



*Rewarding Learning*

**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
January 2014**

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## **French**

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

*assessing*

**Reading and Extended Writing**

**[AF122]**

**FRIDAY 17 JANUARY, MORNING**

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**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**

**AVAILABLE  
MARKS**

- 1 (a) spécialement construites [1]  
(b) découvrir ce qu'il faut améliorer [1]  
(c) a dû recruter [1]  
(d) n'expliquent pas tout [1]  
(e) s'y sont installés [1]

**Marks for AO2 [5]**

- 2 (a) Beaucoup de retraités quittent la France [1]  
pour vivre au Maroc [1] [2]  
(b) On ne peut pas voir le village de la route [1]  
Le village est caché derrière un mur [1] [2]  
(c) Le village aura bientôt une ambulance médicalisée [1]  
et un médecin habite dans le village [1] [2]  
(d) Les relations sont bonnes [1]  
(e) Ils font leurs achats dans la région [1]  
et donnent du travail aux artisans [1] [2]  
(f) Ils ont envie de retrouver leur jeunesse [1]  
et de vivre leurs dernières années en bonne santé [1] [2]  
(g) Ils utilisent Internet [1]  
et ils invitent les membres de leur famille à leur rendre visite [1] [2]  
(h) Ils ne comptent pas les extras qu'ils s'offrent [1]  
Ils ont acheté une voiture neuve [1] [2]

**Marks for AO2 [15]**

Examiners should review responses to the questions and allocate marks for AO2. An overall mark for AO3 should be given based on the performance descriptors grid.

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

**Targeted Assessment Objective AO2 [15]**  
**Targeted Assessment Objective AO3 [10]**  
**Total marks [25]**

### 3 Translation

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

<b>Bands</b>	<b>AO3 Performance Descriptors</b>	<b>Marks</b>
<b>5</b>	An accurate rendering. Sensitive to register and idiom. Spelling, punctuation and grammar in English are of a very high order.	<b>9–10</b>
<b>4</b>	A generally accurate rendering. There may be some errors. Good attention to structure and register. Spelling, punctuation and grammar are of a high order.	<b>7–8</b>
<b>3</b>	A competent rendering of at least half the section. Some attention to structure and register. There will be instances of errors in spelling, punctuation and grammar in English.	<b>5–6</b>
<b>2</b>	Comprehension is limited. Inaccuracies in comprehension. Information not fully conveyed. There will be instances of errors in spelling, punctuation and grammar in English.	<b>3–4</b>
<b>1</b>	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.	<b>0–2</b>

Section		Suggested translation	Credit	Do Not Credit
1	Entre Lucie Decosse, championne olympique en judo 2012, et ses parents, la relation est très spéciale. « Mes parents me suivent	Between Lucie Decosse, Olympic Judo champion 2012, and her parents, the relationship is very special. "My parents follow me		
2	sur toutes les compétitions, même au Japon. Si bien que certains avaient fini par croire qu'ils étaient milliardaires! »	to all the competitions, even to Japan. So much so that some people had ended up thinking that they were billionaires!"		
3	rit Lucie. « Plutôt que d'acheter une belle voiture, on la soutient, » dit sa mère Marie-Louise, qui est assistante sociale.	laughs Lucie. "Rather than buy a nice car, we support her," says her mother Marie-Louise, who is a social worker.		
4	Mais ça n'a pas toujours été le cas. Lucie explique: « Au début, j'interdisais à mes parents de dormir dans le même hôtel	But it wasn't always like that. Lucie explains: "In the beginning, I wouldn't allow my parents to sleep in the same hotel		
5	et de participer aux fêtes d'après-compétitions. Ça me fait de la peine quand j'y pense. Aujourd'hui c'est différent.	or to take part in the post-competition festivities. When I think of it, it makes me sad. Nowadays things are different.		
6	Nous avons « la règle des quarante-huit heures », autrement dit, pas question de rester hors de contact pendant plus de deux jours. »	We have 'the 48 hour rule', in other words, there is no question of remaining out of contact for more than two days."		

## Section C: Extended Writing

### AS 2 Question 1 Extended Writing: Target Assessment Objectives AO2 and AO3

<b>Bands</b>	<b>AO3 Performance Descriptors Understanding</b>	<b>Marks AO2</b>	<b>AO3 Performance Descriptors Target Language</b>	<b>Marks AO3</b>
<b>5</b>	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.	<b>17–20</b>	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.	<b>25–30</b>
<b>4</b>	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.	<b>13–16</b>	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.	<b>19–24</b>
<b>3</b>	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.	<b>9–12</b>	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.	<b>13–18</b>
<b>2</b>	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.	<b>5–8</b>	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.	<b>7–12</b>
<b>1</b>	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.	<b>0–4</b>	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.	<b>0–6</b>

**Marks for AO2 [20]**

**Marks for AO3 [30]**

**Total marks for Extended Writing [50]**

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

## **1 Health and Lifestyle**

### **T'es accro à quoi?**

De nos jours, les parents s'inquiètent de plus en plus pour leur enfant en ce qui concerne les addictions. Malheureusement, ils ont raison, car de nombreuses études montrent que les victimes de ces addictions sont de plus en plus jeunes quand ils commencent. C'est l'avenir de la future génération qui est en danger si l'on ne fait pas assez pour combattre ce problème. Nous voyons aujourd'hui de nouvelles formes d'addiction apparaître et il faut donc informer les parents sur les différents risques qui menacent leurs enfants.

#### **les différentes formes d'addiction**

- la dépendance aux substances telles que le tabac, l'alcool ou la drogue
- les nouvelles technologies et le monde virtuel: réseaux sociaux, jeux vidéo, etc.
- l'addiction aux sports
- la malbouffe

#### **les conséquences de ces addictions pour les jeunes**

- l'accoutumance et l'augmentation progressive des doses
- les dangers à la santé physique et mentale
- les problèmes familiaux
- l'échec scolaire
- la détérioration de la vie sociale

#### **les moyens de combattre ces dépendances**

- le dialogue avec la famille et les amis
- le soutien professionnel et médical
- la découverte d'autres centres d'intérêt



## 2 Young People in Society

### Les jeunes et l'argent

Mes parents pensent qu'ils sont généreux parce qu'ils nous donnent, à mon frère et à moi, un peu d'argent de poche toutes les semaines. Malheureusement, ils ne se rendent pas compte que tout coûte cher et je n'ai jamais assez d'argent. Mes copains en ont, eux, et je me sens embarrassé quand je ne peux pas payer mon tour au MacDo. Mes parents disent que je ne me rends pas compte de la valeur de l'argent. Ils disent que je devrais essayer de faire des économies au lieu de dépenser sans compter.

#### les moyens d'obtenir de l'argent

- l'argent de poche
- les cadeaux: Noël, anniversaires, bons résultats scolaires
- les travaux ménagers
- les petits boulots à l'extérieur

#### les avantages d'avoir de l'argent pour les jeunes

- les achats pour le plaisir personnel: vêtements, maquillage, etc.
- les loisirs: sorties avec les amis, cinémas, café, etc.
- l'indépendance vis-à-vis des parents
- l'apprentissage de la gestion de l'argent: épargne, comptes bancaires

#### les problèmes financiers à l'université

- les frais d'inscription
- le coût de la vie et du logement
- les bourses insuffisantes
- les prêts étudiants et l'endettement des jeunes