

New  
Specification



**ADVANCED**  
**General Certificate of Education**  
**2018**

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**French**

**Assessment Unit A2 3**

*assessing*

**Extended Writing**

**[AFR31]**

**WEDNESDAY 20 JUNE, MORNING**

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**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**

<b>Bands</b>	<b>AO3 Performance Descriptors Target Language</b>	<b>Marks</b>
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) Considérez différents aspects de l'amitié entre Thérèse et Anne dans *Thérèse Desqueyroux*.

deux amies d'enfance

- les retrouvailles pendant les vacances à Argelouse
- le goût d'être ensemble et les activités partagées
- les différences: l'éducation, la religion, des passe-temps différents

le mariage de Thérèse

- la joie d'Anne
- le jour des noces et la séparation ressentie par Thérèse

Anne et la découverte de l'amour

- les lettres d'Anne et sa découverte de l'amour
- la jalousie de Thérèse
- les efforts de Thérèse pour détruire le bonheur d'Anne

la fin de leur amitié

- les accusations d'Anne envers Thérèse
- le crime de Thérèse
- l'attitude de Thérèse envers Marie

### (b) Considérez les différences et les points communs entre les deux familles dans *Thérèse Desqueyroux*.

les différences

- la religion: catholiques pratiquants contre athées convaincus
- Anne élevée au couvent, Thérèse au lycée laïque
- les discussions familiales et les différentes opinions politiques

les valeurs communes

- des valeurs matérielles: l'argent, la terre, le pouvoir
- l'amour de la terre et de la propriété de la terre
- le mariage convenu et les deux propriétés « faites pour se confondre »

la même attitude face au crime de Thérèse

- le conseil de famille et les décisions prises en commun
- le désir d'éviter le scandale
- le souci des apparences: la présence de Thérèse à la messe

le rejet de Thérèse

- les ambitions politiques de M. Larroque
- l'emprisonnement de Thérèse à Argelouse
- le prétexte médical pour expliquer l'éloignement de Thérèse à Paris

## 2 Pagnol: *La Gloire de mon père*

### (a) Considérez différents aspects des rapports entre Joseph et Marcel dans *La Gloire de mon père*.

l'éducateur et l'élève

- l'importance de l'éducation pour Joseph, instituteur
- la fierté de Joseph quand Marcel sait lire
- le bricolage
- les leçons de choses pendant les vacances

la toute puissance paternelle

- l'admiration inconditionnelle que Marcel voue à son père
- la honte de Marcel quand son père devient « l'élève » de l'oncle Jules

la trahison de Joseph

- les préparatifs pour la chasse
- les doutes de Marcel confirmés par le petit Paul

la découverte des faiblesses de Joseph

- la vanité de Joseph: les photos des bartavelles et l'admiration des villageois
- le regard nouveau et tendre de Marcel sur son père

### (b) Analysez le rôle de l'oncle Jules dans *La Gloire de mon père*.

la rencontre avec l'oncle Jules

- la tante Rose et les promenades au parc Borély
- le mariage et les liens étroits entre les deux familles

Jules et Joseph

- l'amitié entre les deux hommes et les vacances passées en famille
- les idées opposées: la politique, l'alcool et la religion

la question du mensonge

- le « propriétaire » du parc Borély
- la justification du mensonge aux enfants par les adultes

la chasse

- les préparatifs et les leçons de maniement du fusil et de tir
- la supériorité de l'oncle Jules
- les réactions de Marcel face à la supériorité de l'oncle Jules
- le triomphe de Joseph: les compliments de l'oncle Jules et l'ordre rétabli

### 3 Prévert: *A selection of poems*

(a) Examinez comment Prévert décrit le monde de l'école dans sa poésie. Mentionnez au moins trois poèmes.

les enseignants

- les maîtres autoritaires et peu sympathiques
- les menaces du maître dans *Le Cancre*
- les cris du professeur dans *Page d'écriture*

les méthodes pédagogiques

- la répétition des tables de multiplication dans *Page d'écriture*
- la maison de redressement dans *Chasse à l'enfant*

les élèves

- la sympathie de Prévert pour le cancre et son fou rire
- son antipathie pour les enfants prodiges

l'imagination des enfants

- les distractions pendant la classe: l'oiseau-lyre dans *Page d'écriture*
- le libre cours à l'imagination dans *En sortant de l'école*

(b) Considérez différents aspects du thème de la guerre dans la poésie de Prévert. Mentionnez au moins trois poèmes.

les hommes politiques

- leur responsabilité
- Pétain, le vieillard blême et sénile dans *L'Ordre nouveau*
- le discours de l'homme d'état dans *Le Discours sur la paix*

la destruction

- les décombres dans *L'Ordre nouveau*
- la destruction de Brest dans *Barbara*

les soldats

- les soldats allant à la mort dans *Sur le champ*
- le soldat automate dans *L'Ordre nouveau*
- le fils mort à la guerre dans *Familiale*

les victimes

- le massacre dans *Tout s'en allait*
- le sang des guerres dans *Chanson dans le sang*
- la jeune fille poignardée dans *L'Ordre nouveau*

#### 4 Sartre: *Les Mains sales*

**(a) Analysez les différences entre les idées politiques de Hugo et de Hoederer dans *Les Mains sales*.**

la question du mensonge

le besoin de pureté de Hugo et son horreur du mensonge  
les mensonges politiques de Hoederer

l'usage de la force

Hugo et l'action terroriste  
la question de l'assassinat politique  
Hugo prêt à utiliser la force contre le peuple

le compromis et la politique de collaboration

la question de la fin et des moyens  
Hoederer et sa politique de collaboration avec les autres partis  
ses arguments pour justifier cette collaboration: les vies sauvées

le parti prolétarien et ses buts

leurs différends sur le parti et ses buts: les idées fausses de Hugo  
la question du pouvoir  
l'idéalisme de Hugo: ses principes et son inexpérience politique  
le pragmatisme et l'humanisme de Hoederer

**(b) Considérez le rôle joué par Olga dans *Les Mains sales*.**

la protectrice de Hugo au sein du Parti

l'éducation politique de Hugo  
son influence pour lui obtenir sa mission  
sa défense de Hugo face à Louis

le contraste avec Jessica

Olga, la femme de tête et leurs longues discussions politiques  
Jessica, la femme de cœur et leurs jeux infantiles

la bombe lancée par Olga

son désir d'aider Hugo à ne pas passer pour un traître  
les réactions de Hugo: le début de ses désillusions concernant le parti

son rôle à la sortie de prison

la seule personne envers qui Hugo peut se tourner  
son désir de sauver la vie de Hugo  
ses révélations sur la nouvelle ligne du parti et leurs conséquences