



*Rewarding Learning*

**ADVANCED  
General Certificate of Education  
2022 Reserve Series**

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**French**

**Assessment Unit A2 3**

*assessing*

**Extended Writing**

**[AFR31]**

**FRIDAY 1 JULY, 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.

**COVID-19 Context**

Given the unprecedented circumstances presented by the COVID-19 public health crisis, senior examiners, under the instruction of CCEA awarding organisation, are required to train assistant examiners to apply the mark scheme in case of disrupted learning and lost teaching time. The interpretation and intended application of the mark scheme for this examination series will be communicated through the standardising meeting by the Chief or Principal Examiner and will be monitored through the supervision period. This paragraph will apply to examination series in 2021–2022 only.

## 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 l'importance de la religion dans la vie de Thérèse.**

#### **les deux familles**

- l'anticléricalisme de la famille de Thérèse
- l'éducation de Thérèse au lycée
- le contraste avec le catholicisme de la famille de Bernard

#### **l'anticléricalisme de Thérèse**

- son attitude moqueuse envers Anne et sa foi
- la défense du point de vue de son père lors des discussions familiales
- le prêtre, un « homme déguisé »

#### **le contraste avec Bernard**

- les réactions de Thérèse pendant la procession de la Fête-Dieu
- Thérèse obligée de l'accompagner à la messe pour sauver les apparences

#### **l'évolution de l'attitude de Thérèse envers la religion**

- l'intérêt qu'elle porte au jeune prêtre
- son rêve de sainteté
- son incapacité à saisir une chance de salut par peur des commérages

ou

### (b) **Analysez les raisons pour lesquelles Thérèse a essayé de tuer son mari.**

#### **un mariage sans amour**

- les sentiments de Thérèse le jour des nocces
- l'échec de la nuit de nocces
- le contraste avec le bonheur d'Anne

#### **la rencontre avec Jean Azévédo**

- le contraste entre Jean et Bernard
- la stimulation intellectuelle
- l'attrait d'une vie différente

#### **l'incendie de Mano**

- les circonstances conduisant au commencement de son crime
- l'erreur de Bernard prenant deux fois ses gouttes
- la torpeur et le silence de Thérèse

#### **la force du destin**

- la curiosité dangereuse
- la pente inexorable
- l'incapacité de Thérèse à expliquer son crime

## 2 Pagnol: *La Gloire de mon père*

### (a) Considérez différents aspects de la vie des enfants dans la famille Pagnol.

#### **le rôle de la mère dans la vie des enfants**

le rôle traditionnel de la mère au foyer : les activités ménagères  
la protectrice de ses enfants : l'épisode de la lecture  
la toilette

#### **le rôle du père**

le chef d'une famille traditionnelle  
la « toute puissance paternelle »  
l'éducateur

#### **l'innocence des enfants**

la rivalité entre frères  
la naïveté : le déboutonnage, l'enfant de vieux, l'âge des parents  
la découverte du monde des adultes et de leurs faiblesses

#### **les vacances**

les plaisirs simples et les joies de la nature  
la cruauté des enfants et les études entomologiques  
les jeux : les Indiens

ou

### (b) Considérez les avantages et les inconvénients de l'autobiographie dans *La Gloire de mon père*.

#### **le point de vue unique**

le récit écrit à la première personne  
l'auteur, le narrateur et le personnage principal – une seule personne  
l'unité de ton  
l'authenticité des faits rapportés

#### **la sélection des souvenirs**

le point de vue subjectif  
la sélection des faits jugés importants  
une vision idéalisée de l'enfance

#### **l'interprétation de l'adulte narrateur de son enfance**

deux points de vue : le passé et le présent/l'enfant et l'adulte  
les jugements de l'adulte sur l'enfant qu'il était

#### **la compréhension du personnage**

son évolution, le passage de l'enfance à la maturité  
l'adulte jugeant l'enfant et le moment-clef dans son évolution

### 3 Prévert: *A selection of poems*

- (a) **Considérez comment Prévert présente les membres de la famille dans sa poésie. Illustrez votre réponse d'au moins trois poèmes.**

#### **le monde merveilleux de l'enfance**

l'imagination des enfants dans *Page d'écriture*  
le voyage fabuleux dans *En sortant de l'école*

#### **les enfants sacrifiés**

la sympathie de Prévert pour les enfants  
le fils mort à la guerre dans *Familiale*  
le triste destin des petites filles dans *Chanson des sardinières*

#### **la mère**

la sécurité de la vie domestique  
les activités traditionnelles: le tricot dans *Familiale*  
son attitude passive face à la mort de son fils dans *Familiale*

#### **le père**

une vision négative du père  
le rejet du père dans *Pater Noster*  
le rôle du père dans *Familiale*: l'argent, les affaires et la guerre

ou

- (b) **Considérez différents aspects du thème de la mort dans la poésie de Prévert. Illustrez votre réponse d'au moins trois poèmes.**

#### **la guerre**

les victimes de la guerre dans *Tout s'en allait*  
le fils tué à la guerre dans *Familiale*  
Brest en deuil dans *Barbara*  
la jeune fille assassinée dans *L'Ordre nouveau*

#### **le meurtre**

la misère et la faim poussant au crime dans *La grasse matinée*  
l'injustice de la société : un homme mort pour deux francs

#### **l'enterrement et le cimetière**

l'enterrement dans *Chanson des escargots*  
l'attitude fataliste des parents allant au cimetière dans *Familiale*

#### **le cycle de la vie**

la terre qui continue de tourner dans *Chanson dans le sang*  
les conseils du soleil dans *Chanson des escargots*  
le renouveau du printemps dans *Chanson des escargots*

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

- (a) Analysez les causes du conflit entre Hugo et les autres membres du parti prolétarien dans *Les Mains sales*.

**la lutte des classes**

Hugo, jeune bourgeois privilégié  
Hugo, un intellectuel qui ne parle pas le même langage

**le manque de confiance envers Hugo**

Hugo considéré comme un amateur  
un terroriste aux idées dépassées  
le danger d'un Hugo trop bavard  
Olga obligée de lancer la bombe pour tenter de sauver la mission

**le conflit avec Georges et Slick**

une antipathie réciproque  
la question de la faim  
la question de peau

**Hugo et Hoederer**

la politique de compromis prônée par Hoederer  
la question du mensonge

ou

- (b) Considérez les différents moyens utilisés par les membres du parti prolétarien dans *Les Mains sales*.

**l'usage de la force**

les attentats en temps de guerre  
les armes saisies par les supporters de Hoederer  
la bombe lancée par Olga  
Hugo et l'emploi de la force contre le peuple

**l'assassinat politique**

Louis voulant se débarrasser de Hoederer  
Hugo volontaire pour assassiner Hoederer  
Hoederer et la question de l'assassinat politique

**le compromis**

la collaboration entre les partis, une nécessité en temps de guerre  
les arguments de Hoederer pour justifier l'alliance avec les autres partis

**le mensonge**

un moyen comme un autre, selon Hoederer  
la nécessité de mentir aux membres du parti  
les mensonges de Louis et Olga et la nouvelle ligne politique du parti