



**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2018**

French

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

assessing

Reading and Use of Language

[SFR22]

MONDAY 4 JUNE, MORNING

**MARK
SCHEME**

General Marking Instructions

Introduction

The main purpose of the mark scheme is to ensure that examinations are marked accurately, consistently and fairly. The mark scheme provides examiners with an indication of the nature and range of candidates' responses likely to be worthy of credit. It also sets out the criteria which they should apply in allocating marks to candidates' responses.

Assessment objectives

Below are the assessment objectives for **GCE French**.

Candidates should be able to:

- AO1** Understand and respond, in speech and writing, to spoken language drawn from a variety of sources, including face-to-face interaction.
- AO2** Understand and respond, in speech and writing, to written language drawn from a variety of sources.
- AO3** Manipulate the language accurately and appropriately, in spoken and written forms, using a range of lexis and structure.
- AO4** Show knowledge and understanding of, and respond critically and analytically to different aspects of the culture and society of countries and communities where the language is spoken and demonstrate critical analysis and evaluation of works created in the language studied.

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 17 or 18-year-old which is the age at which the majority of candidates sit their GCE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 17 or 18-year-old GCE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Marking calculations

In marking answers involving calculations, examiners should apply the 'own figure rule' so that candidates are not penalised more than once for a computational error. To avoid a candidate being penalised, marks can be awarded where correct conclusions or inferences are made from their incorrect calculations.

Types of mark schemes

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement.

The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Quality of written communication

Quality of written communication (QWC) is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form in English. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication. For conciseness, quality of written communication is distinguished within levels of response as follows:

One strand of QWC will be assessed:

- ensuring that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear.

QWC will be assessed qualitatively and holistically and the standard required will be evident in the level banding marking criteria for each question.

Level 5: Quality of written communication is excellent.

Level 4: Quality of written communication is very good.

Level 3: Quality of written communication is good.

Level 2: Quality of written communication is quite good.

Level 1: Quality of written communication is weak.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

Level 5 (Excellent): Presentation, spelling, punctuation and grammar are excellent and meaning is very clear.

Level 4 (Very Good): Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Level 3 (Good): Presentation, spelling, punctuation and grammar are good and meaning is clear.

Level 2 (Quite Good): Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 1 (Weak): Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Section B: Reading

AVAILABLE
MARKS

- 1 (a) Il l'a trouvée dans le camping [1]
des opposants au futur aéroport de Nantes [1] [2]
- (b) Il a pu faire sortir sa fille du camping [1]
- (c) Ils étaient hostiles [1]
au départ de Camille [1] [2]
- (d) Ils ont frappé le père [1]
et lancé des pierres sur leur voiture [1] [2]
- (e) La police n'a rien fait [1]
- (f) Sa fille/Geneviève lui a téléphoné [1]
- (g) Elle leur a demandé de libérer sa fille [1]
car elle pense qu'ils la retiennent [1] [2]
- (h) Elle les reçoit sur les réseaux sociaux [1]
- (i) Il pense que c'était un acte réfléchi [1]
qui démontrait son engagement politique [1] [2]
- (j) Camille voulait mettre fin à son escapade [1]
mais Geneviève ne veut pas rentrer à la maison [1] [2]
- (k) Elle l'a passée à l'hôpital [1]
à subir des examens médicaux [1] [2]
- (l) C'était une expérience enrichissante [1]
et elle a rencontré beaucoup de gens intéressants [1] [2]

AO2

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]

AO2
Section B

**AVAILABLE
MARKS**

20

40

Section	Translation passage	Suggested translation	Credit	Do Not Credit
1	Depuis un an, Aurélien s'endort régulièrement avec ses écouteurs sur les oreilles. Son père bataille pour qu'il renonce à	For a year, Aurélien has been regularly falling asleep with his earphones in his ears. His father is fighting to get him to give up		
2	cette mauvaise habitude. « Il skie avec ses écouteurs, il va au collège en les portant et je suis obligé de négocier chaque soir pour qu'	this bad habit. "He skis with his earphones on, he goes to school wearing them and I am obliged to negotiate every evening so that		
3	il ne les utilise pas dans son lit à l'heure du coucher », confie-t-il. « J'ai l'impression qu'il se coupe des autres et je suis inquiet	he does not use them in bed at bedtime," he confides. "I have a feeling that he is cutting himself off from others and I am worried		
4	pour son audition car il écoute sa musique très fort. » L'Organisation mondiale de la santé recommande de limiter la durée d'écoute à	about his hearing because he listens to his music at very high volume." The World Health Organisation recommends that the length of listening time should be limited to		
5	une heure par jour et de ne pas régler l'appareil à plus de 60% de son volume maximal. Malheureusement on sait	one hour per day and that the machine should not be set at more than 60% of its maximum volume. Unfortunately we know		
6	que cette recommandation a peu de chance d'être entendue par les ados accros à leur portable jusque tard dans la nuit.	that this recommendation has little chance of being heard by young people addicted to listening to their mobile phones until late into the night.		
Suitable alternative answers will be credited.				

Adapted from © Non, pas les écouteurs au lit by Frédéric Mouchon. Published by Aujourd'hui en France, 18 March 2016

Section C: Use of Language

			AVAILABLE MARKS
1	(a) sportif	[1]	
	(b) chaud	[1]	
	(c) culturel	[1]	
	(d) jaloux	[1]	
	(e) anorexique	[1]	
		AO3	5
2	(a) Je leur ai envoyé une carte postale.	[1]	
	(b) Ma mère lui a raconté une histoire.	[1]	
	(c) Nous y irons après l'école demain.	[1]	
	(d) Jean va le prêter à Dominique.	[1]	
	(e) Je vais en vacances avec elles .	[1]	
		AO3	5
3	(a) J'ai envie de manger de la viande ce soir.	[1]	
	(b) Mon copain ne boit jamais d' alcool.	[1]	
	(c) Il est important d'avoir de bonnes notes aux examens.	[1]	
	(d) Ma mère dit que je dois mettre de l'ordre dans ma chambre.	[1]	
	(e) Dans son gâteau il y a des fraises délicieuses.	[1]	
		AO3	5
4	(a) Il faut que nous parlions au professeur.	[1]	
	(b) Mes parents veulent que je finisse mes devoirs avant de sortir.	[1]	
	(c) Je voudrais que vous répondiez à ce questionnaire.	[1]	
	(d) J'aimerais qu'il fasse beau demain.	[1]	
	(e) Mes amis sont contents que tu puisses venir avec nous.	[1]	
		AO3	5

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]

- 5 (a) Les nouvelles technologies sont importantes pour les étudiants. [3]
- (b) Je ne fume pas. A mon avis, c'est dégoûtant. [3]
- (c) Les vieux sont souvent oubliés par leurs enfants. [3]
- (d) Les touristes viennent tous les étés en Irlande du Nord. [3]
- (e) Mon frère cadet vient de fêter son anniversaire. [3]

AO3

Section C

Total

**AVAILABLE
MARKS**

15

35

75