



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2024**

French

Assessment Unit AS 3

assessing

Extended Writing

[SFR31]

WEDNESDAY 29 MAY, AFTERNOON

**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.

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]

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 Berri: *Manon des sources*

- (a) **Décrivez le thème de la sécheresse dans *Manon des sources*.
Mentionnez les points suivants :**

l'importance de l'eau pour les villageois

- la fontaine au centre du village
- l'eau, source de vie
- les cultures et la richesse

la réaction des villageois à la sécheresse

- la panique initiale
- la colère envers le maire et les autorités
- le recours à la religion

l'eau retrouvée

- les accusations du curé et la procession
- le miracle de l'eau retrouvée
- le pardon de Manon

ou

- (b) **Montrez l'importance de Manon dans la vie de César dans *Manon des sources*.
Mentionnez les points suivants :**

Manon et Ugolin

- l'importance de la descendance pour César et ses conseils à Ugolin
- l'amour impossible d'Ugolin pour Manon
- la mort de Jean et la haine de Manon envers les Soubeyran

la vengeance de Manon

- la source bouchée par Manon
- les accusations publiques contre César et Ugolin
- le suicide d'Ugolin et ses conséquences pour César

la descendance

- les révélations de Delphine
- les regrets de César et la lettre à Manon
- l'enfant de Manon

2 Truffaut: *Les 400 coups*

- (a) Décrivez l'attitude de sa mère envers Antoine dans *Les 400 coups*.
Mentionnez les points suivants :

la vie à la maison

l'appartement exigü et le manque d'espace à soi
le manque d'argent
les courses et les tâches ménagères

l'ambiguïté de son attitude

l'absence de sentiments maternels
l'alternance de moments de complicité et de rejet
les secrets et la composition de français

le rejet d'Antoine

Antoine, enfant non désiré
ses excuses face au juge pour enfants
sa visite à la maison de redressement et le rejet final

ou

- (b) Décrivez les expériences d'Antoine face au système répressif dans *Les 400 coups*.
Mentionnez les points suivants :

le commissariat

Antoine traité en délinquant
la cage grillagée et les prostituées
le fourgon et la prison

le tribunal pour enfants

les parents d'Antoine face au juge
le jugement du juge
le commentaire du juge et la responsabilité des parents

la maison de redressement

la sévérité de la discipline et des punitions
les questions de la psychologue
les tentatives d'évasion et la soif de liberté

3 Camus: *L'Étranger*

(a) Décrivez l'attitude de Marie envers Meursault dans *L'Étranger*.
Mentionnez les points suivants :

leur rencontre

les circonstances de leur rencontre
le bain et le cinéma
le début de leur liaison

ses sentiments envers Meursault

son attirance malgré la personnalité bizarre de Meursault
son amour pour Meursault
la question du mariage

son attitude après le meurtre de l'Arabe

sa visite à la prison et son optimisme forcé
sa lettre à Meursault
son témoignage au procès

ou

(b) Présentez les crimes reprochés à Meursault dans *L'Étranger*.
Mentionnez les points suivants :

son attitude envers sa mère

l'abandon de sa mère à l'asile
son attitude pendant la veillée et à l'enterrement
ses activités le lendemain de l'enterrement

son amitié avec Raymond

la mauvaise réputation de Raymond
son indifférence à la violence de Raymond envers sa maîtresse
la bagarre avec les Arabes

le meurtre de l'Arabe

les circonstances du meurtre
les quatre coups de feu supplémentaires
l'absence de remords

4 Vigan: *No et moi*

(a) Décrivez les difficultés des SDF dans *No et moi*.

Mentionnez les points suivants :

la vie quotidienne

l'ennui et l'errance
la faim et le froid
le réconfort du tabac et de l'alcool

les dangers

la violence physique et verbale
les vols
les conditions de vie dans les foyers

l'attitude de la société envers les SDF

l'indifférence et le fatalisme de la société
la mort de Mouloud
un monde à part et invisible

ou

(b) Montrez l'importance de Lucas dans la vie de Lou dans *No et moi*.

Mentionnez les points suivants :

l'école

la popularité de Lucas
le contraste entre l'élève précoce et le mauvais élève
leur amitié grandissante

Lucas, Lou et No

les trois amis
Lucas recueillant No pour aider Lou
les moments de bonheur partagés

ses sentiments envers Lou

la différence d'âge et le passage de l'enfance à l'adolescence
Lucas, le confident compréhensif de sa « Pépité »
le premier amour de Lou et le premier baiser