



**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2013**

French

Assessment Unit AS 2

(Sections B and C)

assessing

Reading and Extended Writing

[AF122]

FRIDAY 14 JUNE, MORNING

MARK SCHEME

General Marking Instructions

Introduction

Mark schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

The Purpose of Mark Schemes

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of students in schools and colleges.

The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes, therefore, are regarded as part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

Section B : Reading

- 1 (a) nous ne savons plus nous passer de notre mobile [1]
 (b) pour ne pas être déconnecté de l'actualité [1]
 (c) qui ne semble pas trop déranger [1]
 (d) nous n'avons pas tous la même manière d'utiliser [1]
 (e) font évoluer les bonnes manières [1]

Marks for AO2 [5]

- 2 (a) Ils sont irrités par cette intrusion des technologies dans la société [1]
 (b) Les jeunes ne peuvent pas vivre sans portable [1]
 parce qu'ils l'utilisent dès leur plus jeune âge [1] [2]
 (c) Il rit [1]
 il reste allongé [1]
 il boit/il a une boisson fraîche à la main [1] [3]
 (d) Pendant ses vacances il va se faire bronzer [1]
 et bien manger [1] [2]
 (e) Ils vont commander leur repas/des sushis sur Internet [1]
 (f) Elle veut connaître la réponse [1]
 de son interview/entretien d'embauche [1] [2]
 (g) Ils lisent leurs mails [1]
 ils consultent leur page Facebook [1] [2]
 (h) Les Français sont plus intolérants que les Tchèques car un sur
 deux [1]
 ne tolère pas qu'on utilise son portable pendant un repas [1] [2]

Examiners should review responses to the questions and allocate marks for AO3. An overall mark for AO3 should be given based on the performance descriptors given.

Bands	AO3 Performance Descriptors	Marks
5	Candidate displays a very good command of the target language. Grammar, structures and accuracy are of a very high order.	9–10
4	Candidate displays a good command of the target language. Grammar, structures and accuracy are of a high order.	7–8
3	Candidate displays a fair command of the target language. Grammar, structures and accuracy may be inconsistent.	5–6
2	Candidate displays limited command of the target language. There are frequent errors and poor control of grammar and structures.	3–4
1	Candidate displays little or no command of the target language. Inaccuracies are widespread and serious.	0–2

Marks for AO2 [15]
Marks for AO3 [10]
Total marks [25]

3 Translation

The translation is divided into 6 sections. Each section is worth 10 marks. The total mark is then divided by 3.

Bands	AO2 Performance Descriptors	Marks
5	An accurate rendering. Sensitive to register and idiom. Spelling, punctuation and grammar in English are of a very high order.	9–10
4	A generally accurate rendering. There may be some errors. Good attention to structure and register. Spelling, punctuation and grammar are of a high order.	7–8
3	A competent rendering of at least half the section. Some attention to structure and register. There may be instances of errors in spelling, punctuation and grammar in English.	5–6
2	Comprehension is limited. Inaccuracies in comprehension. Information not fully conveyed. There will be instances of errors in spelling, punctuation and grammar in English.	3–4
1	Very little attempt to comply with the demands of the task. Often incoherent. Spelling, punctuation and grammar in English interfere with a coherent translation of the text.	0–2

Marks for AO2 [20]

Section	Suggested translation	Credit	Do not Credit
1	« Quand je suis arrivée dans la capitale il y a deux ans, j'ai été choquée par le prix des loyers.		
2	C'est la plus grosse charge de mon budget. » Originnaire des Pyrénées, Chantal vit dans un appartement de 24 m ² pour 740€ par mois.		
3	« La première chose que j'ai faite ici à Paris, après avoir signé pour mon appartement, c'est d'envoyer des CV ici et là		
4	pour pouvoir travailler » explique-t-elle. Tout au long de l'année, elle trouve des petits boulots qui l'aident à se débrouiller.		
5	Elle fait du temps partiel, de la traduction et des journées en tant qu'hôtesse. « Tout augmente » se plaint-elle.		
6	« Les frais d'inscription, les tickets de restaurant universitaire, le transport... Avec seulement ma bourse je n'y arriverais jamais. »		

Section C: Extended Writing

Extended Writing: Target Assessment Objectives AO2 and AO3

Bands	AO2 Performance Descriptors Understanding	Marks AO2	AO3 Performance Descriptors Target Language	Marks AO3
5	Candidate shows a clear understanding of the requirements of the question and a very good knowledge of the topic. The question is addressed appropriately and coherently with minimum repetition and no irrelevant material. Good degree of personal engagement and analysis.	17–20	Very good command of language with frequent examples of accurate and complex structures appropriate to level. Examples of idiomatic language evident. Some errors but only where more complex language is used.	25–30
4	Candidate shows a good understanding of the requirements of the question and good knowledge of the topic. The question is addressed appropriately and coherently. There is evidence of personal engagement and analysis.	13–16	Clear, well structured language much in evidence. Few basic errors and some use of more complex idiom and structure evident. Wide use of appropriate vocabulary with few misspellings.	19–24
3	Candidate shows some understanding of the requirements of the question and some knowledge of the topic. The response is of a general nature, lacking structure and uneven. Information given generally lacks detail.	9–12	Some control of basic grammar and structures evident. Generally characterised by lack of complex syntax, structures and limited vocabulary including frequent misspelling. There may be some use of anglicised forms.	13–18
2	Candidate shows limited understanding of the requirements of the question and limited knowledge of the topic. The response is unstructured and inconsistent. Information given is generally vague.	5–8	Frequent errors and inconsistent control of basic grammar and structures. Generally has difficulty with basic vocabulary, both general and related to the topic. Syntax highly fractured. Reverts frequently to use of anglicised forms and English words.	7–12
1	Candidate shows little or no understanding of the requirements of the questions and little or no knowledge of the topic. Little or no relevant information given.	0–4	Candidate shows a predominance of grammatical and lexical errors that inhibits communication. Very limited or no command of basic vocabulary. Regular misspelling. Gaps and use of English common.	0–6

Marks for AO2 [20]

Marks for AO3 [30]

Total marks for Extended Writing [50]

Section C: Extended Writing

Examiners should look for a cogent and structured answer based on **some** of the following points and others which may be relevant.

1 Health and Lifestyle

Le tourisme

Les vacances! Tout le monde en rêve. On les attend avec impatience, on en parle avant et après. Où aller? Où loger? A quel prix? On surfe sur Internet pour trouver les vacances idéales et cela fait déjà partie du voyage.

Le tourisme est devenu une industrie importante et la source principale du revenu de certains pays. Travailler dans le domaine du tourisme est un métier d'avenir car les gens auront toujours envie de partir en vacances. Toute une gamme de formations est offerte aux étudiants qui souhaiteraient se diriger vers cette filière.

les effets positifs du tourisme sur l'individu

- la découverte de nouvelles cultures
- l'élargissement de l'esprit
- le dépaysement

les effets négatifs du tourisme pour les habitants

- les nuisances causées par l'afflux de touristes
- l'impact sur les paysages : construction d'hôtels, d'autoroutes
- la pollution

le tourisme dans votre pays

- les activités offertes aux touristes
- l'hébergement
- les endroits à visiter : paysages et monuments

2 Young People in Society

L'orientation professionnelle

Je voudrais choisir une filière littéraire pour le bac parce que j'adore la littérature et les langues, mais mes parents me disent que « c'est pour les filles ». Ils voudraient que je fasse médecine, mais moi, ça ne m'intéresse pas. J'ai beau leur dire que les journalistes, les interprètes ou les avocats gagnent bien leur vie, ils ne veulent pas m'écouter. Papa aurait voulu être chirurgien, mais il n'a pas pu continuer ses études. Son rêve est que je le devienne à sa place. Ce n'est pas juste!

l'aide donnée aux jeunes en matière d'orientation professionnelle

- les cours d'orientation professionnelle au lycée
- les conseillers d'orientation et l'entretien personnalisé
- le stage en entreprise
- les sites et les forums sur Internet

les critères de choix d'un métier

- ses aptitudes
- l'intérêt du travail
- le salaire
- les débouchés dans son pays ou à l'étranger

les différentes possibilités ouvertes aux jeunes après le lycée

- l'année sabbatique : ses avantages et ses inconvénients
- l'université
- l'apprentissage et la formation en alternance
- le premier emploi

