



ADVANCED
General Certificate of Education
2019

French

Assessment Unit A2 2
(Section B)
assessing
Reading

[AFR22]

FRIDAY 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

| | | AVAILABLE MARKS |
|---|-------------------|-----------------|
| 1 | (a) suivais | [1] |
| | (b) bombardements | [1] |
| | (c) survivre | [1] |
| | (d) coupures | [1] |
| | (e) débuter | [1] |
| | (f) quotidien | [1] |
| | (g) participais | [1] |
| | (h) partenariat | [1] |
| | (i) assister | [1] |
| | (j) fuir | [1] |
| | | AO2 |
| | | 10 |

| 2 | | | [1] | AVAILABLE |
|---|--|-----|-----|-----------|
| | | | | MARKS |
| | (a) Elle a découvert le racisme | | [1] | |
| | (b) Son voyage au Sénégal/en Afrique est à l'origine de sa conversion | | [1] | |
| | (c) Elle a étudié l'islam [1] pendant deux ans [1] | | [2] | |
| | (d) Elle prie plusieurs fois par jour | | [1] | |
| | (e) Son frère lui a fermé la porte au nez | | [1] | |
| | (f) On lui demande de retourner dans son pays/de s'intégrer [1] alors qu'elle est française [1] | | [2] | |
| | (g) Elle pense qu'il est important de montrer son visage | | [1] | |
| | (h) Il faut s'adapter à la culture du pays dans lequel on vit [1] et respecter la loi [1] | | [2] | |
| | (i) Ils pensent qu'elle s'est convertie pour pouvoir se marier | | [1] | |
| | (j) Ils lui parlent en arabe [1] et elle ne comprend pas [1] | | [2] | |
| | (k) Elle n'a pas changé son prénom | | [1] | |
| | | AO2 | | 15 |

3 Summary

Candidates should mention the following key points:

- the attitude of young people towards politics
- other forms of engagement in society
- the reasons why young people are disenchanted with politics
- young people's involvement in charitable organisations
- young people and the Service Civique

Examiners should allocate an overall mark for AO2 based on the performance descriptors grid.

QWC is assessed in this question.

| Band | AO2 Performance Descriptors | Marks |
|------|--|-----------|
| 5 | The candidate displays a very high level of understanding of the stimulus and the task. The key points have been selected and covered within tolerance of the word limit. Very few errors. Presentation, spelling, punctuation and grammar are excellent and meaning is very clear. | [13]–[15] |
| 4 | The candidate has understood the stimulus and the task well. Most of the key points have been conveyed but there may be a tendency to exceed the word limit. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear. | [10]–[12] |
| 3 | The candidate shows some understanding of the stimulus but there is an uneven response to the demands of the task. At least half of the relevant information is given but coverage of the key points may be unbalanced. Presentation, spelling, punctuation and grammar are good and meaning is clear. | [7]–[9] |
| 2 | The candidate has made some attempt to deal with the demands of the task but less than half of the relevant information is given. The response is inconsistent. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear. | [4]–[6] |
| 1 | The candidate demonstrates limited understanding of the stimulus or the task. Little relevant information is given. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear. | [1]–[3] |
| 0 | No valid response/incorrect/inappropriate/not worthy of credit. | [0] |

| AVAILABLE MARKS |
|-----------------|
| AO2 15 |

4 Translation

The translation is divided into seven sections. Each section is marked out of five. The marks are then totalled to give a final mark out of 35.

| Section | Translation Passage | Suggested translation | Credit | Do Not Credit |
|--|---|---|--------|---------------|
| 1 | My sister Laura had decided to go to Glasgow to study English literature. The whole family celebrated her success when she received an offer. | Ma sœur Laura avait décidé d'aller à Glasgow étudier la littérature anglaise. Toute la famille a fêté sa réussite quand elle a reçu une offre. | | |
| 2 | Now she was getting ready to start in September. She was looking forward to it but was also a little apprehensive. | Maintenant elle se préparait pour commencer en septembre. Elle l'attendait avec impatience mais elle était aussi un peu inquiète. | | |
| 3 | She was going to share a house with four girls whom she hadn't met yet. "I hope I get on well with the other students," | Elle allait partager une maison avec quatre filles qu'elle n'avait pas encore rencontrées. « J'espère que je m'entendrai bien avec les autres étudiants », | | |
| 4 | she said. "I'm the only one from our school going there. I won't know anybody." "You'll soon make friends," | a-t-elle dit. « Je suis la seule de notre école à y aller. Je ne connaîtrai personne. » « Tu te feras bientôt des amis », | | |
| 5 | my father promised her. "Anyway, you should concentrate on your studies, not your social life." | lui a promis mon père. « De toute façon, tu devrais te concentrer sur tes études, pas ta vie sociale. | | |
| 6 | You'll find the work much harder than this year." That did not reassure Laura. Mum scolded him. | Tu trouveras le travail beaucoup plus dur que cette année. » Cela n'a pas rassuré Laura. Maman l'a grondé. | | |
| 7 | "Don't say that! She is stressed enough already. I trust her and I know she'll do her best." | « Ne dis pas ça! Elle est déjà assez stressée. Je lui fais confiance et je sais qu'elle fera de son mieux. » | | |
| Suitable alternative responses will be credited. | | | | |

| Band | AO3 Performance Descriptors | Marks |
|------|--|-------|
| 5 | The presentation of original information in the target language is excellent. Grammar, structures and accuracy are of a very high order. | [5] |
| 4 | A very good, faithful rendering, evidence of minor errors. Lexis and structures used confidently. | [4] |
| 3 | Good attempt overall and more than half of the information has been accurately conveyed. | [3] |
| 2 | Quite limited in terms of language. Inaccuracies may be frequent and serious. Less than half the information has been conveyed. | [2] |
| 1 | Very limited attempt to comply with the demands of the task. Gaps are evident and candidate may resort to using English. | [1] |
| 0 | No valid response/incorrect/inappropriate/not worthy of credit. | [0] |

| | AVAILABLE MARKS |
|-------|-----------------|
| AO3 | 35 |
| Total | 75 |