



**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2017**

French

Assessment Unit AS 3

assessing

Extended Writing

[SFR31]

MONDAY 12 JUNE, MORNING

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

The Purpose of Mark Schemes

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of students in schools and colleges.

The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes, therefore, are regarded as part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

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 la vengeance de Manon contre les villageois.
Mentionnez les points suivants:**

les causes de sa colère

- le complot contre son père
- la découverte du complot
- la responsabilité des Soubeyran et des villageois

la façon dont elle se venge

- la découverte de la source
- la source bouchée
- les conséquences pour le village
- les conséquences pour les Soubeyran

le pardon

- l'influence positive de Bernard
- le miracle de l'eau rendue au village
- le mariage de Manon et Bernard : la réconciliation avec les villageois

ou

- (b) Montrez l'importance de la famille pour César.
Mentionnez les points suivants:**

ses rapports avec Ugolin

- Ugolin, le dernier des Soubeyran
- les sentiments de César envers Ugolin
- ses réactions au suicide d'Ugolin

la descendance

- l'importance de la descendance pour César
- ses conseils pour qu'Ugolin trouve une femme
- son désir qu'Ugolin se marie et ait des enfants
- l'importance du nom des Soubeyran

Jean de Florette

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

2 Truffaut: *Les 400 coups*

- (a) Décrivez la vie d'Antoine chez ses parents.
Mentionnez les points suivants:

les conditions de vie

- l'appartement exigu
- le lit d'Antoine
- les travaux ménagers

l'attitude de son père envers lui

- la fausse complicité
- les disputes avec sa femme à cause d'Antoine
- le rejet d'Antoine, enfant illégitime

l'attitude de sa mère

- son attitude contradictoire envers Antoine
- le manque d'amour
- l'envie de se débarrasser d'Antoine
- le rejet final

ou

- (b) Présentez les difficultés d'Antoine à communiquer avec les adultes.
Mentionnez les points suivants:

ses difficultés à l'école

- le conflit avec Petite-Feuille
- le cancre et les punitions reçues
- le sentiment d'injustice face à l'accusation de plagiat

ses difficultés à la maison

- les difficultés à communiquer avec une mère égocentrique
- ses rapports avec son père
- la solitude de l'enfant illégitime et mal aimé

les mensonges

- l'exemple des mensonges de sa mère
- le guide Michelin
- l'affirmation que sa mère est morte

3 Camus: *L'Étranger*

- (a) Montrez l'importance de la nature dans la vie de Meursault.
Mentionnez les points suivants:

les plaisirs simples

l'influence positive de la nature sur Meursault
la plage et la natation
la contemplation du ciel le dimanche soir

l'enterrement de Mme Meursault

l'influence négative de la nature sur Meursault
la description du paysage
le soleil et la chaleur

le meurtre de l'Arabe

le même temps qu'à l'enterrement
le besoin de fraîcheur et le retour à la source
le rôle du soleil dans le meurtre de l'Arabe

ou

- (b) Montrez l'indifférence de Meursault envers les sentiments.
Mentionnez les points suivants:

ses rapports avec sa mère

le manque de communication
l'asile et les visites de plus en plus espacées
les réactions de Meursault à l'annonce de sa mort

son attitude envers l'amitié

l'attitude passive de Meursault face à l'amitié
ses réactions face à Salamano
son indifférence quand Raymond devient son copain

sa liaison avec Marie

le début de leur liaison
une relation physique
l'absence d'amour de la part de Meursault
le mariage, une question sans importance pour Meursault

3 Vigan: *No et moi*

- (a) Décrivez les rapports de Lou avec ses parents.
Mentionnez les points suivants:

le drame familial

- la mort de sa petite sœur Thaïs
- la dépression de sa mère
- les conséquences de cette dépression

ses rapports avec son père

- les efforts de son père pour assurer une vie de famille normale
- son soutien paternel face à l'absence d'intérêt de sa mère
- ses encouragements de sa curiosité intellectuelle

ses rapports avec sa mère

- le manque de tendresse de sa mère envers Lou
- l'épisode de la chute de vélo
- la solitude de Lou
- l'amour retrouvé

ou

- (b) Décrivez la vie de No dans la rue.
Mentionnez les points suivants:

les raisons pour lesquelles elle vit dans la rue

- le rejet par sa mère
- la mort de sa grand-mère
- la famille d'accueil et les fugues
- le manque de diplôme et l'impossibilité de trouver du travail

les difficultés des SDF

- le froid et la faim
- la violence physique et verbale
- le vol

les moyens de survivre

- le réconfort du tabac et de l'alcool
- les foyers d'accueil
- la soupe populaire