



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2015**

French

**Assessment Unit AS 2
(Sections B and C)**

assessing

Reading and Extended Writing

[AF122]

MONDAY 15 JUNE, MORNING

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

The Purpose of Mark Schemes

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of students in schools and colleges.

The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes, therefore, are regarded as part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

Section B: Reading

- | | | |
|---|---|-----|
| 1 | (a) aucune hypothèse n'est exclue | [1] |
| | (b) souhaitait mieux connaître | [1] |
| | (c) contrainte de participer à l'expédition | [1] |
| | (d) a éclaté en sanglots | [1] |
| | (e) a dit où il se trouvait | [1] |

Marks for AO2 [5]

5

- | | | |
|---|---|-----|
| 2 | (a) La police a lancé un appel à témoins. | [1] |
| | (b) Il s'inquiète car le père d'Aurore souffrait de troubles mentaux/
ne prenait plus ses médicaments. | [1] |
| | (c) Aurore avait rencontré son père plusieurs fois [1]
et tout s'était bien passé pendant les visites [1] | [2] |
| | (d) Il voulait ramener Aurore chez sa mère [1]
parce qu'il faisait trop chaud chez lui. [1] | [2] |
| | (e) Elle n'avait pas eu de nouvelles de sa fille/sa fille ne l'avait pas
contactée [1]
depuis dimanche soir/plusieurs jours. [1] | [2] |
| | (f) Ils étaient en vacances. | [1] |
| | (g) Il voulait lui emprunter de l'argent [1]
car il était tombé en panne d'essence. [1] | [2] |
| | (h) Elle leur a montré les reportages sur Internet. | [1] |
| | (i) La police les a trouvés [1]
La police a emmené Aurore et son père au commissariat [1]
et a interviewé le père. [1]
(Any two) | [2] |
| | (j) Elle dit que c'était elle qui voulait aller en vacances en Belgique. | [1] |

Marks for AO2 [15]

Marks for AO3 [10]

Total marks [25]

25

Examiners should review responses to the questions and allocate marks for AO2. An overall mark for AO3 should be given based on the performance descriptors grid.

Bands	AO3 Performance Descriptors	Marks
5	Candidate displays a very good command of the target language. Grammar, structures and accuracy are of a very high order.	9–10
4	Candidate displays a good command of the target language. Grammar, structures and accuracy are of a high order.	7–8
3	Candidate displays a fair command of the target language. Grammar, structures and accuracy may be inconsistent.	5–6
2	Candidate displays limited command of the target language. There are frequent errors and poor control of grammar and structures.	3–4
1	Candidate displays little or no command of the target language. Inaccuracies are widespread and serious.	0–2

Targeted Assessment Objective AO2 [20]

Targeted Assessment Objective AO3 [10]

Total marks for 1 and 2 [30]

3 Translation

Notes to examiners

1. This mark scheme should be read in conjunction with the Instructions to Assistant Examiners, in particular the references to annotation of candidates' work.
2. To facilitate marking, the text can be divided into **six** sections. Mark off these sections within the script before starting to mark. The total number of marks available for the question **[20]** has been tripled to a working total of **60**. The translation should be assessed by applying the description of performance grid, set out on the page following the translation, in each of the **six** sections. Examiners are asked to place each section in a band and award a mark. To facilitate totalling, that mark should be recorded as a sub-total in the right-hand margin, level with the section slash.

Insert the total at the end of the translation. Divide by three to give a mark out of twenty; the final mark should be transferred, ringed, to the top right-hand corner of the candidate's script.

$\frac{1}{3}$ should be rounded down and $\frac{2}{3}$ should be rounded up.

3. Ticks over relevant section(s) must indicate positive marks to be awarded. Errors should be underlined, infelicities indicated by a wavy line. Ticks should indicate where marks are being awarded. If alternatives are offered, only the first should be credited.
4. Credit should be given for other valid responses not set out in Suggested Translation".

The translation is divided into 6 sections. Each section is worth 10 marks. The total is then divided by 3 to give a mark out of 20.

Bands	AO2 Performance Descriptors	Marks
5	An accurate rendering. Sensitive to register and idiom. Spelling, punctuation and grammar in English are of a very high order.	9–10
4	A generally accurate rendering. There may be some errors. Good attention to structure and register. Spelling, punctuation and grammar are of a high order.	7–8
3	A competent rendering of at least half the section. Some attention to structure and register. There will be instances of errors in spelling, punctuation and grammar in English.	5–6
2	Comprehension is limited. Inaccuracies in comprehension. Information not fully conveyed. There will be instances of errors in spelling, punctuation and grammar in English.	3–4
1	Very little attempt to comply with the demands of the task. Often incoherent. Spelling, punctuation and grammar in English interfere with a coherent translation of the text.	0–2

Total Marks for AO2 [20]

Section		Suggested translation	Credit	Do Not Credit
1	Philippe Croizon, sportif handicapé, est devenu célèbre en accomplissant plusieurs exploits, notamment une traversée de la Manche à la nage.	Philippe Croizon, a handicapped sportsman, became famous by carrying out several exploits, notably swimming across the English Channel.		
2	Dans la nuit du 8 août, on lui a volé son fauteuil roulant électrique, un modèle tout neuf et fabriqué spécialement pour lui.	On the 8th August, during the night, his electric wheelchair, a brand new model specially made for him, was stolen.		
3	« Mes amis m'avaient aidé à le financer, » explique-t-il. Il a demandé au public de l'aider.	"My friends had helped me to pay for it," he explained. He asked the public to help him.		
4	« Il faut que la machine me soit rendue. Ils n'ont pas seulement volé mon fauteuil, ils ont pris mon autonomie. Sans lui, je ne suis rien. »	"The machine must be returned to me. They not only stole my wheelchair, they took my independence. Without it, I am nothing."		
5	Quelques jours plus tard, le fauteuil a été retrouvé par un chauffeur de bus, abandonné sur un parking. « C'est une belle histoire	A few days later, the wheelchair was found by a bus driver, abandoned in a car park. "It's a lovely story		
6	qui finit bien et qui redonne confiance et espoir à tous les handicapés, » conclut Philippe avec le sourire.	which ends well and gives confidence and hope back to all handicapped people," concluded Philippe with a smile.		

Section C: Extended Writing

Target Assessment Objectives AO2 and AO3

Bands	AO2 Performance Descriptors Understanding	Marks AO2	AO3 Performance Descriptors Target Language	Marks AO3
5	Candidate shows a clear understanding of the requirements of the question and a very good knowledge of the topic. The question is addressed appropriately and coherently with minimum repetition and no irrelevant material. Good degree of personal engagement and analysis.	17–20	Very good command of language with frequent examples of accurate and complex structures appropriate to level. Examples of idiomatic language evident. Some errors but only where more complex language is used.	25–30
4	Candidate shows a good understanding of the requirements of the question and good knowledge of the topic. The question is addressed appropriately and coherently. There is evidence of personal engagement and analysis.	13–16	Clear, well structured language much in evidence. Few basic errors and some use of more complex idiom and structure evident. Wide use of appropriate vocabulary with few misspellings.	19–24
3	Candidate shows some understanding of the requirements of the question and some knowledge of the topic. The response is of a general nature, lacking structure and uneven. Information given generally lacks detail.	9–12	Some control of basic grammar and structures evident. Generally characterised by lack of complex syntax, structures and limited vocabulary including frequent misspelling. There may be some use of anglicised forms.	13–18
2	Candidate shows limited understanding of the requirements of the question and limited knowledge of the topic. The response is unstructured and inconsistent. Information given is generally vague.	5–8	Frequent errors and inconsistent control of basic grammar and structures. Generally has difficulty with basic vocabulary, both general and related to the topic. Syntax highly fractured. Reverts frequently to use of anglicised forms and English words.	7–12
1	Candidate shows little or no understanding of the requirements of the questions and little or no knowledge of the topic. Little or no relevant information given.	0–4	Candidate shows a predominance of grammatical and lexical errors that inhibits communication. Very limited or no command of basic vocabulary. Regular misspelling. Gaps and use of English common.	0–6

Marks for AO2 [20]

Marks for AO3 [30]

Total marks for Extended Writing [50]

Examiners should look for a cogent and structured answer based on **some** of the following key points and others which may be relevant.

1 Relationships

L'égalité

Liberté, Egalité, Fraternité. Voilà la généreuse devise de la France. Mais n'est-ce pas un peu optimiste? Et remarquez qu'on dit « fraternité ». J'ai trouvé dans le dictionnaire que le mot venait du latin *frater*, le frère. Et les sœurs, alors ? Nous, les filles, sommes-nous égales à nos frères? Quand j'en ai parlé à maman, elle m'a fait remarquer que le mot « égal » n'était pas synonyme du mot « identique ». C'est vrai, mais dans notre pays où tous les noms ont un sexe, la victime est toujours au féminin.

L'égalité à la maison

- le sexisme parfois inconscient de la société
- l'exemple donné par les parents
- les différences entre l'éducation des garçons et des filles: jouets, sports, etc.
- le partage des tâches ménagères entre frères et sœurs

L'égalité à l'école

- le combat contre le sexisme et les stéréotypes dès l'école primaire
- les écoles mixtes ou non mixtes et la question de l'égalité des chances
- les inégalités entre filles et garçons dans différents domaines
- l'orientation professionnelle et les filières

L'égalité au travail

- les métiers essentiellement masculins ou féminins
- la double journée des mères qui travaillent
- la promotion et les salaires

2 Young People in Society

La musique

Dans ma famille, on aime tous la musique. Mais on n'est pas du tout d'accord en ce qui concerne les genres de musique. Grand-père aime écouter Mozart ou Brahms dans le noir. Papa préfère le jazz, mais maman dit que ça l'ennuie et elle écoute les groupes des années 70. Ma sœur et moi, on trouve tout ça barbant. Il y a beaucoup de chanteurs et de groupes populaires que nous aimons. Pour nous, la « vraie » musique, c'est celle de notre génération.

l'importance de la musique dans la vie des jeunes

- la musique constamment présente dans la vie des jeunes
- l'écoute, le chant ou la pratique d'un instrument
- un bon moyen de détente et de divertissement
- la musique et les sorties: boîte, concert ou festival

l'influence des chanteurs et des groupes sur les jeunes

- le désir de ressembler à ses idoles
- l'envie d'apprendre à chanter ou à jouer d'un instrument
- le mauvais exemple donné par certaines vedettes: alcool, drogue, etc.
- l'expression de la révolte et l'incitation à la violence à travers certaines paroles

la musique à l'école

- les cours de musique: théorie et pratique
- l'enrichissement culturel: l'initiation à la musique classique
- l'orchestre et la chorale
- les concerts du lycée