



Rewarding Learning

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

French

**Assessment Unit AS 2
(Section A)**

assessing

Listening

[SFR21]

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:
Listening: AS 2: Section A and A2: Section A

In the Listening assessment, candidates are being tested on their ability to understand and respond, in speech and writing, to spoken language, drawn from a variety of sources, including face to face interaction. When marking Listening papers teachers should bear in mind this criterion. What markers are looking for in the candidates' answers is evidence that they have understood and responded appropriately to the stimulus. In this assessment they are not being marked on the other Assessment Objectives such as their ability to manipulate the language accurately and appropriately. Teachers should credit key ideas if meaning is clear even if the Target Language is inaccurate.

Candidates will be awarded marks even though their response differs from the wording in the mark scheme as long as there is no ambiguity in their answer. Superfluous material will not be penalised if the correct answer is clearly given. Candidates will not lose marks unless additional information compromises the rest of the response.

Other points to note:

- Answers do not have to be in full sentences.
- There are no marks for answers in the wrong language.
- If appropriate, one word answers/figures may be used.
- Do not credit alternative answers.
- Bracketed words are not essential.
- Do not credit incoherent transcription of the stimulus.

Section A: Listening

- | | | |
|----------|---|-----|
| 1 | (a) Il pensait à ses enfants [1]
mais il ne les voyait pas [1] | [2] |
| | (b) Il a déménagé/changé de domicile [1]
Il a adapté ses heures de travail [1] | [2] |
| | (c) Il travaille à mi-temps [1]
Il passe ses loisirs/il sort avec ses enfants [1] | [2] |
| | (d) Ils poussent les enfants à prendre des risques/
à faire des erreurs | [1] |
| | (e) toujours punir | [1] |
| | (f) être trop sévère | [1] |
| | (g) des sacrifices financiers | [1] |

Marks for AO1 [10]

10

**AVAILABLE
MARKS**

2 (a) He is neither for nor against	[1]	AVAILABLE MARKS
(b) They want to convey a message [1] or to decorate their body [1]	[2]	
(c) They are bad for the skin	[1]	
(d) She recommends a tattoo that disappears after a few days [1] because you can change your tattoo when you want [1]	[2]	
(e) He is too indecisive [1] and getting a tattoo is painful [1]	[2]	
(f) You should think about the placing of the tattoo [1] and find out about the competency of the tattoo parlour [1]	[2]	
(g) The ink they use [1] can cause cancer [1]	[2]	
(h) Getting tattooed from head to toe	[1]	
(i) A tattoo can be seen as an artistic gesture when you are young [1] but you can regret it later/it is not as attractive when you are older [1]	[2]	