



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2024**

French

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

assessing

Reading and Use of Language

[SFR22]

FRIDAY 17 MAY, 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) Ils se sont séparés de leur conjoint [1]
ou leurs parents sont malades [1] [2]
- (b) Elle avait demandé à sa mère de venir vivre chez elle/elle avait besoin de
l'aide de sa mère [1]
mais maintenant elle voudrait que sa mère parte/elle veut son
indépendance [1] [2]
- (c) Elle lavait ses affaires [1]
et préparait le dîner [1] [2]
- (d) Sa mère reste trop longtemps [1]
- (e) Elle se sentait seule [1]
depuis la mort de son mari [1] [2]
- (f) Véronique avait rencontré quelqu'un [1]
- (g) Marie a élevé seule sa fille/Il n'y avait pas de père [1]
- (h) L'homme avec qui sa mère vivait l'avait quittée [1]
et elle déprimait [1] [2]
- (i) Elle travaillait [1]
et elle sortait [1] [2]
- (j) Son mari en a assez [1]
et sa présence cause des tensions dans le couple [1] [2]
- (k) Il lui a demandé de choisir entre sa mère et lui [1]
- (l) Elle a décidé de demander à sa mère de partir [1]
parce que sa propre famille est plus importante [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	Translation passage	Suggested translation	Credit	Do Not Credit
1	<p>Les épreuves du baccalauréat commencent aujourd’hui avec l’épreuve de philosophie. Qu’en pensent les lycéens ?</p> <p>« Hier soir, j’ai eu beaucoup de mal à m’endormir, mais ce matin, ça va.</p>	<p>The baccalaureate exams start today with the philosophy exam. What do students think?</p> <p>“Last night, I found it hard to go to sleep but this morning, I’m all right.</p>		
2	<p>Je me suis réveillée reposée et détendue. Je pensais que ça allait être beaucoup plus stressant », déclare Sylvie avant d’entrer dans le centre d’examen.</p>	<p>I woke up feeling rested and relaxed. I thought it was going to be a lot more stressful,” declared Sylvie before going into the examination centre.</p>		
3	<p>« Pourtant, en révisant, je ne m’étais pas concentrée sur cette matière », confie la jeune fille. « J’ai relu mes notes de cours mais sans plus. »</p>	<p>“Yet, during revision, I had not concentrated on this subject,” confided the girl. “I read over my lesson notes but nothing more.”</p>		
4	<p>Quand on l’interroge sur les sujets qui pourraient tomber, elle affirme que ça lui est égal. « Ça ne sert à rien d’avoir peur.</p>	<p>When asked about the topics that might come up, she maintains that she doesn’t care. “There’s no point in being afraid.</p>		
5	<p>De toute façon, je ne rendrai pas une page blanche. On trouve toujours quelque chose à dire. » Son amie Diane, par contre, s’inquiète.</p>	<p>In any case, I won’t hand in a blank page. You always find something to say.” Her friend Diane, on the other hand, is worried.</p>		
6	<p>Elle n’a eu que 10 sur 20 de moyenne cette année. « J’espère que l’examineur sera moins sévère que ma prof », soupire-t-elle.</p>	<p>She only got an average of 10 out of 20 this year. “I hope that the examiner will be less severe than my teacher,” she said with a sigh.</p>		
Suitable alternative answers will be credited.				

Section C: Use of Language

AVAILABLE
MARKS

- 1 (a) la surprise [1]
(b) l'explication [1]
(c) la naissance [1]
(d) le commencement [1]
(e) la lecture [1]

Marks for AO3 [5]

- 2 (a) confortablement [1]
(b) poliment [1]
(c) doucement [1]
(d) anxieusement [1]
(e) apparemment [1]

Marks for AO3 [5]

- 3 (a) J'ai **appris** à lire à cinq ans. [1]
(b) Pourquoi ne sont-ils pas **venus** avec nous ? [1]
(c) Je n'ai pas **eu** le temps de finir l'exercice. [1]
(d) Ils sont **partis** en retard. [1]
(e) Où as-tu **mis** le journal ? [1]

Marks for AO3 [5]

- 4 (a) Depuis **combien** de temps joues-tu du piano ? [1]
(b) **Quels** livres as-tu lus ? [1]
(c) **Qu'est-ce qu'**elle a acheté ? [1]
(d) **Comment** êtes-vous allés au centre-ville ? [1]
(e) Sur **quoi** est-il assis ? [1]

Marks for AO3 [5]

Section	Translation passage	Suggested translation	Credit	Do Not Credit
(a)	Music is important for my mental health.	La musique est importante pour ma santé mentale.		
(b)	I get pocket money every Friday.	Je reçois de l'argent de poche tous les vendredis.		
(c)	We always spend our holidays abroad.	Nous passons toujours nos vacances à l'étranger.		
(d)	I have made a cake for my sister's birthday.	J'ai fait un gâteau pour l'anniversaire de ma sœur.		
(e)	Our French teacher comes from Montreal in Canada.	Notre professeur de français vient de Montréal au Canada.		
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]

Marks for AO3 [15]

Total marks [35]

35