



*Rewarding Learning*

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

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**French**

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

*assessing*

**Reading and Use of Language**

**[SFR22]**

**MONDAY 5 JUNE, MORNING**

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**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) Ils veulent protéger leurs enfants [1]  
victimes d'agressions/de rackets [1] [2]
- (b) Il pense que c'est irresponsable [1]
- (c) La mairie interviendra tout de suite [1]
- (d) La police n'a pas fait de commentaire [1]
- (e) Elle attend qu'un représentant du groupe les contacte [1]
- (f) Ils les effectuent sans armes [1]  
et en secret [1] [2]
- (g) Ils lui ont demandé de les accompagner [1]  
et de ne pas prendre de photos [1] [2]
- (h) C'est l'endroit où plusieurs enfants ont été agressés/rackettés [1]
- (i) Son fils ne portait plus les chaussures de sport [1]  
qu'il lui avait offertes (comme cadeau d'anniversaire) [1] [2]
- (j) Il avait peur [1]  
de la réaction de ses parents [1] [2]
- (k) Il a utilisé la force [1]  
samedi dernier [1] [2]
- (l) Il pense qu'ils n'ont aucun respect [1]
- (m) Ils menacent de contre-attaquer [1]  
si leurs enfants sont victimes des actions de ce groupe [1] [2]

Marks for AO2 [20]

20

## 2 Translation into Target Language

The translation is divided into six sections. Each section is marked out of 10.  
The total is then divided by 3 to give an overall mark out of 20.

QWC is assessed in this question.

Band	AO2 Performance Descriptors	Marks
5	Overall, a highly accurate, highly competent translation. Sensitive to register and idiom. Very few errors. Presentation, spelling, punctuation and grammar are excellent and meaning is very clear.	[9]–[10]
4	A very accurate and competent translation. There may be minor errors. Good attention to structure and idiom. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.	[7]–[8]
3	A fairly accurate and fairly competent translation of at least half the section. Comprehension of the passage is rather limited. Presentation, spelling, punctuation and grammar are good and meaning is clear.	[5]–[6]
2	Inaccuracies in comprehension mean the information is not fully conveyed (less than half the section). Limited comprehension of the passage. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.	[3]–[4]
1	Very little attempt to complete the task. Often difficult to follow. Very limited comprehension of the passage. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.	[1]–[2]
0	No valid response/incorrect/inappropriate/not worthy of credit.	[0]

**Marks for AO2 [20]**

**Total marks [40]**

Section	English	Suggested translation	Credit	Do Not Credit
1	Arrivée il y a quatre ans à Rouen du Maroc, Khalida s'est vite mise à maîtriser la langue française.	Having arrived four years ago in Rouen from Morocco, Khalida quickly set about mastering the French language.		
2	Suffisamment en effet pour réussir un diplôme de boulangerie. Soudain elle a dû faire face à la réalité – pas de voiture, pas de travail pour les postes de nuit	Well enough in fact to pass a bakery diploma. Suddenly she had to face reality – no car, no work in the night jobs		
3	qui sont offerts aux jeunes comme elle. « On l'a vue déprimer », se souvient son amie Guylaine. Cependant, Khalida	which are on offer to young people like her. "We saw her get depressed," recalls her friend Guylaine. However, Khalida		
4	n'a pas perdu espoir. Avec l'aide d'une association, elle est arrivée à financer ses leçons de code de la route. C'était le premier	did not lose hope. With the help of an organisation, she managed to finance her lessons for the driving theory test. It was the first		
5	examen théorique qu'elle passait de sa vie. Elle a travaillé dur afin de comprendre le vocabulaire spécifique du code. Avec son dictionnaire	theory exam that she had sat in her life. She worked hard in order to understand the vocabulary that was specific to the driving theory test. With her dictionary		
6	et sa détermination, elle l'a eu du premier coup. Khalida sourit car aujourd'hui elle est fière d'elle-même et pleine de confiance.	and her determination she passed it at the first attempt. Khalida is smiling because today she is proud of herself and full of confidence.		
Suitable alternative responses will be credited.				

## Section C: Use of Language

AVAILABLE  
MARKS

- 1 (a) Mon copain conduit quelquefois **dangereusement**. [1]
- (b) Les garçons sont sortis très **lentement** du bar. [1]
- (c) Mes grands-parents s'aiment **vraiment**. [1]
- (d) C'est **exactement** ce que je voulais dire. [1]
- (e) Nous avons attendu notre bus **patiemment**. [1]

Marks for AO3 [5]

- 2 (a) Mon grand-père **fumait** beaucoup quand il était jeune. [1]
- (b) Si je ne reçois pas de réponse, je lui **téléphonerai**. [1]
- (c) Nous **habitons** à la campagne depuis deux ans. [1]
- (d) Quand Nicole **arrivera** chez elle, elle nous enverra un texto. [1]
- (e) Si tu faisais plus attention en classe, tu **aurais** de meilleures notes. [1]

Marks for AO3 [5]

- 3 (a) Plusieurs élèves ont oublié **leurs** devoirs. [1]
- (b) Pouvez-vous épeler **votre** nom, s'il vous plaît ? [1]
- (c) **Nos** voisins adorent jardiner. [1]
- (d) Jeanne aime regarder **son** émission préférée dans sa chambre. [1]
- (e) Marc a laissé **sa** tablette chez lui. [1]

Marks for AO3 [5]

- 4 (a) expliquer            **l'explication** [1]
- (b) arriver            **l'arrivée** [1]
- (c) gaspiller            **le gaspillage** [1]
- (d) intimider            **l'intimidation** [1]
- (e) pleuvoir            **la pluie** [1]

Marks for AO3 [5]

5

Section	English	Suggested translation	Credit	Do Not Credit
1	My older sister bought a laptop.	Ma sœur aînée a acheté un ordinateur portable.		
2	The French celebrate Christmas on the 24th December.	Les Français fêtent Noël le 24 décembre.		
3	Obesity is becoming a problem in France.	L'obésité devient un problème en France.		
4	Lots of young people like to go abroad.	Beaucoup de jeunes aiment aller à l'étranger.		
5	Good friends are very important nowadays.	De bons amis sont très importants de nos jours.		

Suitable alternative responses will be credited.

Band	AO3 Performance Descriptors	Marks
3	Accurate translation, possibly with one minor error in more complex language.	[3]
2	Translation with minor errors.	[2]
1	Translation with major errors.	[1]
0	No valid response/incorrect/inappropriate/not worthy of credit.	[0]

AVAILABLE  
MARKS

Marks for AO3 [15]

Total marks [35]

35