | **Features tested** |
| Amir is wearing a green shirt. | *Amir porte une chemise verte.*  [*Amir est porte une chemise verte* might get 2 marks for meaning, but 1 mark for accuracy as the lexical items were right but there were two small grammar errors (inaccurate aspect and inaccurate adjective agreement)] | - vocabulary - indefinite articles (1.1.3)  - ER verbs (3rd sing) (1.2.3)  - present simple aspect (1.2.3)  - adjective agreement (1.1.1)  - post-nominal adjective placement (1.1.1) |
| It is nice weather in England today. | *Il fait beau en Angleterre aujourd’hui.* | - vocabulary  - other uses of *faire* (1.2.2)  *­- en* with feminine countries (2.2.4) |
| Three dogs are playing in the park. | *Trois chiens jouent dans le parc.*  [*sont joue* or *sont jouer* might get 2 marks for meaning, but 1 mark for accuracy as the lexical items were right but the aspect inaccurate] | *­­*- vocabulary  - plural nouns (1.1.6)  - present continuous aspect (1.2.3)  - ER verbs (3rd pl) |
| There is an island and there are two bridges, but there is no café. | *Il y a une île et (il y a) deux ponts, mais il n’y a pas de café.* | - vocabulary  - *il y a* meaning ‘there is/are’ (2.1.1)  - negation of nouns (3.1.5)  - negative article *de* (3.1.5)  - indefinite articles (1.1.3) |
| The church is in front of the big buildings. | *L’église est devant les grands bâtiments.*  [*les batiments grands* might get 2 marks for meaning, but 1 mark for accuracy as the lexical items were right but the syntax inaccurate) | - vocabulary  - definite articles (1.1.6)  - plural nouns and adjectives (1.1.6)  - pre-nominal adjective placement (1.1.1) |