



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2023**

French

Assessment Unit AS 3

assessing

Extended Writing

[SFR31]

MONDAY 5 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]

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) Présentez les rapports entre César et Ugolin dans *Manon des sources*.
Mentionnez les points suivants :**

l'importance de la famille

la fierté des Soubeyran
l'oncle et le neveu : Ugolin, le dernier des Soubeyran
leur richesse et la transmission de la fortune

l'influence de César sur Ugolin

le complot contre Jean de Florette
la question du mariage et la pression exercée sur Ugolin de se marier
les conseils de César pour trouver une femme

les sentiments

l'affection réciproque
les remords d'Ugolin et ses reproches à César
les réactions de César au suicide d'Ugolin

ou

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

la nature provençale

le climat méditerranéen
la beauté des paysages sauvages
sécheresse et orages

son influence sur la vie des habitants

une société rurale
les œillets et la richesse d'Ugolin
les chèvres et les oiseaux de Manon

l'eau

la fontaine du village
le complot des Soubeyran
la vengeance de Manon et le titre du film

2 Truffaut: *Les 400 coups*

- (a) **Décrivez la vie quotidienne d'Antoine dans *Les 400 coups*.
Mentionnez les points suivants :**

sa vie chez ses parents

l'appartement exigu
les corvées ménagères
les disputes familiales

l'école

le conflit avec Petite-Feuille
les punitions
le sentiment d'injustice

son amitié avec René

les confidences
l'école buissonnière
la complicité pendant les fugues d'Antoine

ou

- (b) **Décrivez l'attitude de Monsieur Doinel envers Antoine dans *Les 400 coups*.
Mentionnez les points suivants :**

les bons rapports

les blagues, les rires et le repas entre hommes
M. Doinel reprochant l'attitude de sa femme envers Antoine
les conseils de M. Doinel à Antoine

les causes de conflit

les fugues et les mensonges
le début d'incendie
le vol de la machine à écrire

le rejet d'Antoine

M. Doinel, le beau-père d'Antoine
le commissariat et la maison de redressement
la dernière visite de Mme Doinel à Antoine

3 Camus: *L'Étranger*

(a) **Décrivez la vie de Meursault avant le meurtre de l'Arabe.
Mentionnez les points suivants :**

son travail

sa situation d'employé de bureau
sa routine et les déjeuners chez Céleste
ses rapports avec son patron et son manque d'ambition

ses dimanches

l'ennui d'une longue journée
sa paresse
son attitude d'observateur au balcon

ses loisirs

la plage et le bain
le cinéma
une vie simple basée sur les sensations physiques

ou

(b) **Décrivez le rôle de Raymond dans la vie de Meursault.
Mentionnez les points suivants :**

leur amitié

la lettre écrite par Meursault
le témoignage de Meursault au commissariat
l'invitation à la plage

le jour du meurtre

la bagarre avec les Arabes
la blessure de Raymond
le revolver de Raymond

le témoignage de Raymond au procès

Raymond, témoin pour la défense
sa mauvaise réputation
son effet désastreux sur les jurés

4 Vigan: *No et moi*

- (a) **Décrivez l'amitié de Lou envers No dans *No et moi*.
Mentionnez les points suivants :**

les premières rencontres

l'exposé sur les SDF
les rencontres au café
les questions de Lou

son attachement à No

le besoin d'être rassurée sur leur amitié
la dépendance grandissante de Lou
Lou convaincant ses parents d'inviter No chez eux

le désir de la sauver

la conscience sociale de Lou face aux SDF et sa révolte contre l'injustice
l'aide demandée à Lucas
la fugue et la fin de leur amitié

ou

- (b) **Décrivez l'attitude de sa mère envers Lou dans *No et moi*.
Mentionnez les points suivants :**

le drame familial

la mort de Thaïs et la dépression de Mme Bertignac
l'absence de communication
le « jeu de rôle » et la solitude de Lou

le manque d'amour

l'absence de contact physique
l'épisode de la chute de vélo
le manque de tendresse et d'encouragement : l'anniversaire chez Léa

l'amour retrouvé

la fugue de Lou
les larmes de Mme Bertignac
l'embrassade symbolisant l'amour retrouvé