



Rewarding Learning

**ADVANCED
General Certificate of Education
2024**

French

Assessment Unit A2 3

assessing

Extended Writing

[AFR31]

THURSDAY 20 JUNE, MORNING

**MARK
SCHEME**

General Marking Instructions

Introduction

The main purpose of the mark scheme is to ensure that examinations are marked accurately, consistently and fairly. The mark scheme provides examiners 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 examination papers, examiners 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 which is the age at which the majority of candidates sit their GCE examinations.

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, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners 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. Examiners 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 GCE candidate.

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.

Marking calculations

In marking answers involving calculations, examiners should apply the 'own figure rule' so that candidates are not penalised more than once for a computational error. To avoid a candidate being penalised, marks can be awarded where correct conclusions or inferences are made from their incorrect calculations.

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, examiners 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, examiners are expected to use their professional judgement.

The following guidance is provided to assist examiners.

- **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.

Quality of written communication

Quality of written communication (QWC) is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form in English. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

One strand of QWC will be assessed:

- ensuring that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear.

QWC will be assessed qualitatively and holistically and the standard required will be evident in the level banding marking criteria for each question.

Level 5: Quality of written communication is excellent.

Level 4: Quality of written communication is very good.

Level 3: Quality of written communication is good.

Level 2: Quality of written communication is quite good.

Level 1: Quality of written communication is weak.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

Level 5 (Excellent): Presentation, spelling, punctuation and grammar are excellent and meaning is very clear.

Level 4 (Very Good): Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Level 3 (Good): Presentation, spelling, punctuation and grammar are good and meaning is clear.

Level 2 (Quite Good): Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 1 (Weak): Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

A2 3 Extended Writing

Target Assessment Objective AO2

| Bands | 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 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

| Bands | AO4 Performance Descriptors Knowledge | Marks |
|-------|--|-----------|
| 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

| Bands | AO3 Performance Descriptors Target Language | Marks |
|--------------|--|--------------|
| 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] |

Marks for AO2 [35]

Marks for AO4 [20]

Marks for AO3 [20]

Total marks [75]

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 l'attitude d'Anne envers Thérèse dans *Thérèse Desqueyroux*.

leur enfance

- les vacances à Argelouse
- le manque d'intérêts communs
- la distance voulue par Anne

le mariage et l'amour

- la joie d'Anne le jour des noces de Thérèse
- les lettres envoyées à Thérèse pendant son voyage de noces

la trahison de Thérèse

- Anne cherchant du réconfort auprès de Thérèse et acceptant de partir
- la lettre envoyée à Anne
- le retour d'Anne et ses accusations contre Thérèse

Marie

- l'incompréhension d'Anne face à la froideur de Thérèse envers Marie
- la paix faite avec Thérèse par crainte de perdre Marie
- le dégoût d'Anne envers le manque d'amour maternel de Thérèse

ou

(b) Comparez et contrastez les personnages de Bernard et Jean dans *Thérèse Desqueyroux*.

leurs origines

- les Desqueyroux, famille de propriétaires terriens catholiques
- les Azévédo, famille de juifs d'origine portugaise

leur personnalité

- Bernard, paysan aux manières frustes
- la modération et l'humilité de Bernard
- Jean et la culture parisienne
- la volubilité et la vanité de Jean

leur intellect

- les idées simples de Bernard
- les conversations intellectuelles de Jean

leurs rapports avec Thérèse

- Bernard et son incapacité à comprendre Thérèse
- les flatteries de Jean et son rôle de catalyseur

2 Pagnol: *La Gloire de mon père*

(a) Analysez les rapports entre Marcel et les adultes dans *La Gloire de mon père*.

une famille étroitement unie

les jeudis et les dimanches avec sa tante Rose

les promenades au parc Borély

les vacances passées en famille

l'oncle Jules

la découverte du mensonge

les sentiments de Marcel à son égard

sa mère

sa tendresse envers elle

sa prévenance envers sa fragilité : l'épisode des chaussures

son désir de la protéger : l'épisode de la poudre

son père

son adoration pour son père

l'omniscience paternelle

l'épisode de la chasse et la découverte de son humanité

ou

(b) Considérez le rôle de Joseph en tant que père.

l'instituteur

sa passion pour les études

sa fierté quand Marcel sait lire

l'éducateur

la transmission des valeurs : un modèle de perfection pour Marcel

le bricolage et « l'intelligence des mains »

les jeux éducatifs

son amour pour ses enfants

la connivence entre Joseph et ses enfants

sa participation à leurs jeux

Joseph, héros imparfait

la révélation des faiblesses de Joseph avant la chasse

l'épisode de la photo et Joseph pris « en flagrant délit d'humanité »

Marcel sortant de l'enfance grâce aux imperfections de Joseph

3 Prévert: *A selection of poems*

- (a) **Considérez comment Prévert montre son amour pour la vie dans sa poésie. Mentionnez au moins trois poèmes.**

la joie de vivre des enfants

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

le jeu des enfants dans *Page d'écriture*

la beauté de la nature

la beauté des saisons dans *En sortant de l'école*

la beauté de la terre dans *Pater Noster*

la nature bienveillante dans *Chanson des escargots*

le bonheur de l'amour

l'éternité du baiser dans *Le Jardin*

la passion dans *Barbara*

sa révolte face à la mort et à la guerre

sa révolte contre le massacre dans *Tout s'en allait*

son horreur face aux parents indignes dans *Familiale*

sa tristesse devant la destruction de Brest et de l'amour dans *Barbara*

ou

- (b) **Considérez différents aspects de la sympathie de Prévert envers ceux qui souffrent. Mentionnez au moins trois poèmes.**

les enfants malheureux

sa sympathie pour les élèves face aux maîtres autoritaires

sa sympathie pour le mauvais élève dans *Le Cancre*

son indignation devant l'attitude des adultes dans *Chasse à l'enfant*

les victimes de l'injustice sociale

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

la misère de l'homme qui a faim dans *La grasse matinée*

les souffrances de l'amour

la souffrance de l'absence dans *On frappe*

le cœur blessé dans *Le tendre et dangereux visage de l'amour*

les victimes de la guerre

les soldats allant à la mort dans *Sur le champ*

la jeune fille poignardée dans *L'Ordre nouveau*

le fils mort à la guerre dans *Familiale*

4 Sartre: *Les Mains sales*

(a) Considérez les points communs et les différences entre Olga et Jessica dans *Les Mains sales*.

le point commun : Hugo

leur attitude envers lui : Hugo considéré comme un enfant par les deux
leurs sentiments contradictoires : amour ou manque d'amour

le besoin d'aider Hugo

l'éducation politique de Hugo faite par Olga
la bombe lancée par Olga pour sauver sa mission
Jessica face aux gardes-du-corps quand Hugo est ivre
Jessica allant trouver Hoederer pour tenter de sauver Hugo

leurs origines différentes

leur milieu social
leur éducation et leurs opinions

femme de tête contre femme de cœur

la frivolité de Jessica contre le sérieux d'Olga
leur attitude envers la politique
leur attitude envers la violence et l'assassinat politique

ou

(b) Analysez l'attitude de Hugo envers le mensonge et ses conséquences.

son horreur du mensonge

son idéalisme intransigeant
les mensonges dans sa famille
la révolte contre sa classe et son entrée au parti prolétarien

ses mensonges face à Hoederer

Hugo capable de mentir à Hoederer
les contradictions de sa fausse position chez Hoederer
la fouille et le revolver

ses idées fausses concernant le mensonge dans le Parti

sa réaction face à l'attitude de Hoederer envers le mensonge
son refus d'accepter l'existence du mensonge au sein du Parti
son refus de comprendre la nécessité de mentir en temps de guerre

la désillusion

la nouvelle ligne du Parti : les mensonges d'Olga et de Louis
le choix de Hugo de mourir pour sa vérité