



**ADVANCED**  
**General Certificate of Education**  
**2023**

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**French**

Assessment Unit A2 2  
(Section B)

*assessing*

Reading

**[AFR22]**

**WEDNESDAY 7 JUNE, MORNING**

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**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**

- |          |                       |     |
|----------|-----------------------|-----|
| <b>1</b> | <b>(a)</b> poubelles  | [1] |
|          | <b>(b)</b> vacanciers | [1] |
|          | <b>(c)</b> ramasser   | [1] |
|          | <b>(d)</b> poumons    | [1] |
|          | <b>(e)</b> collectes  | [1] |
|          | <b>(f)</b> bien-être  | [1] |
|          | <b>(g)</b> participe  | [1] |
|          | <b>(h)</b> balader    | [1] |
|          | <b>(i)</b> interdit   | [1] |
|          | <b>(j)</b> revalorise | [1] |

**Marks for AO2 [10]**

10

**AVAILABLE  
MARKS**

- 2 (a) Il était sans papiers [1]  
et avait peur d'être arrêté [1] [2]
- (b) Il y avait des quotas d'expulsion [1]
- (c) Le policier était compréhensif [1]  
et lui a recommandé de se faire aider par une association [1] [2]
- (d) Il a expliqué sa volonté de s'intégrer [1]  
en étudiant pour son CAP d'électricien [1] [2]
- (e) Il les a fait entrer dans le congélateur pour leur sauver la vie [1]  
pendant un attentat/quand il a entendu des coups de feu [1] [2]
- (f) Il connaissait la sortie de secours [1]
- (g) Personne ne voulait le suivre à cause du danger [1]
- (h) Tous les otages ont été libérés [1]  
le terroriste a été tué [1] [2]
- (i) Il a reçu la nationalité française [1]  
et des offres d'embauche [1] [2]

**Marks for AO2 [15]**

**AVAILABLE  
MARKS**

15

### 3 Summary

#### Candidates should mention the following key points:

- the different attitudes towards the baccalaureate
- how the baccalaureate has changed over the years
- the skills required for the baccalaureate
- the importance of a top grade
- the consequences of failing the baccalaureate

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 meaning 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]

**Marks for AO2 [15]**

#### 4 Translation

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	People talk about climate change. When I got up this morning, I immediately noticed it was very cold.	Les gens parlent du changement climatique. Quand je me suis levé ce matin, j'ai tout de suite remarqué qu'il faisait très froid.		
2	I decided to get a hot drink. My mother was already in the kitchen. "Unbelievable! It's freezing in April," I said.	J'ai décidé de prendre une boisson chaude. Ma mère était déjà dans la cuisine. « Incroyable ! Il gèle en avril », ai-je dit.		
3	"Don't be surprised! You're too young to remember but ten years ago we had snow in May,"	« Ne sois pas surpris ! Tu es trop jeune pour te rappeler mais il y a dix ans nous avons eu de la neige en mai »,		
4	she replied, handing me a cup of hot chocolate. "I must hurry. I'll have to leave the house	a-t-elle répondu en me tendant une tasse de chocolat chaud. « Il faut que je me dépêche. Je vais devoir quitter la maison		
5	earlier than usual. We are going on a school trip to the museum and I don't want to be late." "I'll drive you.	plus tôt que d'habitude. Nous allons en voyage scolaire au musée et je ne veux pas être en retard. » « Je vais te conduire.		
6	I don't want you to take the car in these conditions. It's too dangerous." "I'm a careful driver!" I protested.	Je ne veux pas que tu prennes la voiture dans ces conditions. C'est trop dangereux. » « Je suis un conducteur prudent ! » ai-je protesté.		
7	"It doesn't matter. I would worry. Accidents happen. Besides, I'll go shopping afterwards. You can take the bus to come home."	« Ça ne fait rien. Je m'inquiérais. Les accidents arrivent. D'ailleurs, je ferai des courses après. Tu peux prendre le bus pour rentrer. »		
Suitable alternative responses will be credited.				

<b>Band</b>	<b>AO3 Performance Descriptors</b>	<b>Marks</b>
5	The presentation of original information in the target language is excellent. Grammar, structures and accuracy are of a very high order.	[5]
4	A very good, faithful rendering, evidence of minor errors. Lexis and structures used confidently.	[4]
3	Good attempt overall and more than half of the information has been accurately conveyed.	[3]
2	Quite limited in terms of language. Inaccuracies may be frequent and serious. Less than half the information has been conveyed.	[2]
1	Very limited attempt to comply with the demands of the task. Gaps are evident and candidate may resort to using English.	[1]
0	No valid response/incorrect/inappropriate/not worthy of credit.	[0]

**Marks for AO3 [35]**

**Total marks [75]**