Applying Your Knowledge Test

Y9 Term 2 French
Mark Scheme and Transcript

# SECTION A (LISTENING)

**TRANSCRIPT**

[For **part A**, students hear the text **twice**, with **20** seconds in between. For **part B**, students hear the text **one more time**. Leave a **three second gap** between each sentence.]

Les vacances en famille ? Oui, elles sont amusantes ! En fait, je suis en Espagne avec mes parents et ma sœur. Léa n’est pas avec moi parce qu’elle a un examen la semaine prochaine et elle doit étudier. C’est trop triste ! J’aime passer du temps avec elle. Un jour, on va aller en Asie.

On voyageait beaucoup en France. Le pays est beau en été – c’est un lieu très vert et il fait souvent chaud ! On dormait dans une petite maison à la campagne et on emmenait les animaux. Mon chien jouait sur la plage et le chat de Léa jouait dans le jardin. Maintenant, ils restent à la maison. Aller à l'étranger avec son animal, c’est difficile.

J’aime aussi aller en vacances avec mes amis et faire des voyages scolaires. Mais traverser le monde seul, c’est mon rêve. Ça coûte cher, je pense. Je vais chercher un emploi alors !

**PART A**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Activity** | **Who?** | **When?** |
| **1.** | on holiday in Spain | **Amir** | Léa | childhood | in the future |
| Amir & Léa | their pets | **now** |

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| --- | --- | --- | --- | --- | --- |
| **2.** | study for an exam | Amir | **Léa** | childhood | in the future |
| Amir & Léa | their pets | **now** |

|  |  |  |  |  |  |
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| **3.** | go to Asia | Amir | Léa | childhood | **in the future** |
| **Amir & Léa** | their pets | now |

|  |  |  |  |  |  |
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| **4.** | travel a lot in France | Amir | Léa | **childhood** | in the future |
| **Amir & Léa** | their pets | now |

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| **5.** | sleep in a house in the countryside | Amir | Léa | **childhood** | in the future |
| **Amir & Léa** | their pets | now |

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| **6.** | play outside | Amir | Léa | **childhood** | in the future |
| Amir & Léa | **their pets** | now |

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| --- | --- | --- | --- | --- | --- |
| **7.** | stay at home | Amir | Léa | childhood | in the future |
| Amir & Léa | **their pets** | **now** |

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| --- | --- | --- | --- | --- | --- |
| **8.** | look for a job | **Amir** | Léa | childhood | **in the future** |
| Amir & Léa | their pets | now |

**PART B**



|  |  |  |
| --- | --- | --- |
| a) | Why is Amir sad?  | Any two of:* he likes spending time with Léa (1)
* Léa is not on holiday (1)
* Léa has an exam (1)
 |
| b) | What is France like in summer? | Any two of:* beautiful (1)
* (very) green (1)
* (often) hot (1)
 |
| c) | What other types of holiday does Amir like? | * holidays with friends (1)
* holidays with school/school trips (1)
 |
| d) | What is Amir’s dream? Give **two** pieces of information. | * to travel/cross the world (1)
* by himself/alone (1)
 |

**SECTION B (READING)**

**PART A**

|  |  |
| --- | --- |
| Marie and Pierre won a Nobel prize. | 5 |
| Marie studied at the Sorbonne. | 2 |
| Marie and Pierre had their first child. | 4 |
| Marie moved to France. | 1 |
| Marie and Pierre fell in love. | 3 |
| Pierre had an accident. | 6 |

**PART B**

1 mark / item = max. **5** marks in total

|  |  |  |  |
| --- | --- | --- | --- |
|  | **T** | **F** | **NM** |
| Marie was born in France. |  | x |  |
| Marie and Pierre were in love.  | x |  |  |
| Marie won two Nobel prizes.  | x |  |  |
| Marie had two children. |  |  | x |
| Marie’s sister went to France before her.  | x |  |  |

# SECTION C (WRITING)

# PART A

1 mark / item = max. **12** marks in total

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Salut Sébastien,

Je fais une visite de Bordeaux avec mes collègues. Je suis a**rrivée** [or a**llée**] la semaine dernière aprèshuit h**eures** de voyage. Je suis très c**ontente** parce qu’il fait beau et il y a toujours du s**oleil** ! On a déjà fait beaucoup de choses. Hier, on a p**assé** l’après-midiau musée. Le soir, on a regardé un s**pectacle** au Grand Théâtre. C’est un b**eau** bâtiment historique qui est à côté de notre hôtel. P**uis**, on e**st** retourné à l’hôtel pour manger. Aujourd’hui, on va p**asser** un jour à Saint Émilion. C’est une petite et très vieille ville près d’ici. Je pense qu’on va prendre le train. Je n’ai j**amais** pris le train en France !

À bientôt, Anna

|  |
| --- |
| **0** **marks** awarded for an incorrect word or the correct word with more than one spelling mistake. **0.5** **mark** awarded for an otherwise correctly spelled word with a missing accent, with an unnecessary accent added to a non-accented letter, or with one spelling mistake (including an agreement error). **1** **mark** awarded for an otherwise correctly spelled word with an incorrect type of accent but on the appropriate letter. **Note on this tolerance**: The NCELP Achievement Test rewards full accuracy of accent use, and more tolerance is desirable in the Applying Your Knowledge test so that a proportion of the marks (3/10 in this case) of the marks cannot be lost due to the wrong choice of an accent. **Note:** The suggested answers below are from the French KS3 Scheme of Work. Marks are awarded for these or any **other correctly spelled word** that **fits the gap** and **makes sense**.**nouns:** soleil, heures, spectacle**verbs:** arrivée, est (pp), passé**adjectives:** beau, contente**other (prep, article, pronoun):** après, jamais |

# Postcard, Post Office, Letter, E-Mail

# PART B

4 marks / set of 2-3 sentences = max. **8 marks** in total

**‘Sentence’ refers to groups of words that include a verb phrase.**

**1 mark** awarded for the use of a word where its meaning is fully and accurately communicated.

**0.5** **mark** awarded where the meaning of a word is communicated but it is not used accurately (e.g., the tense or person is inaccurate).

**0** **marks** awarded where knowledge of the meaning and use of a word is not demonstrated.

**NB:** This test is based on the NCELP French KS3 Scheme of Work. This means that the mark scheme below assumes no prior knowledge of French other than the language covered in the NCELP Scheme of Work. Credit should be given – following the above criteria – where language that has not been covered is used.

# SECTION D (SPEAKING)

3 marks / sentence (parts A & B) = max. **18** marks in total

For overall fluency (parts A & B combined) = max. **2** marks in total

For each sentence 1-6, give up to **2 marks** for meaning and up to **1 mark** for accuracy, giving up to **3 marks for each idea** in total. A different activity and verb need to be used for each sentence for the marks to be awarded.

Overall, there are **2 additional marks** available for **fluency** in total over parts A and B**.**

For **meaning (comprehensibility):**

**2 marks** awarded where the meaning of the idea is communicated with little effort required on the part of the listener.

**1 mark** awarded where the meaning of the idea is communicated with some effort required on the part of the listener.

**0 marks** awarded where the meaning of the sentence is not communicated.

For **accuracy (clarity):**

**1 mark** awarded where all or most of the features (vocabulary, grammar, pronunciation, intonation) are accurately produced.

**0.5 mark** awarded where some of the features (vocabulary, grammar, pronunciation, intonation) are accurately produced.

**0 marks** awarded where few or none of the features (vocabulary, grammar, pronunciation, intonation) are accurately produced.

For **fluency:**

**2 marks** awarded where the speech contains few (or no) hesitations within and/or between clauses and/or only contains few (or no) self-corrections.

**1 mark** awarded where there are some hesitations and/or self-corrections.

**0 marks** awarded where there are many hesitations and/or self-corrections.

**Notes on tolerance**

Where comprehension is not impeded, allow for a foreign accent in pronunciation.

**Possible responses to speaking task** (using language covered in the NCELP Scheme of Work up to the point of testing). The use of any language that fulfils the task requirements should receive credit (i.e., words do not have to come from the NCELP SOW).

(The grid follows the pattern of the photos in the test paper)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| J’ai fait de la natation, je suis allé à la piscine*parce que je suis très actif, j’aime le sport…*  | J’ai joué au football, je suis allé au parc avec des amis | J’ai pratiqué le français, j’ai parlé une autre langue, j’ai fait des conversations | J’ai regardé la téléJ’ai regardé mon émission préférée | J’ai mangé / acheté une glace |
| j’ai téléphoné à des amis / parlé avec mes parents / acheté un nouveau téléphone portable  | J’ai pris le busJ’ai voyagé en bus, Je suis allé en vacances | j’ai acheté des / de nouveaux vêtements, je suis allé à un magasin, j’ai visité un magasin | J’ai fait du vélo, j’ai fait du sport | j’ai bu un thé / un caféJ’ai parlé avec mon ami |

**SECTION E (READING ALOUD & COMPREHENSION)**

**PART A**

This text is composed of roughly 85% of the words covered in the NCELP Scheme of Work up to the point of testing. The other 15%, which have not yet been covered, are shaded grey in the mark scheme below. These unfamiliar words are transparent cognates of English, whose SSCs have been covered in the NCELP Scheme of Work to date. The cognates provide a good test of SSC knowledge (as learners must inhibit their English SSCs), and aid comprehension for Part B where they must demonstrate understanding.

**For each** **paragraph**, give up to **1 mark** for comprehensibility and **1 mark** for fluency, as per the criteria below. This gives **up to 2 marks** per paragraph in total. However, there must be a minimum level of comprehensibility (**0.5 marks**) before marks can be awarded for fluency.

**1 mark** awarded where words are pronounced very clearly and comprehensibly, with all or most of the features (SSCs, liaison, stress patterns) accurately produced.

**Plus 1 mark** awarded where the paragraph is read very fluently (with few hesitations and/or self-corrections).

**Plus 0.5 mark** awarded where the paragraph is read quite fluently (with some
hesitations and/or self-corrections).

**0.5 mark** awarded where words are pronounced quite clearly and comprehensibly, with most of the features (SSCs, liaison, stress patterns) accurately produced.

**Plus 1 mark** awarded where the paragraph is read very fluently (with few hesitations and/or self-corrections).

**Plus 0.5 mark** awarded where the paragraph is read quite fluently (with some
hesitations and/or self-corrections).

**0 marks** awarded where words are pronounced neither clearly nor comprehensibly, with few of the features (SSCs, liaison, stress patterns) accurately produced.

**0 marks** awarded for fluency where the paragraph is not awarded any marks for comprehensibility.

|  |  |  |
| --- | --- | --- |
|  | **Idea** | **Notes on tolerance** |
| **1.** | Le Canada est un pays immense, plus grand que tous les autres pays du monde à l'exception de la Russie. | Liaison is required with ‘les autres’. |
| **2.** | C’est un pays bilingue : on parle français et anglais ici. La Mauricie est une région francophone du Canada. | Liaison is required with ‘c’est un’ and ‘sont une’.ignore <ue> in ‘bilingue’ |
| **3.** | C’est aussi une région montagneuse. Chaque hiver, il y a beaucoup de neige.  | Liaison is required with ‘c’est aussi’. |
| **4.** | Le hockey sur glace, c'est un sport très populaire,  |  |
| **5.** | En été, on peut visiter les parcs nationaux et faire des promenades dans la nature. |  |

**PART B**

max. **2** marks in total

Notes:

Award **0.5 mark** for each **fact** correctly identified in the text.

Permissible facts are listed in the grid below, each within [ ].

The facts can be expressed using any reasonable English formulation.

|  |  |  |
| --- | --- | --- |
|  | **Allow (or equivalent):**  | **Disallow:** |
| **1.** | Canada [is a massive / immense country] [bigger than all other countries in the world] [except Russia] | Just ‘big’ |
| **2.** | It is [bilingual / a bilingual country] [People speak French] [and English]. [Mauricie is a French speaking region of Canada] | Just ‘people speak’ |
| **3.** | [It is also mountainous / a mountainous region] [every winter there is a lot of snow] |  |
| **4.** | [Ice hockey is a very popular sport] |  |
| **5.** | [In Summer] [you can visit] [national parks] and [go for walks] [in nature].  |  |

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