



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2022**

French

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

assessing

Reading and Use of Language

[SFR22]

FRIDAY 20 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.

COVID-19 Context

Given the unprecedented circumstances presented by the COVID-19 public health crisis, senior examiners, under the instruction of CCEA awarding organisation, are required to train assistant examiners to apply the mark scheme in case of disrupted learning and lost teaching time. The interpretation and intended application of the mark scheme for this examination series will be communicated through the standardising meeting by the Chief or Principal Examiner and will be monitored through the supervision period. This paragraph will apply to examination series in 2021–2022 only.

Section B: Reading

AVAILABLE
MARKS

- 1 (a) Il était étudiant [1]
- (b) Ils ont suivi des formations [1]
et ont cherché des investissements [1] [2]
- (c) Il voulait lancer le premier jeu vidéo 100% africain [1]
et séduire le public occidental [1] [2]
- (d) L'histoire est exotique [1]
et accessible à toutes les cultures [1] [2]
- (e) Le but est de retrouver le trône d'Enzo/récupérer l'héritage d'Enzo [1]
- (f) Ses aventures vont lui donner les compétences nécessaires [1]
- (g) Beaucoup n'ont pas compris ce que le studio faisait [1]
et certains ont cru qu'ils avaient ouvert une salle de jeux [1] [2]
- (h) Le studio a reçu de l'aide du ministère des Arts et de la Culture [1]
et une contribution de la communauté des joueurs [1] [2]
- (i) Good Fear Films a été attiré par l'originalité du jeu [1]
et voulait acheter les droits du scénario/voulait en faire un film [1] [2]
- (j) Ils n'y croyaient pas/n'y ont pas fait attention [1]
et ils n'y ont pas répondu [1] [2]
- (k) Il leur propose une adaptation de son jeu [1]
- (l) Son succès est important pour le Cameroun et l'Afrique [1]
et donne espoir à la jeunesse africaine [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	Dans les rues, Louise observe, avec un peu de tristesse, les passants circuler, les bras chargés de paquets.	In the streets, Louise watches, with a little sadness, people passing by, their arms weighed down by parcels.		
2	« C'est la première fois de ma vie que je fête Noël sans ma famille », dit-elle. « Elle sera réunie dans notre maison de Boulogne sans moi.	"It's the first time in my life that I will celebrate Christmas without my family," she says. "They will be gathered together in our house in Boulogne without me.		
3	Ça me fait bizarre. » Bien sûr, la jeune journaliste a accepté sans hésitation de remplacer une collègue malade	That seems strange to me." Of course, the young journalist agreed without hesitation to stand in for a sick colleague		
4	le jour du réveillon. « Je débute, je n'ai pas d'enfants, c'est normal. » Louise pense surtout à ses deux grands-mères qu'elle ne verra pas et aux nombreuses courses	on Christmas Eve. "I'm starting off, I don't have any children, it's normal." Louise is especially thinking about her two grandmothers that she will not see and about the lots of shopping		
5	que sa mère fait toujours une semaine à l'avance. « Normalement nous sommes vingt à table. Ça va me manquer cette année. »	that her mother always does one week in advance. "Normally there are twenty of us around the table. I'm going to miss that this year."		
6	Sa meilleure amie la rejoindra de Paris. Donc, elle ne sera pas seule à réveillonner loin de ceux qu'elle aime.	Her best friend will join her from Paris. She will therefore not be on her own celebrating Christmas far from those she loves.		
Suitable alternative answers will be credited.				

Héloïse, 23 ans : « Je n'ai pas envie de rentrer dans les clous » by Elsa Mari. Published 24 December 2016 © Le Parisien

Section C: Use of Language

AVAILABLE
MARKS

- 1 (a) paresseux [1]
(b) stupide [1]
(c) ennuyeux [1]
(d) mince [1]
(e) sage [1]

Suitable alternative answers will be credited.

Marks for AO3 [5]

- 2 (a) jouant [1]
(b) rougissant [1]
(c) entendant [1]
(d) ayant [1]
(e) sachant [1]

Marks for AO3 [5]

- 3 (a) Nous **riens** chaque fois qu'il raconte l'histoire. [1]
(b) Ma petite sœur **dort** souvent dans ma chambre. [1]
(c) Je **viens** avec mes amis en voiture. [1]
(d) Paul et Jeanne ne **peuvent** pas aller au cinéma ce soir. [1]
(e) Vous **faites** trop de bruit, les enfants. [1]

Marks for AO3 [5]

- 4 (a) L'élève **lui** a donné son cahier. [1]
(b) Il **en** prend dans son café. [1]
(c) Nicole va au théâtre avec **eux** une fois par mois. [1]
(d) Nous **y** avons passé l'après-midi. [1]
(e) Pierre va **les** offrir à sa petite amie ce soir. [1]

Marks for AO3 [5]

Section	Translation passage	Suggested translation	Credit	Do Not Credit
(a)	My parents were happy when I stopped smoking.	Mes parents étaient contents quand j'ai arrêté de fumer.		
(b)	Lots of students are suffering from stress at school.	Beaucoup d'étudiants souffrent de stress au lycée.		
(c)	The influence of fashion on young people can be negative.	L'influence de la mode sur les jeunes peut être négative.		
(d)	The number of divorces continues to increase.	Le nombre de divorces continue à augmenter.		
(e)	My friends and I went to the seaside in July.	Mes amis et moi sommes allés au bord de la mer en juillet.		
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]

Total

AVAILABLE
MARKS

35

75