



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2019**

French

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

assessing

Reading and Use of Language

[SFR22]

FRIDAY 24 MAY, AFTERNOON

**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) Ils ont appris que Manon n'était pas leur fille [1]</p> <p>(b) Le père de Manon voulait un test en paternité [1]
car il ne sentait pas de relation paternelle avec sa fille [1] [2]</p> <p>(c) Un infirmier s'était trompé [1]
car les bébés ne portaient pas de bracelet avec leur nom [1] [2]</p> <p>(d) On a rassuré les mamans [1]
mais on n'a pas pris leurs inquiétudes au sérieux [1] [2]</p> <p>(e) Elle avait peur d'être séparée de sa famille [1]
et a refusé d'être interne au lycée [1] [2]</p> <p>(f) Elle a un rapport proche avec sa mère [1]
Elle n'a plus de contact avec son père [1] [2]</p> <p>(g) On l'a considérée comme une femme infidèle [1]
car Manon ne ressemblait pas à ses parents [1] [2]</p> <p>(h) Elle a subi des plaisanteries [1]
et elle croyait avoir perdu son identité [1] [2]</p> <p>(i) Elle ne veut pas être mère [1]</p> <p>(j) Elle a ressenti de l'amour pour sa fille [1]</p> <p>(k) Elle n'a pas de connexion particulière avec sa famille biologique [1]</p> <p>(l) Elle pense que c'est le cœur qui est important [1]
pas les liens du sang [1] [2]</p> | <p>[1]</p> <p>[2]</p> <p>[2]</p> <p>[2]</p> <p>[2]</p> <p>[2]</p> <p>[2]</p> <p>[2]</p> <p>[1]</p> <p>[1]</p> <p>[1]</p> <p>[2]</p> |
|---|---|---|

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	Persuadé qu'il avait été victime d'un vol chez lui, Damien a décidé d'installer un petit appareil pour surveiller	Convinced that he had been a victim of theft in his home, Damien decided to install a small device in order to watch		
2	en temps réel les allées et venues dans son appartement. « Ma petite amie et moi, nous n'arrivions pas à comprendre comment une somme d'argent que je conservais	in real time the comings and goings in his apartment. "My girlfriend and I couldn't understand how a sum of money which I kept		
3	dans un tiroir avait subitement disparu », se souvient-il. « J'ai donc acheté cette mini-caméra qui, connectée à Internet,	in a drawer had suddenly disappeared," he recalls. "So I bought this mini-camera which, connected to the Internet,		
4	est capable de reconnaître les visages des personnes passant dans son champ de vision. » Ainsi équipé, le jeune homme	is capable of recognising the faces of people passing within its field of vision." Equipped in this way, the young man		
5	n'aura pas eu longtemps à attendre pour que ses soupçons se confirment. Le lendemain il a reçu une alerte sur son smartphone. La caméra avait détecté un intrus	did not have long to wait for his suspicions to be confirmed. The next day he received an alert on his smartphone. The camera had detected an intruder		
6	et Damien assiste en direct au cambriolage. Tout de suite il appelle la police qui ne met que sept minutes pour arriver et arrêter le jeune délinquant.	and Damien witnessed the burglary live. He immediately called the police who only took seven minutes to arrive and arrest the young delinquent.		
Suitable alternative answers will be credited.				

Section C: Use of Language

			AVAILABLE MARKS
1	(a) lire	[1]	5
	(b) boire	[1]	
	(c) oublier	[1]	
	(d) conclure	[1]	
	(e) s'ennuyer	[1]	
		AO3	
2	(a) Cette école a une excellente réputation.	[1]	5
	(b) Les infirmières qui travaillent dans cet hôpital sont aimables.	[1]	
	(c) J'ai trouvé ces vieilles photos de la famille dans le grenier.	[1]	
	(d) Qu'est-ce que tu vas faire avec cet argent?	[1]	
	(e) Ce cadeau me vient de mes grands-parents.	[1]	
		AO3	
3	(a) Quand j'étais jeune, j' habitais à la campagne.	[1]	5
	(b) Claudine a eu un accident car elle conduisait trop vite.	[1]	
	(c) Jean a vendu sa moto parce qu'il avait besoin d'argent.	[1]	
	(d) Quand Monique a vu la carte, elle l'a tout de suite achetée.	[1]	
	(e) Il pleuvait quand nous sommes sortis du restaurant.	[1]	
		AO3	
4	(a) Qui est la fille à côté de Jean?	[1]	5
	(b) Quelle émission as-tu regardée à la télé hier soir?	[1]	
	(c) Qu'est-ce qu'on va faire demain?	[1]	
	(d) Comment dit-on ça en anglais?	[1]	
	(e) J'hésite entre ces deux portables. Lequel me recommandez-vous?	[1]	
		AO3	

5

Section	English	Suggested translation	Credit	Do Not Credit
(a)	I do not get on very well with my stepfather.	Je ne m'entends pas très bien avec mon beau-père.		
(b)	Cinema is an important aspect of French culture.	Le cinéma est un aspect important de la culture française.		
(c)	Swimming is a good way to keep fit.	La natation est un bon moyen de rester en forme.		
(d)	Peer pressure can be dangerous.	La pression des pairs peut être dangereuse.		
(e)	Annette is going to spend next year in Germany.	Annette va passer l'année prochaine en Allemagne.		
Suitable alternative answers 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]

AO3

15

Section C

35

Total

75

AVAILABLE
MARKS