



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2018**

French

Assessment Unit AS 3

assessing

Extended Writing

[SFR31]

FRIDAY 8 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.

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]

AO2

AVAILABLE
MARKS

35

AO4

20

AO3

20

Total

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 différents aspects du suicide d'Ugolin.
Mentionnez les points suivants:**

la responsabilité de César

la source bouchée
les mauvais conseils

les causes de son suicide

les accusations de Manon
le repentir face à ces accusations
le bonheur impossible

les conséquences pour César

la mort du dernier des Soubeyran
la vieillesse solitaire : un homme brisé
le dégoût de la vie

ou

- (b) Décrivez différents aspects du thème de la religion dans *Manon des sources*.
Mentionnez les points suivants:**

les différentes attitudes des villageois envers l'Eglise

la division du village entre cléricaux et anticléricaux
la sécheresse et le recours à la religion en temps de crise
religion ou superstition

le Papet et la religion

l'absence de repentir face aux accusations du curé et de Manon
l'enterrement religieux pour Ugolin
sa confession avant de mourir et les derniers sacrements
le chapelet entre ses mains sur son lit de mort

la procession et le miracle

le sermon du curé : la punition divine
la présence de Manon à la procession
le « miracle » de l'eau retrouvée

2 Truffaut: *Les 400 coups*

- (a) Décrivez l'amitié entre Antoine et René dans *Les 400 coups*.
Mentionnez les points suivants:

l'école buissonnière

les escapades dans les rues de Paris
leurs jeux et leurs bêtises

la fugue d'Antoine

l'aide apportée par René
Antoine chez René
le vol de la machine à écrire

la force de leur amitié

Antoine et le besoin d'être compris
les efforts de René pour revoir Antoine à la maison de redressement
la solitude d'Antoine

ou

- (b) Décrivez le rôle de Monsieur Doinel dans *Les 400 coups*.
Mentionnez les points suivants:

ses rapports avec sa femme

les disputes et l'instabilité de la vie de la famille Doinel
un mari malheureux et trompé
l'époux d'une femme d'humeur imprévisible

ses rapports avec Antoine

le beau-père d'Antoine
sa gentillesse envers Antoine au début
ses colères contre Antoine : le guide Michelin, l'épisode du feu

son rejet d'Antoine

le vol de la machine à écrire
Antoine traîné au commissariat
l'abandon d'Antoine à la maison de redressement

3 Camus: *L'Étranger*

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

sa journée de travail

- un employé de bureau
- le manque d'informations précises sur son travail
- le déjeuner chez Céleste
- ses rapports avec son collègue Emmanuel

ses rapports avec son patron

- le vague sentiment de culpabilité de Meursault demandant un congé
- l'épisode de la serviette mouillée
- un employé consciencieux

l'offre de promotion

- le manque d'ambition de Meursault
- son refus d'une promotion à Paris
- les raisons de son refus

ou

- (b) Décrivez les accusations du procureur contre Meursault.
Mentionnez les points suivants:

la mort de sa mère

- l'asile et les pleurs de Mme Meursault
- l'indifférence de Meursault pendant la veillée et à l'enterrement
- l'accusation d'avoir tué sa mère moralement

ses rapports avec Marie

- la date du début de leur liaison
- le film avec Fernandel
- le mot « maîtresse » soulignant l'immoralité de leur liaison

son amitié avec Raymond

- la mauvaise réputation de Raymond
- le témoignage de Meursault en sa faveur
- la lettre écrite par Meursault
- Meursault, un « monstre moral »

4 Vigan: *No et moi*

- (a) Présentez la vie de No chez Lou dans *No et moi*.
Mentionnez les points suivants:

No et ses rapports avec le père de Lou

l'autorité du père : les règles de vie expliquées à No
la confiance accordée à No : la clef
No laissée seule dans l'appartement pendant quelques jours
sa colère à son retour

No et la mère de Lou

l'influence positive de No sur la mère de Lou
la bonne entente entre No et la mère de Lou
la complicité féminine : les vêtements prêtés, les tâches ménagères

les rapports entre No et Lou

le bonheur d'être ensemble
le travail de No
les sautes d'humeur de No
les inquiétudes de Lou face à la dérive de No

ou

- (b) Décrivez les difficultés des relations entre les jeunes et leurs parents dans *No et moi*.
Mentionnez les points suivants:

Lucas

sa vie dans l'appartement de ses parents
le père parti au Brésil
la mère vivant chez son nouveau partenaire
l'absence d'amour

No

le rejet de l'enfant né d'un viol
No élevée par ses grands-parents
sa mère alcoolique et le départ de son beau-père
la visite à sa mère : la porte fermée et la nouvelle famille de sa mère

Lou et sa mère

le drame familial
la dépression de sa mère
l'absence de contact physique et le manque d'affection