



*Rewarding Learning*

**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
2023**

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**French**

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

*assessing*

**Reading and Use of Language**

**[SFR22]**

**FRIDAY 19 MAY, 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

AVAILABLE  
MARKS

- 1 (a) On choisissait quelqu'un du même milieu social [1]
- (b) Les femmes ont un meilleur salaire que leur mari [1]  
parce qu'elles sont plus diplômées [1] [2]
- (c) Elle pense que ça ne marchera pas [1]  
à cause des différences sociales [1] [2]
- (d) Ses collègues sont choqués [1]  
quand elle dit que son mari est vendeur de WC [1] [2]
- (e) Elle a honte [1]  
parce qu'ils ont pitié d'elle [1] [2]
- (f) Ils ont des intérêts différents [1]
- (g) Ils ont essayé de la décourager [1]  
parce que son futur mari ne gagnerait jamais beaucoup d'argent [1] [2]
- (h) Elle s'est libérée de l'influence de ses parents [1]
- (i) Ils sont toujours mariés vingt ans plus tard [1]
- (j) Il lui a fait partager sa passion pour la musique [1]
- (k) Son beau-père se moque des médecins [1]  
et ses parents sont médecins [1] [2]
- (l) Il se sent inférieur [1]
- (m) Les femmes s'arrêtent de travailler pour s'occuper des enfants [1]  
Le mari finit par gagner plus que sa femme [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	Une infinité de possibilités est disponible en quelques clics. Planifier ses vacances, chercher une recette de cuisine, regarder son émission préférée.	Endless possibilities are available in a few clicks. Planning your holidays, looking for a recipe, watching your favourite programme.		
2	Chaque foyer compte en moyenne plus de six appareils numériques.  « Internet a développé l'intelligence de mes enfants », affirme Laurence, admirative devant leurs capacités numériques.	Every household has on average more than six digital devices.  “The internet has developed my children’s intelligence,” declared Laurence, admiring their digital abilities.		
3	« Je suis parfois obligée de leur demander conseil. Ils ont grandi avec internet et maîtrisent l’informatique bien mieux que moi ! »  Pour Suzanne, retraitée vivant à Grenoble,	“I sometimes have to ask them for advice. They grew up with the Internet and they master computers much better than I do!”  For Suzanne, who is retired and lives in Grenoble,		
4	les meilleurs moments de la semaine s’organisent autour de son ordinateur. Grâce à un logiciel et une caméra intégrée à son écran, elle peut communiquer par vidéo	the best moments of the week are organised around her computer. Thanks to a software program and a camera built into its screen, she can communicate using video		
5	avec sa petite-fille installée à Tahiti. « C’est agréable. On parle de tout et de rien. De cette façon, je peux participer à son quotidien.	with her granddaughter who lives in Tahiti. “It’s nice. We talk about everything and nothing. In this way, I can take part in her daily life.		
6	Plus on est loin, plus on a envie de rester en contact. » Plusieurs rendez-vous hebdomadaires renforcent ainsi les liens familiaux.	The further away you are, the more you want to keep in touch.” Several weekly meetings thus strengthen family ties.		
Suitable alternative answers will be credited.				

Section C: Use of Language

AVAILABLE  
MARKS

- 1 (a) favorite [1]  
(b) nouvelle [1]  
(c) oraux [1]  
(d) grasse [1]  
(e) bel [1]

Marks for AO3 [5]

- 2 (a) Où sont **nos** ballons? [1]  
(b) **Leurs** copines sont allées avec elles. [1]  
(c) C'est **mon** erreur. [1]  
(d) Où iras-tu pendant **tes** vacances? [1]  
(e) Elle aime beaucoup **son** cousin. [1]

Marks for AO3 [5]

- 3 (a) Je **n'ai plus** faim. [1]  
(b) Nous **ne** nous sommes **pas** rencontrés en vacances. [1]  
(c) Il **n'a gagné que** 100 euros. [1]  
(d) Je **n'ai rien** trouvé sous la table. [1]  
(e) Il **n'y** avait **personne** dans le magasin. [1]

Marks for AO3 [5]

- 4 (a) Tu **as pris** le bus pour Paris. [1]  
(b) Vous **avez mis** votre manteau. [1]  
(c) Il **est revenu** de vacances. [1]  
(d) Je **n'ai pas lu** son dernier livre. [1]  
(e) Ils **se sont cachés** derrière un rocher. [1]

Marks for AO3 [5]

Section	Translation passage	Suggested translation	Credit	Do Not Credit
(a)	A balanced diet is essential for good health.	Un régime équilibré est essentiel pour la bonne santé.		
(b)	Team sports are more popular than individual sports.	Les sports d'équipe sont plus populaires que les sports individuels.		
(c)	My teacher has just returned from Canada.	Mon professeur vient de rentrer du Canada.		
(d)	Many people eat fast food all the time.	Beaucoup de gens mangent du fast-food tout le temps.		
(e)	Sylvie would like to learn to play the piano.	Sylvie voudrait apprendre à jouer du piano.		
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