



*Rewarding Learning*

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

---

**French**

Assessment Unit A2 3

*assessing*

Extended Writing

**[AFR31]**

---

**Assessment**

**MARK  
SCHEME**

## **General Marking Instructions**

### ***Introduction***

The main purpose of this mark scheme is to ensure that CCEA Assessment Resources are marked accurately, consistently and fairly. The mark scheme provides teachers 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 CCEA Assessment Resources, teachers 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.

### ***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, teachers are expected to use their professional judgement to assess the validity of answers.

### ***Positive marking***

Teachers 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. Teachers 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.

### ***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.

### ***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, teachers 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, teachers are expected to use their professional judgement.

The following guidance is provided to assist teachers.

- **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.

## Assessment Objectives

At A2 level, while knowledge and understanding of the text is expected, there is more emphasis on an ability to analyse and develop a critical argument in response to the question. At this level, a lack of analysis would normally serve as an indicator of a weak or average performance. The main expectation will be on the student's ability to show that, in addition to knowing and fully understanding the text, they are able to formulate a critical response to it.

In this paper the assessment objectives are intended to assess discrete but related aspects of the response. AO3 is usually straightforward in its focus on the level and correctness of the language used. Differentiation between AO2 and AO4 requires more subtlety. AO2 assesses how well the student has understood and responded to the question, with good evidence of analytical skills. The structure of the response is key to showing that understanding and articulating a persuasive response. This assessment objective focuses very clearly on how effectively the candidate has answered the question asked. AO4 assesses how well the student has supported that answer with detailed and accurate reference to the text in a way that relates to the question asked. Inclusion of knowledge of the text that is not directly related or required by the question should not attract marks.

### A2 3 Extended Writing

#### Target Assessment Objective AO2

<b>Bands</b>	<b>AO2 Performance Descriptors Understanding</b>	<b>Marks</b>
5	The candidate demonstrates an excellent understanding of the requirements of the question. The question is addressed appropriately and coherently with minimum repetition and no irrelevant material. There is very good evidence of analysis.	[29]–[35]
4	The candidate shows a very good understanding of the requirements of the question. The question is addressed appropriately and coherently. There is good evidence of analysis.	[22]–[28]
3	The candidate shows good understanding of the requirements of the question. The response may be of a general nature, lacking structure or uneven.	[15]–[21]
2	The candidate shows quite limited understanding of the requirements of the question. The response may be unstructured or inconsistent.	[8]–[14]
1	The candidate shows very limited understanding of the requirements of the question. Very little relevant information is given.	[1]–[7]
0	No valid response/incorrect/inappropriate/not worthy of credit.	[0]

## Target Assessment Objective AO4

<b>Bands</b>	<b>AO4 Performance Descriptors Knowledge</b>	<b>Marks</b>
5	The candidate demonstrates an excellent knowledge of the text studied, focusing appropriately on key aspects of the question. Detailed knowledge, views, arguments and insights are presented clearly.	[17]–[20]
4	The candidate shows a very good knowledge of the text studied, focusing appropriately on certain key aspects of the question.	[13]–[16]
3	The candidate shows good knowledge of the text studied and is able to focus on some aspects of the question.	[9]–[12]
2	The candidate shows quite limited knowledge of the text studied. There may be a lack of focus on key aspects of the question. Information given may be generally vague.	[5]–[8]
1	The candidate shows very limited knowledge of the text studied. Little relevant information is given.	[1]–[4]
0	No valid response/incorrect/inappropriate/not worthy of credit.	[0]

## Target Assessment Objective AO3

<b>Bands</b>	<b>AO3 Performance Descriptors Target Language</b>	<b>Marks</b>
5	Excellent command of language with frequent examples of accurate and complex structures appropriate to this level. Examples of idiomatic language evident. Some errors but only where more complex language is used.	[17]–[20]
4	Very good, clear, well structured language much in evidence. Few basic errors and some use of more complex idiom and structures evident.	[13]–[16]
3	Good control of basic grammar and structures evident. Generally characterised by some lack of complex language and quite limited vocabulary with frequent misspellings. There may be some use of anglicised forms.	[9]–[12]
2	Frequent errors and inconsistent control of basic grammar and structures. Generally has difficulty with basic vocabulary and may revert to use of anglicised forms or English words. Quite limited.	[5]–[8]
1	Predominance of grammatical and lexical errors that inhibit communication. Very limited command of idiom and vocabulary. Regular misspellings. Gaps and use of English common. Very limited.	[1]–[4]
0	No valid response/incorrect/inappropriate/not worthy of credit.	[0]

	<b>AVAILABLE MARKS</b>
<b>AO2</b>	35
<b>AO4</b>	20
<b>AO3</b>	20
<b>Total</b>	<b>75</b>

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

## **Indicative Content**

The indicative content is in no way to be used as a means of grading the essay. These suggestions are presented as possible responses and have been drawn up by a team of examiners. Essays should be graded using the three grids for the three Assessment Objectives. The indicative content is offered as support for teachers and can be used when preparing for future examinations or mock examinations. In other words, a response should not be 'marked down' for not having all of these suggested points.

The indicative content is suggestive and not prescriptive nor exhaustive. Alternative content may be acceptable if it is appropriate to the question asked and leads to a well-structured and coherent response and if it is grounded in pertinent textual reference (AO4). Grounding points in the text may be by direct quotation, paraphrase or specific allusion. This should be done clearly and accurately so that the teacher can easily see where the text supports the point being made.

There is no word limit, however, if candidates write an excessive amount, they may lose marks because they may include irrelevant material and make more grammatical errors.

For further information, please refer to the advice and guidance given in The Chief Examiner's Report.

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

### **1 Mauriac: *Thérèse Desqueyroux***

#### **(a) Analysez les difficultés de Thérèse à communiquer avec Bernard.**

##### **deux personnalités opposées**

- des goûts et des intérêts différents
- la question de la famille
- l'attitude envers la religion

##### **le manque d'amour**

- l'échec de leur nuit de noce
- Thérèse et le refus de la maternité
- son dégoût grandissant envers Bernard

##### **l'absence de dialogue**

- l'absence de communication et de disputes
- Thérèse s'enfermant dans le silence
- l'égoïsme de Thérèse s'occupant toute entière et son indifférence

##### **l'incapacité de Thérèse à communiquer**

- ses moqueries
- ses masques et la dissimulation de ses sentiments
- son incapacité à expliquer son crime et à répondre aux questions de Bernard

ou

(b) Analysez le rôle joué par Jean Azévédo dans *Thérèse Desqueyroux*.

**ses rapports avec Anne**

Anne et la découverte de l'amour et de la sexualité  
la jalousie de Thérèse  
son arrogance prétentieuse: Jean avec les sentiments d'Anne

**la rencontre avec Thérèse**

une fenêtre ouverte sur un autre monde  
Thérèse éblouie par sa conversation intellectuelle  
la tentation de la philosophie d'être fidèle à soi-même

**le départ de Jean**

Thérèse replongée dans le silence  
le retour d'Anne et sa révolte contre sa famille  
les accusations d'Anne contre Thérèse et la fin de leur amitié

**le contraste entre Jean et Bernard**

Bernard, le paysan aux manières frustes  
Jean représentant l'élite parisienne dont rêve Thérèse  
l'insatisfaction grandissante et le crime de Thérèse



## 2 Pagnol: *La Gloire de mon père*

### (a) Considérez l'importance des vacances pour la famille de Marcel.

#### **un événement important dans la vie de la famille**

l'émerveillement des enfants à l'annonce des vacances  
les préparatifs : les meubles, les vêtements  
l'organisation du déménagement  
l'impatience grandissante des enfants

#### **la famille**

les valeurs simples de la famille  
la villa louée et partagée avec l'oncle Jules et la tante Rose  
les rapports entre les adultes et les enfants

#### **la nature**

la découverte de la nature provençale : un émerveillement pour tous  
le jardin et les études entomologiques

#### **la chasse**

la rivalité entre Jules et Joseph  
les bartavelles  
l'évolution de Marcel

ou

### (b) Considérez comment la famille Pagnol représente la famille traditionnelle.

#### **le rôle de Joseph**

le rôle traditionnel du chef de famille  
son amour et sa compréhension envers ses enfants  
l'enseignant et l'éducateur

#### **le rôle d'Augustine**

le rôle traditionnel de la mère au foyer  
sa douceur et sa fragilité  
son attitude envers ses enfants et leur éducation

#### **les enfants**

les sentiments de Marcel envers ses parents  
les jeux d'enfant  
la naïveté innocente des enfants

#### **les valeurs**

les valeurs traditionnelles sur l'éducation des enfants  
les plaisirs simples  
les vacances en famille

### 3 Prévert: *A selection of poems*

- (a) **Considérez comment Prévert présente différents aspects du monde de l'enfance dans sa poésie.**

**Illustrez votre réponse d'au moins trois poèmes.**

#### **l'école**

les bons et les mauvais élèves dans *Le Cancre*

les maîtres dans *Le Cancre* ou *Page d'écriture*

les méthodes pédagogiques dans *Le Cancre* ou *Page d'écriture*

#### **le monde des enfants**

l'imagination des enfants et les métamorphoses dans *Page d'écriture*

le monde merveilleux dans *En sortant de l'école*

l'opposition entre le monde des enfants et des adultes dans *A Paris*

#### **le rire et les jeux**

le fou rire dans *Le Cancre*

les rondes des petites filles dans *Chanson des sardinières*

l'aventure dans *En sortant de l'école*

#### **la sympathie de Prévert envers l'enfance déshéritée**

sa sympathie envers *Le Cancre*

sa pitié pour le destin des petites filles dans *Chanson des sardinières*

son indignation envers les adultes dans *Chasse à l'enfant*

ou

- (b) **Analysez différentes caractéristiques du style de Prévert dans sa poésie.**

**Illustrez votre réponse d'au moins trois poèmes.**

#### **l'apparente simplicité**

les vers libres

la simplicité du vocabulaire, de la grammaire et de la syntaxe

les expressions familières dans *Jour de fête*

le passé composé dans *Déjeuner du matin* ou *En sortant de l'école*

#### **l'absence de ponctuation**

la fluidité de la pensée ininterrompue

des poèmes faits pour être dits et entendus plutôt que lus

#### **le français parlé**

les conversations avec questions et réponses dans *Familiale*

les exclamations dans *Chasse à l'enfant*

l'utilisation de l'impératif dans *Chanson des sardinières* ou *Barbara*

le tutoiement dans *Barbara*

#### **la musicalité**

les répétitions dans *Familiale*, *Page d'écriture* ou *Evénements*

les nombreux poèmes mis en musique

#### 4 Sartre: *Les Mains sales*

##### (a) Considérez l'influence de sa classe sociale sur Hugo.

###### **une famille et une éducation bourgeoises**

une enfance aisée mais malheureuse  
les études universitaires: ses idéaux de jeune intellectuel

###### **le rejet de sa classe**

Hugo témoin des inégalités sociales: le jeune enfant obligé de manger sans faim  
le dégoût du mensonge pratiqué par les membres de sa classe  
son enthousiasme révolutionnaire et son entrée au parti prolétarien

###### **son attachement à son passé**

son incapacité à se débarrasser de son passé : les photos de son enfance  
son goût pour la lecture et la poésie  
sa façon de parler et le vouvoiement  
le confort grâce à l'argent de Jessica

###### **sa place dans le parti**

ses difficultés à se faire accepter  
l'attitude de Louis : un amateur sans aptitudes utiles  
l'antipathie de Georges et Slick

ou

##### (b) Considérez le rôle joué par Jessica dans *Les Mains sales*.

###### **sa classe sociale**

le rappel des origines bourgeoises de Hugo  
sa frivolité et son manque d'éducation politique  
son argent et le « luxe » de Hugo

###### **ses rapports avec Hugo**

les jeux et le côté infantile de Hugo  
le manque d'amour et de confiance  
le contraste avec Olga

###### **la protectrice de Hugo**

le revolver caché pendant la fouille; Jessica le faisant taire en l'encourageant à boire  
ses réactions quand Olga lance la bombe  
ses efforts pour convaincre Hugo de la justesse des idées de Hoederer

###### **l'ironie du sort**

Jessica prévenant Hoederer que Hugo est armé  
Jessica demandant à Hoederer d'aider Hugo  
le baiser et la réaction de Hugo se croyant trahi : un crime passionnel?