



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2025**

French

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

assessing

Reading and Use of Language

[SFR22]

FRIDAY 16 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)** Elle était appréhensive [1]
Elle s'est bien amusée [1] [2]
 - (b)** Ils souriaient en sortant de l'eau [1]
 - (c)** Ils font d'intenses activités sportives [1]
 - (d)** Des personnes handicapées participent à ce séjour [1]
 - (e)** Ils vont gagner en confiance [1]
et se sentir mieux dans leur peau [1] [2]
 - (f)** Il a eu un accident de ski [1]
qui l'a rendu paraplégique [1] [2]
 - (g)** Il est optimiste [1]
 - (h)** Ses parents lui ont payé un logement [1]
Ses grands-parents lui ont offert un véhicule adapté [1] [2]
 - (i)** Il était étudiant à la fac [1]
 - (j)** Il est fier d'être devenu le numéro un mondial [1]
 - (k)** Il a créé l'association pour aider les personnes handicapées [1]
 - (l)** Elle doivent démonter leur fauteuil [1]
et le ranger dans la voiture [1] [2]
 - (m)** Ils sont découragés [1]
et ils sont tentés de moins bouger [1] [2]
 - (n)** Elle a compris que la vie pouvait être encore belle [1]

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	Après sa défaite au Pérou, Alice Tubello, jeune espoir du tennis français a révélé être victime de harcèlement. « Je reçois des insultes	After her defeat in Peru, Alice Tubello, a young French tennis hopeful revealed that she is a victim of harassment. "I receive insults		
2	et des messages hostiles à chaque fin de match, sur tous les réseaux sociaux », confie-t-elle. Parmi les messages envoyés par les internautes, on peut lire :	and hostile messages at the end of every match, on all social media," she confided. Amongst the messages sent by the Internet users, you can read:		
3	« J'espère que tu te casseras le bras ». Elle ajoute : « Je n'avais jamais connu une telle haine, c'est effrayant. »	"I hope you'll break your arm". She continued: "I had never known such hatred, it's frightening."		
4	Parfois, les messages vont beaucoup plus loin. « On me promet la mort, on me dit qu'on va me retrouver, que l'on sait où j'habite.	The messages sometimes go much further. "They promise me death, they tell me they are going to find me, that they know where I live.		
5	Comment peuvent-ils s'attaquer aussi violemment à des personnes ? Ils ne s'attaquent pas qu'à moi mais aussi à ma famille. » Ce type de cyberharcèlement n'est malheureusement pas un cas isolé.	How can they attack people so violently? They don't attack only me, but also my family." This type of cyberbullying is unfortunately not an isolated case.		
6	« Cela nous concerne tous. C'est insupportable », déplore la sportive, qui a l'intention de porter plainte à son retour en France.	"We are all concerned. It's unbearable," deplored the sportswoman, who intends to file a complaint on her return to France.		
Suitable alternative answers will be credited.				

Source: <https://www.leparisien.fr/culture-loisirs/musique/nattendez-pas-que-ca-fini-mal-cyberharcelee-la-chanteuse-hoshi-demande-a-letat-de-reagir-13-01-2023-ZHU4H7TRQ5GWRBHXFN4BMDJMTY.php>

Section C: Use of Language

AVAILABLE
MARKS

- 1 (a) certainement [1]
(b) couramment [1]
(c) absolument [1]
(d) lentement [1]
(e) sérieusement [1]

Marks for AO3 [5]

- 2 (a) Nous **resterons** trois semaines à Paris. [1]
(b) Je ne **pourrai** pas venir demain. [1]
(c) Tu **devras** réviser pour ton examen. [1]
(d) On **finira** à huit heures. [1]
(e) Vous **serez** contents du résultat. [1]

Marks for AO3 [5]

- 3 (a) Il a mangé **tous** les gâteaux. [1]
(b) Nous n'avons pas **assez** de pain. [1]
(c) Il est **plus** intelligent que moi. [1]
(d) Ils ont **presque** fini. [1]
(e) J'ai **quelques** bons amis. [1]

Marks for AO3 [5]

- 4 (a) Je ne **les** vois pas. [1]
(b) Nous allons au cinéma avec **eux**. [1]
(c) Il **en** a acheté. [1]
(d) Je voudrais **le** lire. [1]
(e) Ils n'**y** sont jamais allés. [1]

Marks for AO3 [5]

Section	Translation passage	Suggested translation	Credit	Do Not Credit
(a)	My older brother has bought a new car.	Mon frère aîné a acheté une nouvelle voiture.		
(b)	I go swimming twice a week.	Je fais de la natation deux fois par semaine.		
(c)	My younger sister is addicted to horror films.	Ma sœur cadette est accro aux films d'horreur.		
(d)	She would like to learn to drive.	Elle voudrait apprendre à conduire.		
(e)	He has been working in Germany for a year.	Il travaille en Allemagne depuis un an.		
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