



GCE AS MARKING SCHEME

SUMMER 2019

**AS
FRENCH - UNIT 2
2800U20-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2019 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

GCE FRENCH - UNIT 2
SUMMER 2019 MARK SCHEME

During standardising (marking conference) the Principal Examiner will give detailed advice on marking. You will then receive examples of answers that have been awarded marks by the Principal Examiner:

- You should mark the examples and compare your marks with those of the Principal Examiner.
- When marking, you can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example.
- When marking answers in this component which require a written response, you are reminded of the need to revisit the answer as you apply the mark scheme in order to confirm the mark allocated is appropriate.
- You should mark positively and must consider all valid written responses. If there is any doubt whether a mark should be awarded, you must contact the Team Leader/Principal Examiner for advice.
- The marks per question or part question are given alongside each question in brackets.

Answers in French which have French spelling which is incorrect but understandable will be generally accepted **unless otherwise stated**.

When marking Section C (translation) you will use the marking grids and detailed instructions as they apply to question 5. General advice for marking Section C is given at the beginning of that section below.

Sections A and B

Listening and Reading Assessment – mark allocation

Marks	AO1	AO2	Total marks
Section A - Listening	18		18
Section B - Reading		10	10
Total	18	10	28

Section A - Listening (18 total marks)

Question 1

Transcript 1

- Journaliste : La voix de tes parents retentit : « Tu as fait tes devoirs ? » . Et c'est reparti pour une heure de boulot... Mais ça, c'était avant la rentrée 2017. En effet, vendredi dernier, le ministre de l'Éducation nationale, Valérie Marty, a annoncé la fin prochaine des devoirs chez soi.
- Valérie Marty : Les devoirs ne seront pas supprimés mais réalisés dans l'établissement, afin de réduire les inégalités qui peuvent exister entre les familles et avoir du temps heureux en famille.
- Journaliste : Ce système prendrait effet début septembre. Par exemple au collège, cela peut prendre la forme d'études dirigées de 16h à 18h le soir. Dans tous les collèges, la principale motivation est de donner les mêmes chances à tous les élèves. Valérie Marty ajoute...
- Valérie Marty : Les deux parents travaillant, ça devient de plus en plus difficile pour les familles de faire les devoirs avec leurs enfants. Offrir des devoirs encadrés, c'est une bonne chose.

Question 1 – Answers

Écoutez le podcast et faites l'exercice suivant. Choisissez la phrase correcte et cochez la bonne case.

[8]

1. Avant septembre 2017 on faisait

(a) soixante minutes de devoirs.

☒

(b) rarement les devoirs.

☐

(c) des devoirs au boulot.

☐

2. Le ministre a annoncé la suppression des devoirs

(a) au collège.

☐

(b) à la maison.

☒

(c) en France.

☐

3. On veut diminuer

(a) le temps passé en famille.

☐

(b) les loisirs.

☐

(c) les différences sociales.

☒

4. Cette initiative va commencer

(a) à partir de septembre.

☒

(b) après septembre.

☐

(c) le 16 septembre.

☐

5. Les études dirigées dureront

(a) six heures.

☐

(b) deux heures.

☒

(c) dix-huit heures.

☐

6. La motivation est de traiter de la même façon

(a) tous les jeunes.

☒

(b) tous les parents.

☐

(c) tous les professeurs.

☐

7. Pour les parents, compléter les devoirs à la maison est

(a) plus facile.

☐

(b) moins facile.

☒

(c) plus important.

☐

8. Les devoirs surveillés au collège sont

(a) un problème.

☐

(b) un inconvénient.

☐

(c) un avantage.

☒

Question 2

Transcript 2

Journaliste : Quelle est l'importance du créole ?

Joël : Le créole haïtien, c'est une langue que je continue à découvrir. Je suis né à Montréal, le français y est donc important parce que nous sommes au Québec. L'anglais quant à elle est la langue internationale, mais je considère que le créole doit continuer à avoir sa place dans nos familles.

Journaliste : Quelles sont les origines de cette langue ?

Joël : Né au dix-huitième siècle, le créole haïtien est membre du groupe de langues créoles dont la base est le français.

Journaliste : Où parle-t-on le créole ?

Joël : Beaucoup d'îles antillaises parlent le créole comme la Guadeloupe et la Martinique.

Journaliste : Et à la maison ?

Joël : Mes parents me parlaient en créole. Je comprenais ce qu'ils me disaient. Par contre pour répondre j'avais des difficultés.

Journaliste : Et vos enfants ?

Joël : Il faut qu'ils sachent parler le créole. Je veux qu'ils le connaissent comme partie intégrante de leur culture. Je trouve que c'est important de transmettre la langue.

Journaliste : Où peut-on apprendre le créole ?

Joël : Il n'est jamais trop tard pour apprendre le créole haïtien, il y a de tout sur Internet, et vous trouverez certainement des personnes qui donnent des bases. Enfin le prochain défi, ça sera de pouvoir l'écrire de la bonne façon.

Question 2 – Answers

Écoutez cette interview et faites l'exercice suivant. Indiquez si les phrases sont vraies (V) ou fausses (F). Corrigez les phrases fausses **en français**.

[10]

1 mark awarded for each correct answer - marks will not be awarded for answers lifted straight from the transcript.

N.B Remember that, when correcting a false statement, it is not sufficient to simply negate the statement given. You should use your own words as far as possible and you may use words **(but not whole sentences)** that you hear in the recording.

	V	F
(a) Joël parle le créole d'Haïti.	☒	☐
Correction si nécessaire		
(b) Il est né en Angleterre.	☐	☒
Correction si nécessaire au Québec/à Montréal/au Canada		
(c) Le créole manque d'importance dans la famille.	☐	☒
Correction si nécessaire a de l'importance/est important/a une place/a sa place/doit continuer à avoir de l'importance		
(d) Le créole vient de la langue française.	☒	☐
Correction si nécessaire		
(e) On parle le créole dans les Antilles françaises.	☒	☐
Correction si nécessaire		
(f) Chez lui sa compréhension de la langue était mauvaise.	☐	☒
Correction si nécessaire Il comprenait bien/sa compréhension était bonne		

(g) Il répondait aisément à ses parents.

☐☒

Correction si nécessaire

avec difficulté/difficilement

(h) Ses enfants parleront le créole aussi.

☒☐

Correction si nécessaire

(i) On peut commencer à apprendre cette langue en ligne.

☒☐

Correction si nécessaire

(j) À l'avenir Joël voudra seulement parler le créole.

☐☒

Correction si nécessaire

écrire le créole aussi/l'écrire/apprendre l'écriture

Section B - Reading (10 total marks)

Question 3 – Answers

Lisez cet article publié par *France 24*. Cochez les fins de phrase (a), (b), ou (c) pour faire un résumé. [5]

Dix ans après la signature d'un contrat entre la France et les Émirats arabes unis, le Louvre d'Abu Dhabi va enfin ouvrir ses portes le 11 novembre. Présenté vendredi 22 septembre à la presse depuis le Louvre à Paris, le « *Musée Universel* » sera inauguré le 9 novembre – en présence d'Emmanuel Macron.

Il a fallu convaincre les sceptiques – dont l'ex-président du Louvre, qui a refusé de défendre le projet.

Les objectifs étaient de faire d'Abu Dhabi la place culturelle de demain et susciter un échange des cultures, mais aussi servir le prestige de la France dans une région stratégique et doper les finances du Louvre. Il symbolisera la vision d'une nation ouverte et tolérante.

L'Émirat versera des millions d'euros : quatre cent millions ont été négociés pour l'utilisation de la marque « *Louvre* » pour 30 ans.

L'architecte français Jean Nouvel a dû s'adapter aux contraintes du golfe Persique, où il y fait plus de 40 degrés, pour bâtir ce musée ; un chantier qui a mobilisé 5 000 ouvriers.

Pour l'exposition inaugurale, le tableau intitulé « *La Belle Ferronnière* », de Léonard de Vinci, emprunté au Louvre, côtoiera un autoportrait de Van Gogh. Le Louvre et les autres musées prêteront en moyenne 300 œuvres par an jusqu'en 2026.

1. Le musée d'Abu Dhabi sera ouvert au public

- | | | |
|-----|-----------------|-------------------------------------|
| (a) | dans dix ans. | ☐ |
| (b) | le 9 novembre. | ☐ |
| (c) | le 11 novembre. | ☒ |

2. L'un des buts était

- | | | |
|-----|---------------------------------|-------------------------------------|
| (a) | la collaboration culturelle. | ☒ |
| (b) | la tolérance de la France. | ☐ |
| (c) | la fermeture du Louvre à Paris. | ☐ |

3. Abu Dhabi payera une grosse somme pour

(a) l'usage de la marque « *Louvre* » . ☒

(b) la construction du musée. ☐

(c) les ouvriers du chantier. ☐

4. Dans le golfe Persique, on a dû faire face

(a) à un architecte exigeant. ☐

(b) à des ouvriers difficiles. ☐

(c) à des conditions difficiles. ☒

5. Le Louvre à Abu Dhabi

(a) achètera des tableaux connus. ☐

(b) empruntera des œuvres célèbres. ☒

(c) vendra un tableau de Van Gogh. ☐

Question 4 - Answers

[5]

1 mark for each correct answer

- Mon **(1) pays** c'est le Rwanda ! Là, devant toi. Le Rwanda. Je suis une réfugiée. C'est ce que j'ai toujours été aux yeux des Burundais. Alors laisse-moi penser ce que je veux du Burundi !
- Écoute, ma chérie, a dit Papa d'un ton qui se voulait apaisant. Regarde autour de toi. On vit dans de belles maisons, on a des domestiques, de l'espace pour les enfants, un **(2) bon** climat, les affaires ne marchent pas trop mal pour nous. Tu n'auras jamais tout ce luxe en Europe. Crois-moi ! C'est très loin d'être le paradis que tu imagines. Pourquoi penses-tu que je **(3) construis** ma vie ici depuis vingt ans ? Ici, nous sommes des privilégiés. Là-bas, nous ne serons personne.
- Tu causes, mais je connais l'envers du décor, ici. Tu as fui la quiétude de ta France pour trouver l'aventure en Afrique. Moi je cherche la **(4) sécurité**, le confort d'élever mes enfants dans un pays où l'on ne craint pas de **(5) mourir** parce qu'on est différent.

Je ne connaîtrai jamais les véritables raisons de la séparation soudaine de mes parents. Papa était un petit Français, arrivé en Afrique par hasard pour effectuer son service civil ; il venait d'un village niché dans les montagnes, qui ressemblait étrangement au paysage du Burundi. Quant à maman, petit à petit, elle perdait tout espoir de survivre à cette guerre insensée. En dépit de leur amour, ils ne pouvaient plus partager leurs rêves, simplement leurs illusions.

bon	commence	construis	dans
froid	maladie	mauvais	mordre
mourir	pays	peur	pré
sécurité	tuer	vert	village

Section C - Translation (20 total marks)

Question 5

[20]

Original Text:

1) Je ne connaîtrai jamais les véritables raisons de la séparation soudaine de mes parents.//
2) Papa était un petit Français, arrivé en Afrique par hasard pour effectuer son service
civil ;// 3) il venait d'un village niché dans les montagnes, qui ressemblait étrangement au
paysage du Burundi.// 4) Quant à maman, petit à petit, elle perdait tout espoir de survivre à
cette guerre insensée.// 5) En dépit de leur amour, ils ne pouvaient plus partager leurs
rêves, simplement leurs illusions.//

The translation from **French into English** is marked according to **AO2**. The translation is divided into 5 parts of similar complexity. You will mark each one of the 5 parts on a scale of 0-4 using the descriptors below as a guide to determine which mark should be awarded for each section. You will mark positively. The overall mark will be the addition of the total marks for each of the 5 parts to give a total out of 20.

Marks	AO2 Understand and respond in writing to written language drawn from a variety of sources
4	Very good responses, demonstrating a very good understanding of the lexis and idiom of the language of study.
3	Good responses, demonstrating a good understanding of the lexis and idiom of the language of study.
2	Some good responses, demonstrating a degree of understanding of the lexis and idiom of the language of study.
1	Limited response, general lack of understanding of the lexis and idiom of the language of study.
0	Nothing of value.

The version provided below is a suggestion and any reasonable alternative which conveys the same meaning is acceptable. Valid alternatives will be discussed at the examiners' conference. NO French words allowed.

- Mis-spelling in English is acceptable if it doesn't lead to ambiguity.
- Candidates may write variants on the acceptable alternatives listed below and these should be considered as acceptable if they convey the same intended meaning.
- The translation should be deemed successful if an English speaker could understand the translation without understanding the text in its original language.

Original text	Translation into the language of study	Acceptable alternatives	Unacceptable
1) Je ne connaîtrai jamais les véritables raisons de la séparation soudaine de mes parents.	I will never know the real reasons for my parents' sudden separation.	understand true/actual/genuine/ correct parents' splitting up suddenly/unexpectedly	Incorrect tense different/varying/various/ valid/full/truthful/veritable
2) Papa était un petit Français, arrivé en Afrique par hasard pour effectuer son service civil ;	Daddy was a little Frenchman, who came to Africa by chance to complete his civic service;	Dad/Papa/Father young Frenchman who arrived/ended up by accident/randomly/ who happened to arrive to carry out/do/ undertake civilian service/national service	Incorrect tense French hazard/by mistake/ danger/warning civil service effect/affect
3) il venait d'un village niché dans les montagnes, qui ressemblait étrangement au paysage du Burundi.	he came from a village nestled in the mountains which strangely resembled the Burundi landscape.	he was from place hidden/nested which was oddly like/ weirdly looked like the landscape/countryside/ scenery/terrain in/of Burundi	Incorrect tense huddled/secluded niche/dog kennel strange/strangeness country/passage
4) Quant à maman, petit à petit, elle perdait tout espoir de survivre à cette guerre insensée.	As for mum, she was gradually losing all hope of surviving this senseless war.	Whereas/When it came/comes to/ Regarding/In mum's case/In terms of little by little/gradually/ slowly/bit by bit/ progressively/day by day mad/crazy/insane/ nonsensical/meaningless	Incorrect tense In mum's opinion/When mum sensible/sensitive/ incensed pointless/stupid
5) En dépit de leur amour, ils ne pouvaient plus partager leurs rêves, simplement leurs illusions.	Despite their love, they could no longer share their dreams, only their illusions.	In spite of they were no longer able to/any longer/any more just/simply	Incorrect tense In despite of follow their dreams

Section D - Critical Response in Writing (36 total marks)

General Advice for Examiners

The candidate is required to answer **one** question on one film he/she has studied for AS. The skills assessed on this paper are AO3 and AO4. For AO3 the candidate must demonstrate that he/she is able to manipulate French accurately in written forms, using a wide range of lexis and structure. For AO4 the candidate must show knowledge and understanding of, and respond critically to, different aspects of the culture and society of countries or communities where French is spoken. AO4 will be in the context of the film studied. There are two marking grids; one for AO3 and one for AO4. You will apply the mark scheme as set out in the marking grids. To select the appropriate band and mark you must do the following.

Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. You should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied. This is done as a two stage process.

Stage 1 – Deciding on the band

When deciding on a band for each assessment objective, the answer should be viewed holistically. Beginning at the lowest band, you should look at the learner's answer and check whether it matches the descriptor for that band. You should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, you should move up to the next band and repeat this process for each band until the descriptor matches the answer. If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. You should not seek to penalise candidates as a result of small omissions in minor areas of an answer.

Stage 2 – Deciding on the mark

Once the band has been decided, you can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. You will then receive examples of answers that have been awarded a mark by the Principal Examiner. You should mark the examples and compare their marks with those of the Principal Examiner. When marking, you can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. You are reminded of the need to revisit the answer as you apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

For AO4 a successful critical response is one which will clearly demonstrate that the candidate is able to present and justify points of view, develop arguments and draw conclusions based on understanding. At AS, knowledge and understanding of the work must include a critical response to aspects such as structure of the plot, characterisation, and use of imagery or other stylistic features, as appropriate to the work studied.

The approximate number of words advised for the essay is 300. Responses which exceed the guidance must not be penalised and reward must be given for all valid responses. The candidate is expected to spend approximately 1 hour on the essay. It is content which will determine whether a candidate has written enough to access the full mark scheme and not the number of words. Additional notes are provided with the mark scheme but they are not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a candidate need not cover all of the points mentioned in the indicative content or the scaffolding provided in the question paper but must meet the requirements of the highest mark band. Where a response is not creditworthy, that is, contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

When marking you should have the titles to hand as the questions require the candidate to deal with a specific idea or ideas. The candidate is expected to answer the questions as set and not provide a **general** comment on the subject matter as a whole. If a candidate adopts a broad-brush approach he/she will be unlikely to focus on the questions as set, leading to digression and irrelevance.

Mark scheme

One question marked out of 36.

For the essay the marks are divided as follows between the two assessment objectives; AO3 and AO4.

Task	AO3	AO4	Total marks
Essay	24	12	36

Section D - Critical Response in Writing – (36 marks in total)

AO3 marking grid (24 marks)

Marks	AO3: manipulate the language accurately, in written form, using a range of lexis and structure
21-24	• Very good manipulation of the language of study. High level of accuracy with very few or no errors, using a wide range of lexis and structure • Very good use of language appropriate to the theme
17-20	• Good manipulation of the language of study. Good level of accuracy with a few errors which don't impede understanding. Good range of lexis and structure • Good use of language appropriate to the theme
13-16	• Sound manipulation of the language of study. Sound level of accuracy with some errors which don't impede understanding. Sound range of lexis and structure • Sound evidence of language appropriate to the theme
9-12	• Fair manipulation of the language of study. Fair level of accuracy but with some errors which impede understanding. Fair range of lexis and structure • Fair evidence of language appropriate to the theme
5-8	• Some signs of manipulation of the language of study. Some accurate language but with frequent errors which impede understanding. Some evidence of lexis and structure • Some use of language appropriate to the theme
1-4	• Limited manipulation of the language of study. Limited level of accuracy with very few correct patterns and features of the language of study. Limited range of lexis and structure • Limited use of language appropriate to the theme
0	• Nothing of value

AO4 marking grid (12 marks)

Marks	AO4: show knowledge and understanding of, and respond critically to, different aspects of the culture and society of the countries or communities where the language is spoken
10-12	• Very good knowledge of different aspects of the culture and society of France and French-speaking countries and communities appropriate to the question set • Arguments developed and justified and conclusions drawn with appropriate evidence from the source material
7-9	• Good knowledge of different aspects of the culture and society of France and French-speaking countries and communities generally appropriate to the question set • Arguments are not fully developed or justified by evidence from the source material
4-6	• Limited knowledge of different aspects of the culture and society of France and French-speaking countries and communities and not always relevant to the question set • Response is descriptive rather than critical
1-3	• Very limited knowledge of different aspects of the culture and society of France and French-speaking countries and communities and generally inappropriate to the question set • Response is fragmentary. No critical appreciation
0	• Nothing of value

Question 6

Additional Notes

Répondez à **une** question **(a)** ou **(b)**. Écrivez environ 300 mots **en français**.
Il y a 3 points de départ pour chaque question que vous pourriez utiliser mais ce n'est pas obligatoire.

1. Jean-Pierre Jeunet : *Un long dimanche de fiançailles*

(a) Comment le film représente-t-il les femmes ?

Vous pourriez inclure les trois points suivants :

- Mathilde
- Tina Lombardi
- Élodie Gordès

In response to the essay question the candidate may consider:

- the similarities between the female characters
- the differences that set them apart
- their attitude towards men/war/loss
- their importance in the film.

The above points are **suggestions** only and are **not exhaustive**. Look for and reward **all relevant points** argued by the candidate.

Ou

(b) Expliquez le courage des hommes.

Vous pourriez inclure les trois points suivants :

- Manech
- Benoît Notre-Dame
- Ange Bassignano

In response to the essay question the candidate may consider:

- the comradeship
- the difficult conditions
- the allegations of self-harm
- the escape and survival.

The above points are **suggestions** only and are **not exhaustive**. Look for and reward **all relevant points** argued by the candidate

2. Aki Kaurismäki : *Le Havre*

(a) Quel est l'impact d'Idrissa sur la communauté ?

Vous pourriez inclure les trois points suivants :

- Marcel/Arletty
- le « *quartier* »
- les autorités

In response to the essay question the candidate may consider:

- his life gives Marcel and Arletty a purpose
- the mutual love and care
- the help and solidarity from the "*quartier*"
- the police's reaction.

The above points are **suggestions** only and are **not exhaustive**. Look for and reward **all relevant points** argued by the candidate.

Ou

(b) Marcel est-il un Français typique d'aujourd'hui ?

Vous pourriez inclure les trois points suivants :

- sa vie de famille
- son travail
- ses valeurs

In response to the essay question the candidate may consider:

- his simple and frugal life
- his unusual occupation
- the setting and scenery from a bygone era
- his traditional values.

The above points are **suggestions** only and are **not exhaustive**. Look for and reward **all relevant points** argued by the candidate.

3. **Laurent Cantet : *La classe (Entre les murs)***

(a) Monsieur Marin est-il un professeur consciencieux ?

Vous pourriez inclure les trois points suivants :

- le comportement des élèves
- Wei/Henriette
- son utilisation de la langue

In response to the essay question the candidate may consider:

- the attitude and behaviour of dominant pupils in class
- the neglect of quieter pupils
- the use of language to antagonise
- his occupation as a vocation.

The above points are **suggestions** only and are **not exhaustive**. Look for and reward **all relevant points** argued by the candidate.

Ou

(b) Expliquez l'influence des élèves dans le film.

Vous pourriez inclure les trois points suivants :

- François Marin
- les élèves entre eux
- l'atmosphère en classe

In response to the essay question the candidate may consider:

- the pupils who influence François Marin's behaviour
- the dynamics between pupils
- the teacher-pupils dynamics
- the pupils who have no immediate influence.

The above points are **suggestions** only and are **not exhaustive**. Look for and reward **all relevant points** argued by the candidate.

4. Roselyne Bosch : *La Rafle*

(a) Expliquez l'attitude des adultes dans le film.

Vous pourriez inclure les trois points suivants :

- les parents
- les gens du quartier
- les autorités

In response to the essay question the candidate may consider:

- the disbelief of some parents
- the attitude of the shopkeepers
- the attitude of neighbours/priest/nurses
- the attitude of the police/government.

The above points are **suggestions** only and are **not exhaustive**. Look for and reward **all relevant points** argued by the candidate.

Ou

(b) Comment l'innocence est-elle représentée dans le film ?

Vous pourriez inclure les trois points suivants :

- au début à Montmartre
- au Vél' d'Hiv
- dans le camp

In response to the essay question the candidate may consider:

- the children's innocence
- their gradual loss of innocence
- the harsh reality of the camp
- the need to grow up rapidly.

The above points are **suggestions** only and are **not exhaustive**. Look for and reward **all relevant points** argued by the candidate.