



Rewarding Learning

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

French

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

assessing

Reading and Use of Language

[SFR22]

Assessment

**MARK
SCHEME**

General Marking Instructions

Introduction

The main purpose of this mark scheme is to ensure that CCEA Assessment Resources are marked accurately, consistently and fairly. The mark scheme provides teachers 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 CCEA Assessment Resources, teachers 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.

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, teachers are expected to use their professional judgement to assess the validity of answers.

Positive marking

Teachers 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. Teachers 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.

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.

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, teachers 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, teachers are expected to use their professional judgement.

The following guidance is provided to assist teachers.

- **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.

Extra Guidance for Teachers Summer 2021: AS 2 Sections B & C

Section B question 1:

Candidates are not usually required to reword their answer. If they do so, they run the risk of self-penalising if the meaning is not clear. The correct answer transcribed from the text will be awarded full marks. However, rewording may become necessary depending on how the question is framed.

Whole sentences are not always required; a phrase or a word may be an acceptable answer.

As understanding and communication are the key elements in this task, minor errors in spelling or grammar may be overlooked, provided the word is recognisable and the overall meaning is clear.

Candidates are awarded marks even though their response differs from the wording in the mark scheme, provided there is no ambiguity in their answer.

If candidates add in extra information, they will not lose marks unless this compromises the rest of their response.

Bracketed words are not essential.

No marks are awarded for answers in English.

Section B question 2:

Candidates need to ensure that their text is legible and that spelling, punctuation and grammar are accurate so that the meaning is clear.

The quality of written communication is assessed in this task.

Candidates should pay particular attention to verb forms, e.g. tense, singular/plural forms and passive voice.

The same lexical mistake will not be penalised twice.

Consequential errors should not be penalised.

Section C question 5:

In the translation exercise each part is marked out of 3. Marks are totalled out of 15.

3 marks are awarded for an accurate translation, possibly with one minor error in more complex language.

2 marks are awarded for a translation with more than one minor error.

1 mark is awarded for a translation which contains major errors but limited communication is achieved.

Verb formation is an example of a major error and use of accents is an example of a minor error.

Section B: Reading

AVAILABLE
MARKS

- 1 (a) Les familles monoparentales en bénéficient [1]
- (b) Plus de 80% des parents de familles monoparentales sont satisfaits d'élever seuls leurs enfants [1]
mais 25% sont en difficulté [1] [2]
- (c) Après une séparation difficile [1]
elles sont moins stressées [1] [2]
- (d) Elle a dû déménager [1]
elle a perdu ses amis [1]
elle n'avait pas de travail [1] [3]
- (e) Elle souffrait de la solitude [1]
car elle n'avait personne à qui parler [1] [2]
- (f) Elle a trouvé du travail [1]
et elle a acheté une maison [1] [2]
- (g) Elle gagne 1600€ par mois [1]
et elle reçoit des pensions alimentaires [1] [2]
- (h) Elle n'a pas de regrets [1]
et elle en est fière [1] [2]
- (i) Elle peut le faire car ses fils sont grands [1]
et peuvent garder sa fille [1] [2]
- (j) Le plus difficile, c'est de se sentir isolés [1]
et de manquer de temps pour leurs loisirs [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	Angelo est mécanicien mais sa vraie passion est les expéditions extrêmes. Il y a deux ans, il a découvert « Game 2 Winter », une émission de télé-réalité d'un nouveau genre.	Angelo is a mechanic but his real passion is extreme expeditions. Two years ago he discovered "Game 2 Winter", a reality TV programme of a new kind.		
2	Le but est de survivre neuf mois en Sibérie. « Cette émission est faite pour moi. Je voulais y participer depuis longtemps	The aim is to survive nine months in Siberia. "This programme is made for me. I had been wanting to take part for a long time		
3	et j'espère arriver en finale », explique-t-il. Son rêve va se réaliser. Il vient d'être accepté pour l'hiver prochain.	and I hope to reach the final," he explains. His dream is about to become reality. He has just been accepted for next winter.		
4	« Le plus dur sera de gagner les votes des téléspectateurs », continue-t-il en souriant. Les trente candidats recevront des conseils	"The most difficult thing will be to win the votes of the viewers," he continues, smiling. The thirty candidates will be given advice		
5	et seront divisés en équipes de six. « Il faudra construire une maison avant l'hiver, sinon nous serons éliminés. Nous serons équipés de caméras	and will be divided into teams of six. "We will have to build a house before winter and if not, we will be eliminated. We will be equipped with cameras		
6	pour que les internautes puissent nous suivre en ligne. Leur soutien nous aidera à supporter la faim et le froid. »	so that Internet users can follow us on line. Their support will help us to bear the hunger and the cold."		
Suitable alternative answers will be credited.				

Source: Adapted from © Cherbourg: Angelo, 27 ans, candidat à la survie à la télé by Emmanuelle Lemesle. Published by Le Parisien, 04 January 2017

Section C: Use of Language

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MARKS

- 1 (a) le docteur [1]
(b) le jeune [1]
(c) le boulot [1]
(d) la copine [1]
(e) l'avis [1]

Marks for AO3 [5]

- 2 (a) Mon oncle a une grande maison **au** bord de la mer. [1]
(b) Je vous remercie **de** votre jolie carte. [1]
(c) Nous allons voyager **en** train à travers l'Europe. [1]
(d) Tu penses toujours **aux** autres. C'est gentil. [1]
(e) Paul pense qu'il est le plus intelligent **de** la classe. [1]

Marks for AO3 [5]

- 3 (a) Regardez les enfants **qui** jouent dans la cour. [1]
(b) La femme **que** tu vois devant la maison est ma tante. [1]
(c) Voici le garçon **dont** j'ai oublié le nom. [1]
(d) Demande-lui **ce qu'**il faut faire maintenant. [1]
(e) La chaise, sur **laquelle** tu es assis, est cassée. [1]

Marks for AO3 [5]

- 4 (a) A quelle heure **arriverez-vous**? [1]
(b) **Nous nous sommes levé(e)s** à sept heures. [1]
(c) Mon grand-père **buvait** trop de bière. [1]
(d) Les enfants **finissent** de jouer. [1]
(e) Je ne **ferais** jamais du ski hors-piste. [1]

Marks for AO3 [5]

- 5 (a) Adrien essaie de manger cinq fruits et légumes par jour. [3]
- (b) Mes cousins et moi adorons regarder les films d'horreur. [3]
- (c) En France il faut toujours conduire à droite. [3]
- (d) J'ai l'intention de devenir membre de l'orchestre universitaire. [3]
- (e) L'abus d'alcool peut avoir de graves conséquences. [3]

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]

**AVAILABLE
MARKS**

35