



**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2017**

French

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

assessing

Reading and Extended Writing

[AF122]

MONDAY 5 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

AVAILABLE
MARKS

- 1 (a) un week-end effrayant [1]
- (b) arriver en masse [1]
- (c) installés à la hâte [1]
- (d) faire demi-tour [1]
- (e) ont enfin pu [1]

Marks for AO2 [5]

- 2 (a) Ils allaient aux stations de ski/à la montagne [1]
- (b) Beaucoup de neige est tombée [1]
en trois heures [1] [2]
- (c) Les chasse-neige n'arrivent pas à déneiger les routes [1]
- (d) Ils ont passé la nuit sur des lits de camp [1]
dans des centres d'hébergement [1] [2]
- (e) Dans les Alpes il y a moins de routes qui mènent aux stations [1]
- (f) Il y a beaucoup de voitures sans l'équipement nécessaire [1]
et les conducteurs ne savent pas conduire quand il y a de la neige [1] [2]
- (g) Certains conducteurs se sont arrêtés au milieu de la route pour mettre des chaînes [1] et
d'autres ont essayé de continuer leur voyage sans équipement spécial [1] [2]
- (h) Il préfère que la neige soit sur les pistes de ski [1]
et pas sur les routes [1] [2]
- (i) Il y a des risques d'avalanche [1]
quand le beau temps reviendra [1] [2]

Marks for AO2 [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

Targeted Assessment Objective AO2 [15]

Targeted Assessment Objective AO3 [10]

Total marks [25]

3 Translation

The translation is divided into 6 sections. Each section is worth 10 marks. The total is then divided by 3.

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

Marks for AO2 [20]

3 Translation

Section		Suggested translation	Credit	Do Not Credit
1	Trois élèves de la terminale du lycée Condorcet ont été exclues définitivement mardi pour avoir posté des insultes	Three sixth form pupils from Condorcet Secondary School were permanently expelled on Tuesday for having posted insults		
2	envers une de leurs professeurs sur le réseau social Twitter. Hier, malgré le mauvais temps, quelques parents et une trentaine de lycéens	about one of their teachers on the social media network Twitter. Yesterday, in spite of the bad weather, some parents and about thirty pupils		
3	se sont brièvement rassemblés devant l'établissement pour les soutenir. Tout a commencé il y a un peu plus d'un mois.	assembled briefly in front of the school in order to support them. It all started a little more than a month ago.		
4	« Une copine a fait croire sur Facebook que la prof d'histoire venait d'envoyer un mail pour dire qu'il y avait un contrôle	"A friend pretended on Facebook that the History teacher had just sent an email to say that there was a test		
5	le lendemain. Nous, on ne nous avait rien dit », explique Meryll. « Après avoir lu ceci, on était vraiment énervées	the next day. We hadn't been told anything," explained Meryll. "Having read this, we were really annoyed		
6	et on a posté notre message sans réfléchir. Bien sûr qu'on regrette l'incident, mais la punition est exagérée! » ajoute Meryll.	and we posted our message without thinking. Of course we regret the incident, but the punishment is over the top!" added Meryll.		

Section C: Extended Writing

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

La société des loisirs

On entend souvent dire que nous vivons dans une société des loisirs. Est-ce bien vrai? Le progrès technique nous a fait gagner beaucoup de temps, mais aujourd'hui, les gens sont toujours pressés. Nous avons toute une gamme de loisirs à notre disposition mais nous avons le sentiment de manquer de temps pour en profiter. De plus en plus de gens demandent une réduction du temps passé à l'usine, au bureau ou à l'école. L'accès aux loisirs n'est plus considéré comme un luxe, mais comme une nécessité.

l'influence des nouvelles technologies sur les loisirs

- les consoles de jeux vidéo
- Internet et les réseaux sociaux
- les baladeurs et le téléchargement de la musique
- le téléphone portable et ses multiples usages

les autres loisirs des jeunes

- les loisirs collectifs: sorties avec les copains: boîte, restaurant, etc.
- les loisirs individuels: musique, lecture, télévision, etc.
- les loisirs culturels: cinéma, théâtre, concert, etc.
- les activités physiques et sportives

l'importance des loisirs dans la vie des jeunes

- un bon moyen de combattre le stress des études et des examens
- l'équilibre nécessaire entre le travail et les loisirs
- la socialisation grâce aux loisirs partagés entre copains
- l'importance d'une activité physique pour la santé physique et mentale
- l'enrichissement des loisirs culturels

2 Young People in Society

La pression des examens

Quand je compare l'adolescence de mes enfants à la mienne, je ne peux pas m'empêcher de les envier. La technologie a avancé à pas de géant et moi aussi, j'aurais bien aimé avoir un iPod, un téléphone portable et un ordinateur à leur âge. Cependant, il y a un domaine dans lequel ils ne sont pas privilégiés. Je crois sincèrement que la pression des examens sur nos enfants est devenue trop forte. Il me semble que cela peut même être nuisible à leur santé. Il faut repenser notre système éducatif.

les différentes sortes de pression causées par les examens

- la pression des parents
- la pression des professeurs
- le contrôle continu et la multiplication des contrôles
- le nombre d'examens et leur fréquence

l'utilité des examens

- un moyen de contrôle des connaissances
- un moyen de sélection
- l'accès à l'enseignement supérieur
- l'importance des diplômes pour l'emploi

les moyens de combattre la pression des examens

- les activités physiques et le sport
- les sorties en famille ou avec les copains
- les passe-temps
- un bon planning de révisions