



Rewarding Learning

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

French

Assessment Unit AS 3

assessing

Extended Writing

[SFR31]

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 AS level the emphasis is much more on knowledge and understanding of the text/film. Analysis is not expected at this level but may serve as an indicator of an excellent performance. The main expectation will be on the student's ability to show that they know and fully understand the text/film and can express and justify opinions on the work.

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. Hence the emphasis in AO2 on 'question' and 'task'. 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/film in a way that relates to the question asked. Inclusion of knowledge of the text/film that is not directly related or required by the question should not attract marks.

AS 3 Extended Writing

Target Assessment Objective AO2

Band	AO2 Performance Descriptors Understanding	Marks
5	The candidate demonstrates an excellent understanding of the requirements of the question. The question is addressed appropriately and coherently with minimum repetition. Material relates very well to the task.	[29]–[35]
4	The candidate shows a very good understanding of the requirements of the question. The question is addressed appropriately and coherently. Material relates well to the task.	[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. Little relevant information is given.	[1]–[7]
0	No valid response/incorrect/inappropriate/not worthy of credit.	[0]

Target Assessment Objective AO4

Band	AO4 Performance Descriptors Knowledge	Marks
5	The candidate demonstrates an excellent knowledge of the film/text studied and is able to focus 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 film/text studied and is able to focus appropriately on certain key aspects of the question.	[13]–[16]
3	The candidate shows good knowledge of the film/text studied and is able to focus on some aspects of the question.	[9]–[12]
2	The candidate shows quite limited knowledge of the film/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 film/text studied. There may be a lack of focus on key aspects of the question. Little relevant information is given.	[1]–[4]
0	No valid response/incorrect/inappropriate/not worthy of credit.	[0]

Target Assessment Objective AO3

Band	AO3 Performance Descriptors Target Language	Marks
5	Excellent command of language with frequent examples of accurate and complex structures appropriate to AS 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]

	AVAILABLE MARKS
AO2	35
AO4	20
AO3	20
Total	75

Extended Writing: Indicative Content

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/film 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/film supports the point being made.

Key points to note:

- Candidates must address the three bullet points.
- There is no word limit, but 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.

1 Berri: *Manon des sources*

- (a) **Décrivez l'amour d'Ugolin pour Manon dans *Manon des sources*.
Mentionnez les points suivants:**

la première rencontre

la baignade de Manon
les réactions d'Ugolin
le besoin de trouver une femme

ses déclarations d'amour

les animaux laissés en cadeau
sa déclaration dans les collines
le ridicule de sa situation

son obsession

le ruban cousu sur sa poitrine
son remords face aux accusations de Manon
sa jalousie envers Bernard
son incapacité à vivre sans elle: sa lettre d'adieu et son suicide

ou

**(b) Décrivez l'attitude des villageois envers les Soubeyran.
Mentionnez les points suivants:**

le respect pour la famille Soubeyran

l'ancienneté du nom des Soubeyran
la plus grosse fortune de la région
le souci de ne pas les contrer

le silence complice

la mort suspecte de Pique-Bouffigue
le rejet de Jean, l'étranger
la source bouchée
le souci de ne pas se mêler d'une méchante affaire

le retournement contre les Soubeyran

les circonstances de ce retournement
les accusations de Manon
la vérité sur Jean, fils de Florette

2 Truffaut: *Les 400 coups*

- (a) **Présentez le personnage de René dans *Les 400 coups*.
Mentionnez les points suivants:**

sa famille

- une famille aisée
- le père joueur
- la mère alcoolique

ses activités avec Antoine

- son rôle de leader et de protecteur d'Antoine
- l'école buissonnière
- la petite délinquance
- le vol de la machine à écrire

l'importance de son amitié pour Antoine

- à l'école, unis contre Petite-Feuille et Mauricet
- l'aide apportée à Antoine pendant ses fugues
- la visite de René à la maison de redressement

ou

- (b) **Décrivez l'attitude d'Antoine envers sa mère.
Mentionnez les points suivants:**

le besoin d'être aimé

- la fascination pour les objets de sa mère
- son obéissance: le ménage et les courses
- son soutien quand M. Doinel la critique
- l'affirmation pleine de symbole que sa mère est morte

les secrets

- l'amant de Mme Doinel
- les silences entre Antoine et sa mère
- la composition de français

les révélations à la psychologue

- les problèmes d'argent et le vol du livre d'Antoine
- les mensonges d'Antoine face à l'incompréhension des adultes
- Mme Doinel ayant voulu avorter

3 Camus: *L'Étranger*

- (a) Décrivez l'attitude de Meursault pendant son procès.
Mentionnez les points suivants:

son détachement

son attitude de spectateur objectif
l'impression d'être étranger à son propre procès
son inattention

l'importance des sensations physiques

la chaleur étouffante
le bruit
sa fatigue et ses étourdissements

ses réactions face aux accusations

ses réactions aux témoignages du directeur et du concierge
ses critiques envers son avocat et la faiblesse de la défense
son objectivité face aux théories du procureur
l'envie de pleurer face à la haine du procureur et du public

ou

- (b) Décrivez la visite de l'aumônier à Meursault dans sa cellule.
Mentionnez les points suivants:

les circonstances de la visite

la visite au condamné à mort
les refus répétés de Meursault de voir l'aumônier
l'insistance de l'aumônier

les discours de l'aumônier

la question du péché
le repentir
la nécessité de se tourner vers Dieu

les réactions de Meursault

son manque d'intérêt
son refus d'admettre l'importance de Dieu
le visage de Marie et l'amour de la vie
l'explosion de colère et le rejet final

4 Vigan: *No et moi*

- (a) **Présentez les trois mères dans *No et moi*.
Mentionnez les points suivants:**

la mère de Lucas

une mère absente
Lucas laissé seul dans le grand appartement
l'argent remplaçant l'amour

la mère de No

le rejet de l'enfant née d'un viol
l'absence de tout contact physique
les reproches de son partenaire concernant son attitude envers No
la visite de No à Ivry

la mère de Lou

le deuil perpétuel et la dépression d'Anouk
Lou affirmant que sa mère ne l'aime plus
l'amour retrouvé après la fugue de Lou

ou

- (b) **Montrez ce qui sépare Lou et No dans *No et moi*.
Mentionnez les points suivants:**

l'expérience de la vie

la différence d'âge
l'éducation
la naïveté de Lou
la dureté de No

la famille

No abandonnée et seule
les parents de Lou et sa vie de famille

l'avenir

Lou retrouvant l'amour de sa mère et la stabilité familiale
l'impossibilité de sauver No de sa dérive
l'abandon de Lou à la gare
deux mondes différents et irréconciliables