



**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2016**

French

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

assessing

Reading and Extended Writing

[AF122]

TUESDAY 14 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 | <p>(a) une mamie extraordinaire [1]</p> <p>(b) réussit enfin à s'évader [1]</p> <p>(c) une escapade bien organisée [1]</p> <p>(d) la gravité de ses actions [1]</p> <p>(e) se débrouiller toute seule [1]</p> |
|---|---|

Marks for AO2 [5]

5

- | | |
|---|--|
| 2 | <p>(a) Elle tombait souvent [1]
et sa famille lui a conseillé d'y entrer [1] [2]</p> <p>(b) Elle a essayé d'en sortir [1]
cinq fois/plusieurs fois [1] [2]</p> <p>(c) Elle a découvert l'absence de Suzanne [1]
et on avait vu un jeune homme dans sa chambre [1] [2]</p> <p>(d) Ils ont cherché partout dans la maison de retraite [1]</p> <p>(e) Il était allé chercher Suzanne [1]
et il l'avait emmenée chez Julie [1] [2]</p> <p>(f) Il a vu que la police essayait de retrouver Suzanne [1]</p> <p>(g) Elle voudrait rentrer chez elle [1]</p> <p>(h) La directrice ne peut pas l'obliger à rester [1]
si elle ne le veut pas [1] [2]</p> <p>(i) Elle a dit qu'elle réussirait [1]
à quitter la maison de retraite [1] [2]</p> |
|---|--|

Marks for AO2 [15]

15

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

Marks for AO3 [10]

Total marks [30]

3 Translation

Bands	AO3 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]

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.

Section	French	Suggested translation	Credit	Do Not Credit
1	Pour se venger de son ex-compagnon qui l'avait quittée, une examinatrice du baccalauréat l'a accusé d'avoir volé	In order to take revenge on her ex-partner who had left her, a Baccalaureate examiner accused him of stealing		
2	les 124 copies qu'elle devait corriger. Après avoir interrogé l'homme, la police s'est vite rendu compte qu'il était innocent.	the 124 scripts that she had to mark. After questioning the man, the police quickly realised that he was innocent.		
3	Vers 19 heures, les policiers sont allés chez cette prof de philosophie où ils ont eu la surprise de trouver toutes les copies,	Around 7pm the policemen went to the home of this philosophy teacher where they were surprised to find all the exam papers,	the philosophy teacher	
4	totallement intactes, dans sa poubelle devant l'entrée principale de son immeuble. « Les copies n'ont jamais vraiment disparu.	totally untouched, in her bin at the main entrance of her building. "The papers never really disappeared.		
5	Elle a fait une fausse déclaration », a commenté un gendarme. C'est quelque chose d'assez exceptionnel. Les copies vont maintenant être redistribuées	She made a false statement," a policeman commented. It's something quite exceptional. The papers will now be redistributed		
6	chez d'autres examinateurs et nous pouvons rassurer les candidats que les résultats seront publiés à la date prévue.	to other examiners and we can reassure the candidates that the results will be published on the planned date.		

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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]

Section C: Extended Writing

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

1 Health and Lifestyle

Le sport à tous les niveaux

Même en cette année des Jeux Olympiques, le sport est chez nous une cause de disputes. Nous aimons tous le sport, sauf maman, qui pense que c'est une perte de temps. Nous avons bien essayé de la convaincre, mais en vain. Elle dit qu'elle n'a pas besoin de faire du sport parce qu'elle a une vie très active. Entre les courses et le ménage, elle trouve qu'elle fait assez d'exercice physique, peut-être même plus que nous. Alors, quand papa est installé dans son fauteuil pour regarder un match, elle lui rappelle qu'il faut couper le gazon ou laver la voiture!

les bienfaits du sport

- la santé physique et la prévention de l'obésité et de certaines maladies
- la santé mentale: un bon moyen antistress
- les qualités personnelles: esprit d'équipe et fairplay
- l'aspect social et les nouveaux amis

le sport à l'école

- la place accordée au sport dans l'emploi du temps
- le sport, première activité extrascolaire et les diverses équipes du lycée
- le prestige des coupes remportées par les équipes scolaires
- la solidarité des supporters avec leur équipe

l'importance des Jeux Olympiques

- le prestige pour les pays organisateurs: les enjeux économiques et politiques
- l'importance pour les athlètes de participer et la consécration des médailles
- les valeurs olympiques : excellence, amitié, respect
- l'universalité de JO symbolisée par le drapeau olympique

2 Young People in Society

Les influences sur les jeunes

Qui a le plus d'influence sur les jeunes? C'est un débat au cœur de notre société et nous pouvons lire de nombreux articles à ce sujet dans les journaux et les magazines. La télévision, longtemps considérée comme une influence majeure, a perdu sa place et a été remplacée par Internet et les nouvelles technologies. Les parents s'inquiètent car il est de plus en plus difficile pour eux de contrôler ce que leurs enfants regardent. Mais à mon avis, c'est un faux débat. Les jeunes sont principalement influencés par les personnes qui les entourent.

l'influence de la famille

- l'influence la plus importante dans la vie des jeunes: le cocon familial
- l'exemple des parents à travers leur comportement
- la transmission des valeurs
- les rapports avec les frères et sœurs

l'influence des amis

- les points communs: le même âge, les mêmes intérêts, les mêmes problèmes
- la vie sociale indispensable au développement de la personnalité
- les influences positives: les sorties
- les influences négatives: les comportements à risques: alcool, tabac, etc.

l'influence de l'école

- la socialisation à l'extérieur de la famille: l'élargissement du cercle familial
- la discipline: le règlement intérieur du lycée
- l'apprentissage du travail individuel ou en groupe
- l'influence des professeurs
- l'orientation: le choix des filières et l'avenir professionnel