

New
Specification



Rewarding Learning

ADVANCED
General Certificate of Education
2018

French

Assessment Unit A2 2
(Section B)

assessing

Reading

[AFR22]

MONDAY 18 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

- | | | |
|----------|------------------------|-----|
| 1 | (a) mobilisent | [1] |
| | (b) projet | [1] |
| | (c) prévue | [1] |
| | (d) supporter | [1] |
| | (e) santé | [1] |
| | (f) louant | [1] |
| | (g) attrait | [1] |
| | (h) dévaluation | [1] |
| | (i) retardent | [1] |
| | (j) respecter | [1] |

AO2

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**AVAILABLE
MARKS**

- 2 (a) Ils ont des problèmes psychologiques/ils se sentent étrangers [1]
Ils ont des problèmes matériels/ils sont sans travail [1] [2]
- (b) Beaucoup de jeunes veulent faire de l'action humanitaire [1]
ou étudient pour un master dans la solidarité internationale [1] [2]
- (c) L'action humanitaire n'est plus sous-estimée [1]
mais est considérée comme une vraie profession [1] [2]
- (d) L'action humanitaire est devenue plus technique [1]
et administrative [1] [2]
- (e) Ils partent moins souvent à l'étranger [1]
et veulent travailler dans l'administration [1] [2]
- (f) Les bénévoles sont mal payés [1]
et ils ont peu de droits [1] [2]
- (g) Leurs aspirations sont trop grandes [1]
parce qu'ils ont une grande expérience du travail [1] [2]
- (h) Ils leur proposent un stage pour les aider à trouver du travail dans un
autre secteur. [1]

AO2

**AVAILABLE
MARKS**

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3 Summary

Candidates should mention the following key points:

- the roots of the Bey family
- the civil war in the 1990s
- the economic situation in Algeria since 2000
- Ramadan in Algeria
- the future of the Bey family

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 meanings 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]

AO2

AVAILABLE
MARKS

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4 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 younger sister has always loved animals. She has been asking our parents for a dog for years.	Ma sœur cadette a toujours aimé les animaux. Elle demande un chien à nos parents depuis des années.		
2	My mother doesn't agree: "You know I'm scared of dogs. You're at school all day.	Ma mère n'est pas d'accord: « Tu sais que j'ai peur des chiens. Tu es à l'école toute la journée.		
3	Who is going to take care of your dog?" "Don't worry! I'll walk him every day before getting the bus.	Qui va s'occuper de ton chien? » « Ne t'inquiète pas. Je le promènerai tous les jours avant de prendre le bus.		
4	I promise to do it every morning, even in winter." "Have you thought about the holidays? We like going to Spain.	Je promets de le faire tous les matins, même en hiver. » « As-tu pensé aux vacances? Nous aimons aller en Espagne.		
5	We can't take an animal with us. Who will keep him for two weeks when we go abroad?"	Nous ne pouvons pas prendre un animal avec nous. Qui va le garder pendant deux semaines quand nous irons à l'étranger? »		
6	Dad had an idea: "A cat is more independent. We could ask our neighbour to feed her in our absence.	Papa a eu une idée: « Un chat est plus indépendant. Nous pourrions demander à notre voisin de lui donner à manger pendant notre absence.		
7	I'm sure he would do it." Julie quickly decided that she wanted to adopt a cat from the local shelter.	Je suis sûr qu'il le ferait. » Julie a vite décidé qu'elle voulait adopter un chat du refuge local.		
Suitable alternative responses will be credited.				

