



EXAMINERS' REPORT ON 2001 TERTIARY ENTRANCE EXAMINATION

SUBJECT: FRENCH

STATISTICS

Year	Number Who Sat	Non-Examination Candidates	Did Not Sit
2001	314	5	5
2000	335	5	10
1999	334	16	8

The Examiners' Report is written by the Chief Examiner (or another Examiner on their behalf) to comment on matters relating to the Tertiary Entrance Examination in their subject. The opinions and recommendations expressed in this report are those of the Chief Examiner and not necessarily representative of or endorsed by the Curriculum Council.

The Marking Guide provided at the end of this report was prepared for markers and may have been substantially amplified by discussions held in the pre-marking meeting. It is not intended as a set of model answers, and is not exhaustive as regards alternative answers. Some of the answers are less than perfect, but represent a standard of response that the examiners deemed sufficient to earn full marks. Teachers who use this guide should do so with its original purpose in mind.

SUMMARY/ABSTRACT

The 2001 French TEE examination had a mean of 58.34% compared to the desired mean of 58%, which indicates that the paper was a very good measure of performance with a very high degree of reliability (0.94). This was the third year in which dictionaries could be used, and again, did not appear to have had a significant effect on the overall result. The use of dictionaries has improved with fewer incidents of 'literal' dictionary translations.

The most significant improvement in this year's exam was the mean of 60.74% in Section A as opposed to 50.2% in 2000. Section B had a mean of 56.53% compared with 67.85% last year. The overall level of written French was slightly better this year with a mean of 53.69% for Section C as opposed to 50.79% last year.

GENERAL COMMENTS

The total marks ranged from 12% to 91% indicating a good spread of marks. The written comprehension section was the most challenging with a mean of 53.69%.

The Examining Panel once again spent considerable time on the preparation of this year's exam and very careful consideration was given to the reading comprehension texts in light of the experience gained from previous years. Many texts were rejected because it was felt they did not generate the right type of questions. Much time was also spent on the development of a detailed marking key to facilitate the marking process and to have as much consistency as possible. Discussion amongst markers with regard to the key enabled a minimisation of queries to the Chief Marker during the marking process and it was generally felt among the markers that, because of this detailed discussion process, this year's exam was the easiest yet to mark.

Markers were encouraged to use the full range of marks in all sections especially where the performance is particularly good or bad.

Candidates should be reminded that the number of marks allocated to a particular question is a reflection of the number of details required in the answer.

COMMENTS ON SPECIFIC SECTIONS/QUESTIONS

Interview

The interview section had the highest mean of 62.69%. Out of a total of 25 marks, the marks ranged from 4 to 25. The general performance was good with most candidates able to sustain a basic level of conversation about a broad range of subjects. The “prepared response” was again much better done than in previous years with hardly any candidates trying to present speeches. Topics were again quite varied this year with few candidates talking about their families or pets.

The marking key, used successfully for the past two years for the oral interview, was again used this year. This key is the result of feedback from teachers whose ideas were developed and incorporated into a simple model that covers all criteria. The key received a positive response from markers, proving to be very helpful in providing a more objective assessment of the candidates' performance. It will be used again next year with some slight modification gained from this year's experience. The oral marking key is included as an appendix to this report.

Aural Comprehension

This section was less challenging than last year with a mean of 60.74%. Question 3 was the most difficult with an average score of 15.15 out of a possible 30 marks (50.51%). Question 1 was also quite difficult with an average of 16.13 out of a possible 27 (59.73%). Questions 2 and 4 scored 68.96% and 68.09% respectively. The marks for this section ranged from 8% to 97%.

Many thanks go to Aline Lutembacher for providing such excellent clarity in helping record the aural comprehension script. This was the second year of digital recording and, once again, the clarity was exceptional. Because of reported technical and acoustic difficulties in 2000, the Curriculum Council took action to ensure that those problems would not reoccur inviting members of the Examining Panel to attend three venues to listen to the recording quality and any acoustical problems. All panel members were completely satisfied with the arrangements put in place by the Curriculum Council and no problems were reported from any centres.

The use of the additional working column again seemed successful for most candidates in this section. However, as with last year, some candidates spent time writing their answers twice rather than simply jotting notes where necessary in the working column, and others jotted their notes in the answer section. Again, a small number of candidates wrote complete sentence answers that were unnecessary.

Reading Comprehension

This section was much more demanding than last year with an average score of 56.53% as opposed to 67.85% in 2000. The range was from 7% to 96%.

Question 1 was the most difficult with an average score of 6.46 out of 15 (43.03%). This seemed somewhat surprising as the panel felt this was the easiest (and shortest) question and therefore decided to begin the section with this light hearted text about Garden Gnomes.

Question 2 was by far the best done with an average of 70.70%. Although longer than the other texts, candidates seemed to have little difficulty in the comprehension of an array of facts. Candidates traditionally seem to do better on the longer detailed questions than on the shorter more unusual ones.

Question 3 was less well done with an average of 55.42%. Again this is a somewhat surprising result as the panel expected higher scores for what was a relatively short text.

Question 4 had the second-worst result of 46.08%. The Examining Panel felt this internet text was quite complex and, because of the degree of difficulty involved, placed it towards the end of the section.

Question 5, a short text with an array of facts, was reasonably well done with an average of 59.72%.

Writing

The writing section contained some very good responses showing thought and maturity of point of view. This year markers had far fewer problems with relevance in the responses to Question 3. However some candidates were obviously responding according to a previously learnt narrative template into which they inserted a few relevant key words. While it is a good idea to prepare candidates using a critical template when analysing the picture in this question, a narrative template is too close to a prepared response. Section C had a range of 0% to 86%, and an average of 53.69% which was a slight improvement on the previous year's average of 50.79%.

Question 1 had an average of 56.32%, the highest mean in this section of the exam. Of the three 50 word responses, there was no particular one that stood out.

Question 2 had an average score of 52.87%, the lowest mean in this section. Faced with a choice between a question discussing reading habits and the internet, and a letter of dismissal to a rude employee, most candidates chose the latter. Disappointingly, many of the responses were quite formulaic and unimaginative.

Question 3 was only slightly better done with an average of 53.03%. Question 3(a) about the French mapping of the W.A coastline was attempted by very few candidates, perhaps because this question possibly required more thought, and therefore more time, than the other two questions. Those who did attempt it did very well and their responses were generally more thoughtful than the responses to the other two questions.

Question 3(b) concerning end of school problems at Rottneest and Dunsborough was reasonably well done by those who attempted it, although only a few candidates really came to grips with trying to come up with a solution.

The responses to Question 3(c), the stimulus picture, were much less disappointing than last year from the point of view of relevance. Markers encountered very few overlength or irrelevant answers, although, as has been previously mentioned, some candidates presented what were obviously prepared responses.

The general level of written French, although still a concern, particularly when compared with the oral section (53.69%/62.69%), showed some improvement over last year.

POINTS FOR CONSIDERATION BY THE SYLLABUS COMMITTEE

This third year of dictionary usage has again seen much improved use of dictionaries with very few candidates not considering the different meanings of a word. Teachers are to be commended on their preparation of the candidates in this regard.

The results in Section B clearly indicate that candidates are better prepared to respond to certain types of text and not others. Teachers should be encouraged to prepare candidates in the comprehension of a wide range of text styles. Once again, the basics of French grammar in general and written skills in particular need to be reinforced in schools to bring them up to the level of the candidates' oral skills, which continue to remain clearly their strong point.

Paul Dunham
December 2001

2001 Examining Panel

Chief Examiner: Mr Paul Dunham

Deputy: Ms Jeanette Hasleby

Third Member: Mrs Gigi Thiele

Chief Marker: Mrs Gigi Thiele

FRENCH TEE 2001 MARKING GUIDE

INTERVIEW

Criteria for Oral Assessment

Scale of 1 (min) to 5 (max)

- Comprehension and understanding
- Clarity and fluency of language across all organisational focuses discussed
- Pronunciation, accent, intonation
- Range and appropriateness of vocabulary/expressions
- Grammar — accuracy of verbs, tenses, gender, structure

RECORDING SCRIPT FOR AURAL COMPREHENSION

Announcer: **This recording is to be used for the 2001 Tertiary Entrance Examination in French. The following dialogue will help candidates get used to the voices of the two actors. No answers are required. The text is printed on page 3 of your question/answer booklet.**

Male: **Bonjour madame. Qu'est-ce qu'il y a qui ne va pas?**

Female: **Bonjour monsieur l'agent. Je viens de perdre mon porte-monnaie.**

Male: **Où l'avez-vous perdu exactement ?**

Female: **Juste là-bas, dans la station de métro.**

Male: **Je vais vous accompagner tout de suite madame.**

Female : **C'est très gentil, merci.**

Announcer: **We will now begin the aural comprehension section.**

Section A: Aural Comprehension. You will hear a series of passages spoken in French. Each passage will be read twice. Questions about the passages are printed in Section A in your Question/Answer Booklet. Write your answers in the space provided after each question. Answer in English in note form.

Question 1: Two concerts

Passage for question 1 (a).

Philippe: **Salut Catherine.**

Catherine: **Salut Philippe.**

Philippe: **Dis donc, tu sais qu'il y a un concert super bien dans quinze jours?**

[10 seconds]

Announcer: **Second reading**

Philippe: **Salut Catherine.**

Catherine: **Salut Philippe.**

Philippe: **Dis donc, tu sais qu'il y a un concert super bien dans quinze jours?**

[15 seconds]

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Announcer: **Passage for question 1 (b).**

Catherine: **Oui, mais j'ai pas envie d'y aller parce que c'est un concert de rock.**

[10 seconds]

Announcer: **Second reading**

Catherine: **Oui, mais j'ai pas envie d'y aller parce que c'est un concert de rock.**

[15 seconds]

Announcer: **Passage for question 1 (c).**

Philippe: **Et alors, t'aimes pas le rock?**

Catherine : **Si, mais je préfère la musique classique, et la semaine prochaine il va y avoir un concert de Beethoven auquel j'aimerais bien assister.**

[15 seconds]

Announcer: **Second reading**

Philippe: **Et alors, t'aimes pas le rock?**

Catherine : **Si, mais je préfère la musique classique, et la semaine prochaine il va y avoir un concert de Beethoven auquel j'aimerais bien assister.**

[20 seconds]

Announcer: **Passage for questions 1 (d) and (e).**

Philippe : **D'accord, mais pourquoi tu ne viens pas avec moi de toute façon?**

Catherine : **Parce que j'ai pas assez d'argent pour aller à deux concerts.**

[15 seconds]

Announcer: **Second reading**

Philippe : **D'accord, mais pourquoi tu ne viens pas avec moi de toute façon?**

Catherine : **Parce que j'ai pas assez d'argent pour aller à deux concerts.**

[20 seconds]

Announcer: **Passage for questions 1 (f) and (g).**

Philippe : **Eh bien, si tu veux, je te paierai le billet pour le concert de rock.**

Catherine : **C'est sympa. J'accepte volontiers. Mais Philippe, pourquoi tu ne viens pas avec moi aussi?**

[15 seconds]

Announcer: **Second reading**

Philippe : **Eh bien, si tu veux, je te paierai le billet pour le concert de rock.**

Catherine : **C'est sympa. J'accepte volontiers. Mais Philippe, pourquoi tu ne viens pas avec moi aussi?**

[20 seconds]

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Announcer: **Passage for question 1 (h).**

Philippe : **Ben, j'ai honte de l'admettre, mais je ne comprends rien à la musique classique, alors ça ne m'intéresse pas tellement.**

[10 seconds]

Announcer: **Second reading**

Philippe : **Ben, j'ai honte de l'admettre, mais je ne comprends rien à la musique classique, alors ça ne m'intéresse pas tellement.**

[15 seconds]

Announcer: **Passage for question 1 (i).**

Catherine : **Franchement Philippe, tu m'étonnes.**

Philippe: **Pourquoi?**

Catherine: **Parce que je ne savais pas que tu étais aussi ennuyeux.**

[10 seconds]

Announcer : **Second reading**

Catherine : **Franchement Philippe, tu m'étonnes.**

Philippe: **Pourquoi?**

Catherine: **Parce que je ne savais pas que tu étais aussi ennuyeux.**

[15 seconds]

Announcer: **Passage for question 1 (j).**

Philippe: **Bon, puisque tu m'insultes, je viendrai avec toi pour te montrer que je suis capable d'apprécier la musique classique.**

[10 seconds]

Announcer : **Second reading**

Philippe: **Bon, puisque tu m'insultes, je viendrai avec toi pour te montrer que je suis capable d'apprécier la musique classique.**

[15 seconds]

Announcer: **That is the end of Question 1**

Question 2: Sport in France

Passage for questions 2 (a) and (b).

La femme: **Bonjour monsieur.**

L'homme: **Bonjour madame.**

La femme: **Monsieur, vous êtes le porte-parole du ministre de la Jeunesse et des Sports?**

L'homme : **Oui madame, et vous-même?**

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La femme: **Je suis journaliste pour Paris Matin.**

[15 seconds]

Announcer: **Second reading**

La femme: **Bonjour monsieur.**

L'homme: **Bonjour madame.**

La femme: **Monsieur, vous êtes le porte-parole du ministre de la Jeunesse et des Sports?**

L'homme : **Oui madame, et vous-même?**

La femme: **Je suis journaliste pour Paris Matin.**

[20 seconds]

Announcer: **Passage for question 2 (c).**

La femme: **J'aimerais vous poser quelques questions sur la situation sportive en France. Par exemple, pouvez-vous me dire lequel est le sport que l'on pratique le plus actuellement parmi la population adulte?**

[15 seconds]

Announcer: **Second reading**

La femme: **J'aimerais vous poser quelques questions sur la situation sportive en France. Par exemple, pouvez-vous me dire lequel est le sport que l'on pratique le plus actuellement parmi la population adulte?**

[20 seconds]

Announcer: **Passage for question 2 (d).**

L'homme: **Si on parle d'une participation occasionnelle, c'est la natation.**

[10 seconds]

Announcer: **Second reading**

L'homme: **Si on parle d'une participation occasionnelle, c'est la natation.**

[15 seconds]

Announcer: **Passage for question 2 (e).**

La femme: **Quelle surprise! J'aurais cru que c'était le vélo.**

[10 seconds]

Announcer: **Second reading**

La femme: **Quelle surprise! J'aurais cru que c'était le vélo.**

[15 seconds]

Announcer: **Passage for question 2 (f).**

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L'homme: **Non, en fait le sport que l'on pratique le plus de façon régulière est le tennis pour les hommes et la gymnastique pour les femmes.**

[10 seconds]

Announcer: **Second reading**

L'homme: **Non, en fait le sport que l'on pratique le plus de façon régulière est le tennis pour les hommes et la gymnastique pour les femmes.**

[15 seconds]

Announcer: **Passage for question 2 (g).**

La femme: **Et quel est le niveau de participation?**

L'homme: **6,9% d'hommes jouent régulièrement au tennis et 11,4% de femmes font de la gymnastique.**

[10 seconds]

Announcer: **Second reading**

La femme: **Et quel est le niveau de participation?**

L'homme: **6,9% d'hommes jouent régulièrement au tennis et 11,4% de femmes font de la gymnastique.**

[15 seconds]

Announcer: **Passage for question 2 (h).**

La femme: **Et quelle est le taux de participation sportive en général?**

L'homme: **70% d'hommes et 42% de femmes font régulièrement du sport.**

[10 seconds]

Announcer: **Second reading**

La femme: **Et quelle est le taux de participation sportive en général?**

L'homme: **70% d'hommes et 42% de femmes font régulièrement du sport.**

[15 seconds]

Announcer: **Passage for question 2 (i).**

La femme: **Le taux de participation des femmes est nettement inférieur à celui des hommes.**

[10 seconds]

Announcer: **Second reading**

La femme: **Le taux de participation des femmes est nettement inférieur à celui des hommes.**

[15 seconds]

Announcer: **Passage for question 2 (j).**

L'homme: **Oui, malheureusement il y a encore du chemin à faire dans ce domaine.**

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La femme: **Je vous remercie de vos réponses monsieur.**

L'homme: **Je vous en prie madame.**

[15 seconds]

Announcer: **Second reading**

L'homme: **Oui, malheureusement il y a encore du chemin à faire dans ce domaine.**

La femme: **Je vous remercie de vos réponses monsieur.**

L'homme: **Je vous en prie madame.**

[20 seconds]

Announcer: **That is the end of Question 2.**

Question 3: Nathalie and Robert go shopping.

Passage for questions 3 (a) and (b).

Nathalie: **Oh là là! J'en ai marre de toujours acheter mes fruits et légumes au supermarché!**

Robert: **Et pourquoi? Les fruits et légumes sont les mêmes partout.**

[15 seconds]

Announcer: **Second reading**

Nathalie: **Oh là là! J'en ai marre de toujours acheter mes fruits et légumes au supermarché!**

Robert: **Et pourquoi? Les fruits et légumes sont les mêmes partout.**

[20 seconds]

Announcer: **Passage for question 3 (c) and (d).**

Nathalie: **Ah non! Tu te trompes. La qualité est nettement meilleure dans les marchés de rue.**

Robert: **Je ne comprends pas, alors pourquoi tu ne les achètes pas là-bas?**

[15 seconds]

Announcer: **Second reading**

Nathalie: **Ah non! Tu te trompes. La qualité est nettement meilleure dans les marchés de rue.**

Robert: **Je ne comprends pas, alors pourquoi tu ne les achètes pas là-bas?**

[20 seconds]

Announcer: **Passage for question 3 (e).**

Nathalie: **Oh, je ne sais pas vraiment. C'est peut-être parce que c'est plus facile puisque je suis déjà dans le supermarché pour faire le reste de mes courses.**

[15 seconds]

Announcer: **Second reading**

Nathalie: **Oh, je ne sais pas vraiment. C'est peut-être parce que c'est plus facile puisque je suis déjà dans le supermarché pour faire le reste de mes courses.**

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[20 seconds]

Announcer: **Passage for questions 3 (f), (g) and (h).**

Robert: **Ok, je comprends que c'est pratique, et c'est pour ça que j'achète tout ici au supermarché. D'ailleurs, c'est moins cher ici.**

Nathalie: **Alors moi, le prix m'intéresse moins que le goût et chaque fois que je vais au marché je remarque que les courgettes sont plus fermes, plus vertes. Enfin, tous les légumes paraissent meilleurs.**

[15 seconds]

Announcer: **Second reading**

Robert: **Ok, je comprends que c'est pratique, et c'est pour ça que j'achète tout ici au supermarché. D'ailleurs, c'est moins cher ici.**

Nathalie: **Alors moi, le prix m'intéresse moins que le goût et chaque fois que je vais au marché je remarque que les courgettes sont plus fermes, plus vertes. Enfin, tous les légumes paraissent meilleurs.**

[20 seconds]

Announcer: **Passage for question 3 (i).**

Robert : **Et le choix?**

Nathalie : **Ah oui, il y a beaucoup de variété, alors qu'au supermarché c'est tout pareil. Et puis il y a aussi l'animation dans les marchés.**

[15 seconds]

Announcer: **Second reading**

Robert : **Et le choix?**

Nathalie : **Ah oui, il y a beaucoup de variété, alors qu'au supermarché c'est tout pareil. Et puis il y a aussi l'animation dans les marchés.**

[20 seconds]

Announcer: **Passage for questions 3 (j) and (k).**

Robert : **Alors moi, l'animation, ça m'énerve. J'aime la tranquillité, c'est pour ça que je vais au supermarché.**

[10 seconds]

Announcer: **Second reading**

Robert : **Alors moi, l'animation, ça m'énerve. J'aime la tranquillité, c'est pour ça que je vais au supermarché.**

[20 seconds]

Announcer: **Passage for question 3 (l).**

Nathalie: **Je ne comprends pas comment tu peux supporter cette musique affreuse qui sort des haut-parleurs.**

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[10 seconds]

Announcer: **Second reading**

Nathalie: **Je ne comprends pas comment tu peux supporter cette musique affreuse qui sort des haut-parleurs.**

[15 seconds]

Announcer: **Passage for questions 3 (m) and (n).**

Robert : **C'est simple. On l'entend à peine, et puis, ça me plaît assez.**

Nathalie: **Tu te moques de moi?**

Robert : **Bien sûr! Allons au marché qui vient de s'ouvrir.**

[15 seconds]

Announcer: **Second reading**

Robert : **C'est simple. On l'entend à peine, et puis, ça me plaît assez.**

Nathalie: **Tu te moques de moi?**

Robert : **Bien sûr! Allons au marché qui vient de s'ouvrir.**

[20 seconds]

Announcer: **That is the end of Question 3**

Question 4: Sophie and the plumber

Passage for question 4 (a).

Sophie: **Bonjour Monsieur Hinault, merci d'être venu si rapidement, surtout un dimanche matin.**

[10 seconds]

Announcer: **Second reading**

Sophie: **Bonjour Monsieur Hinault, merci d'être venu si rapidement, surtout un dimanche matin.**

[15 seconds]

Announcer: **Passage for question 4 (b).**

Le plombier: **Bonjour Mademoiselle, qu'est-ce qu'il y a qui ne va pas?**

Sophie: **Je suis affolée, je ne sais plus quoi faire. Ce matin j'ai voulu prendre un bain, j'ai ouvert le robinet et je suis partie dans la cuisine pour me faire un peu de petit déjeuner. En revenant dans la salle de bains j'ai vu que la baignoire allait déborder.**

[10 seconds]

Announcer : **Second reading**

Sophie: **Je suis affolée, je ne sais plus quoi faire. Ce matin j'ai voulu prendre un bain, j'ai ouvert le robinet et je suis partie dans la cuisine pour me faire un peu de petit déjeuner. En revenant dans la salle de bains j'ai vu que la baignoire allait déborder.**

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[15 seconds]

Announcer: **Passage for questions 4 (c) and (d).**

Le plombier : **Et alors, qu'est-ce qui est arrivé?**

Sophie: **J'ai essayé de fermer le robinet, mais je n'ai pas réussi parce que c'était coincé. Et maintenant ma salle de bains est complètement inondée.**

[15 seconds]

Announcer: **Second reading**

Le plombier : **Et alors, qu'est-ce qui est arrivé?**

Sophie: **J'ai essayé de fermer le robinet, mais je n'ai pas réussi parce que c'était coincé. Et maintenant ma salle de bains est complètement inondée.**

[20 seconds]

Announcer: **Passage for questions 4 (e) and (f).**

Le plombier : **Alors, mademoiselle, calmez-vous. La première chose à faire est de couper l'eau au robinet principal.**

Sophie: **Mais je ne sais pas où cela se trouve. Je viens d'emménager dans cet appartement.**

[15 seconds]

Announcer: **Second reading**

Le plombier : **Alors, mademoiselle, calmez-vous. La première chose à faire est de couper l'eau au robinet principal.**

Sophie: **Mais je ne sais pas où cela se trouve. Je viens d'emménager dans cet appartement.**

[20 seconds]

Announcer: **Passage for question 4 (g).**

Le plombier : **Normalement c'est sur le palier. Il faut faire vite, autrement votre voisin dans l'appartement en dessous sera inondé aussi. Restez là, je reviendrai dans deux minutes.**

[10 seconds]

Announcer: **Second reading**

Le plombier : **Normalement c'est sur le palier. Il faut faire vite, autrement votre voisin dans l'appartement en dessous sera inondé aussi. Restez là, je reviendrai dans deux minutes.**

[20 seconds]

Announcer: **Passage for questions 4 (h) and (i).**

Sophie : **Et alors, vous avez réussi à couper l'eau?**

Le plombier : **Oui mademoiselle. Seulement, maintenant vous avez un autre problème.**

Sophie : **Ah bon? Lequel?**

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Le plombier : **L'eau a pénétré vos prises électriques dans la salle de bains, et comme c'est très dangereux, j'ai coupé le courant. Alors il faut faire venir un électricien immédiatement.**

[15 seconds]

Announcer: **Second reading**

Sophie : **Et alors, vous avez réussi à couper l'eau?**

Le plombier : **Oui mademoiselle. Seulement, maintenant vous avez un autre problème.**

Sophie : **Ah bon? Lequel?**

Le plombier : **L'eau a pénétré vos prises électriques dans la salle de bains, et comme c'est très dangereux, j'ai coupé le courant. Alors il faut faire venir un électricien immédiatement.**

[20 seconds]

Announcer: **Passage for question 4 (j).**

Sophie: **Eh bien Monsieur Hinault j'ai bien peur que vous ayez aussi un problème. S'il faut que je fasse venir un électricien, je n'aurai pas assez d'argent pour vous payer tous les deux!**

[15 seconds]

Announcer: **Second reading**

Sophie: **Eh bien Monsieur Hinault j'ai bien peur que vous ayez aussi un problème. S'il faut que je fasse venir un électricien, je n'aurai pas assez d'argent pour vous payer tous les deux!**

[20 seconds]

Announcer: **This is the end of Section A.**

Candidates may now continue to work through the rest of the paper at their own pace.

The Supervisor should now turn off the sound equipment.

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MARKING KEY TO SECTIONS A AND B

SECTION A

Question 1

Two Concerts

- (a) What does Philippe ask Catherine?
If she knows there's a really good concert (any superlative)
In a fortnight/2 weeks (NOT "15 days") (2)
- (b) What is her reply and what reason does she give for it?
She doesn't feel like going/ doesn't want to go
Because it's a rock concert (2)
- (c) What is her dilemma?
She prefers classical music
And next week
there's going to be a (Beethoven) concert
That she'd like to go to (4)
- (d) What does Philippe suggest?
That she come/go with/accompany him
Anyway/in any case/besides (2)
- (e) Why isn't it possible?
Because she doesn't have enough money
To go to two concerts/to both (2)
- (f) What does he offer to do?
He'll pay for
Her ticket (for the rock concert) (2)
- (g) How does she respond and what question does she then ask Philippe?
She says it's kind/nice
And accepts willingly/wholeheartedly
Asks why he doesn't come with her
(to the classical concert) also/too (4)
- (h) What is Philippe's explanation?
He's ashamed to admit it
But he understands nothing about classical music
So it doesn't interest him much (3)
- (i) How does Catherine react to this?
She's surprised/stunned/amazed
She didn't know he was so boring (2)
- (j) What does Philippe then say to Catherine?
Since she's insulting him
He will go with her
To show her that he is capable
Of appreciating classical music (4)

Total for Q.1 : 27 marks

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Question 2

Sport in France

- (a) Who is the man?
**Spokesman for
The minister of Youth and Sport** (2)
- (b) Who is the woman?
Journalist (for Paris Matin) (1)
- (c) What is the first question she asks him?
**What sport is played
the most
Among/in the adult population/by adults** (3)
- (d) What is his answer?
**If we are talking about occasionally/sometimes
It's swimming** (2)
- (e) Why is the interviewer surprised?
**She would have thought
(It was) cycling/bike riding** (2)
- (f) Which sports are played most regularly in France?
**Tennis for men
And gymnastics for women** (2)
- (g) What percentage of people play these sports?
**6.9% (of men play) tennis
11.4% (of women do) gymnastics** (2)
- (h) What is the **general** participation rate of men and women in sport?
**70% of men
42% of women** (2)
- (i) What remark does she make?
**That the participation rate is clearly inferior/less
For women (as opposed to that of men)** (2)
- (j) What is his reply?
**Sadly/Unfortunately (yes)
There is still a way to go/work to be done
In that area** (3)

Total Q.2 :21 marks

Question 3

Nathalie and Robert go shopping

- (a) What is Nathalie fed up about?
**Always buying her fruit and veg
at the supermarket** (2)
- (b) What is Robert reaction?
Fruit and veg/they/it is/ are the same everywhere (1)
- (c) Why does she say he's wrong?
**The quality is
clearly/definitely better
In (street) markets** (3)

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- (d) What doesn't he understand?
Why doesn't she buy them there (at the markets)? (1)
- (e) What explanation does Nathalie give?
**Maybe it's because
It's easier
(Since) she's already in the supermarket
To do her other shopping** (4)
- (f) What 2 reasons does Robert give for his choice?
**It's practical
Cheaper (in supermarkets)** (2)
- (g) What's the most important reason for her choice?
Taste (1)
- (h) What 2 examples does she give?
**Zucchinis are greener, firmer
(All) the vegetables seem better** (2)
- (i) What else does Nathalie say?
**There is so much variety
(Whereas) at the supermarket
it's all the same
There's the liveliness/busyness** (4)
- (j) What is Robert's reaction?
Liveliness/movement/it annoys him (1)
- (k) What does Robert say he likes and what are the consequences of this?
**Peace/quietness/tranquility
That's why he goes to the supermarket** (2)
- (l) What can't Nathalie understand?
**How he can put up with
The awful music
That comes out of the loudspeakers** (3)
- (m) What does Robert reply to this?
**(It's simple,) you hardly hear it
He finds it (quite) pleasing/likes/enjoys it** (2)
- (n) What does he suggest they do?
**Go to the market
That has just /recently opened** (2)

Total : 30 marks

Question 4

Sophie and the plumber

- (a) What does Sophie thank the plumber for?
**Coming so soon
Especially on
A Sunday morning** (3)
- (b) After making her breakfast, what happened when she returned to the bathroom?
**She saw that the bathtub
Was going to/about to overflow** (2)

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- (c) What did she try to do, and what difficulty did she encounter?
She tried to turn it (the tap) off
It was stuck (2)
- (d) What is the result?
her bathroom is (completely) flooded (1)
- (e) What does the plumber suggest is the first thing to do?
Turn off/cut off the water
at the main tap (2)
- (f) What is the problem and why is this so?
She doesn't know where it is
She's just moved in (2)
- (g) Why does the plumber say it is necessary to act quickly?
(Because) otherwise her neighbour
In the apartment below
Will be flooded also/as well (3)
- (h) What new problem does the plumber discover?
The water has soaked into/penetrated/got into/seeped into
The power points /electrical circuits in her bathroom (2)
- (i) What has he done about it and what does he say she must do?
He's switched/cut/turned off the electricity/power
She has to/must /it's necessary to get an electrician immediately (2)
- (j) What problem does Sophie say the plumber has?
If she has to get an electrician
She won't have enough money
To pay both of them (3)

Total Q.4 : 22 marks

Total : 100 marks

Section B

1. Les nains de jardin
- (a) In which two categories of the French Yahoo! site is this article found?
News, Unusual/strange/bizarre (1)
- (b) Who was kidnapped and where did this occur?
About 50 garden gnomes (NOT dwarfs)
from about ten gardens
In the village (of Thaon-les-Vosges) (3)
- (c) Who found them?
A police squad/patrol (1)
- (d) Where precisely were they found?
On a roundabout
In a neighbouring village (Chavelet) (2)
- (e) Who claimed responsibility ?
Nobody (1)

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- (f) What theory is suggested and what is it based on?
Similar to usual methods
Employed/used by the Front for the Liberation of Garden Gnomes
Writing/inscription/message/graffiti on the ground
Free the gnomes (4)
- (g) Who has lodged a complaint with the police?
Most of the owners (1)
- (h) What have the police admitted about their investigation?
That they have few/not many leads (NOT “a few”)
to go on/to complete their enquiry/for their investigation (2)

Total : 15 marks

2. Le régime sushi

- (a) How is Japanese cuisine described?
One of the healthiest
(And) most balanced on earth/on the planet/in the world (2)
- (b) Compare a Japanese woman's diet to a French woman's.
50 x more fish, 17 x more rice and 3 x more cereals
(plus) the daily intake of calories is around 1200
as opposed to 2400 for the French (3)
- (c) What are the 3 conditions to enable you to lose between 4 & 5 kilos?
If you're a small eater,
like raw fish
and can find Japanese ingredients easily. (3)
- (d) What are 2 benefits of the Japanese diet?
Heaps of energy/super energy
Flat stomach (2)
- (e) When would you need to have iron & magnesium supplements?
If you follow this diet
for more than 4 weeks. (2)
- (f) What advantage does rice have?
Allows conservation of energy
And playing sport without feeling starving/hunger pangs/hungry (2)
- (g) What is the preferred method for cooking rice?
Steaming (1)
- (h) What advantages are there in eating seafood?
Bring “good fats” to the organism/body
Which lower the level of cholesterol
And get the brain working (3)
- (i) What are 2 ways of cooking seafood that should be avoided?
Frying, in breadcrumbs, or in batter (Must have “frying”) (1)
- (j) What does the FDA acknowledge about soya?
Its preventative role against cancer
And cardio-vascular risks/problems (2)
- (k) Apart from being fun, what 2 advantages do chopsticks have for one's eating habits?
Eat in small quantities
And (much) more slowly (2)

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- (l) What are the immediate effects of this?
**With each mouthful
Swallow less air
Don't feel bloated after a meal** (3)
- (m) What other effect does eating with chopsticks have, and what is the consequence of this?
**Gives you time to chew well
Which helps digestion** (2)
- (n) Who are chopsticks particularly recommended for?
**Anxious/nervous/worried people
Who (usually) gulp/gobble their meal in a few minutes** (2)

Total : 30 marks

3. Le self-stockage

- (a) When did SHURGUARD begin?
Nearly/almost/about 30 years ago (1)
- (b) Why is it likened to a hotel?
**It's made up of buildings divided into
small rooms which are rented/ to rent/available to hire** (2)
- (c) What is the purpose of this?
**To put / store everything
that clutters up the house or cellar** (2)
- (d) What advantages does it have?
Clean, heated/warm, patrolled/monitored/watched/security patrol (1)
- (e) For how long can this be rented?
**For only a month
or even less.** (2)
- (f) What evidence does Shurgard give to support their claim that they are leaders in this field?
**They have already
more than 3,000 French customers/clients.** (2)
- (g) What are the 2 types of client that Shurgard has in France?
Individuals and businesses (1)
- (h) Where are the centres built?
At the heart of /in the centre/middle of towns or the suburbs (1)
- (i) What are the 2 advantages of the electronic system?
7 days a week access and optimal/optimum security. (1)

Total : 13 marks

4. Loft story

- (a) What is Loft Story according to the text?
The controversial programme on channel M6 (1)
- (b) Where is Violette from?
Nice (1)
- (c) What is the relationship between Violette and Loana?
Violette is Loana's mother (1)

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- (d) What has been revealed about Loana?
Mother of a 3 year-old girl (1)
- (e) Why was Violette made a ward of the state?
Her father had his right of paternity/father's rights lost taken from him when she was 15 and her mother had abandoned her as a baby. (3)
- (f) Why did Loana ask social services to find a foster home for Mindy?
Because her work hours (as a gogo dancer) Coming home at 5-6am made it impossible for her to bring up Mindy and because Violette/the grandmother didn't have (NOT "doesn't") the means/money/income to do so (5)
- (g) Because of what rule did Loana's mother advise her to lie when applying to be on *Loft Story*?
the rules forbid/prevent (you're not allowed) anyone with a child (from participating) (2)
- (h) Why is this so?
because the child would be separated from his/her mother for the 70 days of the programme. (2)
- (i) What does the interviewer suggest about Loana's motives for being on Loft Story?
**To become (well) known
To give her the means
To raise her daughter** (3)
- (j) On a political level, why does Violette think France needs Loft Story?
**Government/those who govern us
Live(s) too far from reality** (2)
- (k) Why hasn't Loana ever voted?
Doesn't have an elector's/voter's card/she's not on the electoral role/never registered (1)
- (l) Why does Violette think Loana is disillusioned with politics?
**Young people are overlooked/neglected
The elderly/aged are favoured** (2)

Total : 24 marks

5. *Les hommes dépassés par les femmes*

- (a) According to an American study, what crucial difference exists between the male and female brain?
**Men only use the left half/side of their brain
For listening** (2)
- (b) What mental function does this control?
understanding language (1)
- (c) What did the study consist of for the participants?
**Being inside (an IRM/MRI) scanner
Wearing headphones
Listening to recorded texts** (3)
- (d) What was observed in the male participants?
**Increased blood flow
In left temporal lobes** (2)

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- (e) What was different with the female participants?
(Temporal lobes on) both sides
Were stimulated/activated (2)
- (f) What might this study signify for women's ability to listen?
It could/might/may be harder for them/women (1)
- (g) Why?
They (seemingly) have to use a larger part of their brain
For the same function (2)
- (h) What doesn't Dr Lurito want?
A war/battle of the sexes (1)
- (i) What does he want?
(Simply) that people realise
That men and women (perhaps) process language differently (2)
- (j) What do other studies suggest about women?
That they can listen to two conversations at once (1)
- (k) Why might this be?
A greater part of their brain is devoted/given over to this function (1)

Total : 18marks

TOTAL : 100 marks

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Guide to marking Section C

Points to consider when awarding marks include:

- *the appropriateness of the answer to the question.* Has the candidate answered the question?
- *grammatical correctness*
- *the complexity of the grammar and syntax used.* Don't be overly impressed with a common subjunctive thrown in to impress if the candidate has not got a grasp of basic grammar.
- *the range of vocabulary used.* Don't forget they have access to dictionaries and thus should have a good range of vocabulary. Is it appropriate and does it flow with what appears to be the candidate's style of writing, or is it a list of words and phrases taken from the dictionary?
- *the length of the answer.* If an answer is clearly too long, estimate the number of words, add another line to be sure and then ignore what else follows. You will need to look closely at the above criteria for this answer.