



*Rewarding Learning*

**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
2025**

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**French**

**Assessment Unit AS 3**

*assessing*

**Extended Writing**

**[SFR31]**

**TUESDAY 27 MAY, 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.

## 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**

<b>Band</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 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) Montrez comment Manon se venge dans *Manon des sources*.  
Mentionnez les points suivants :**

**les raisons de sa vengeance**

- la mort de son père
- la découverte du complot
- le rôle des Soubeyran et des villageois

**ses actions**

- sa volonté de punir les coupables et la découverte de la source
- la source bouchée
- la dénonciation publique de César et Ugolin

**les conséquences de ses actions**

- la panique dans le village
- le suicide d'Ugolin
- la mort de César

**ou**

**(b) Décrivez différents aspects du suicide d'Ugolin.  
Mentionnez les points suivants :**

**les causes de son suicide**

- le rejet de Manon et le bonheur impossible
- les accusations de Manon
- son repentir et son désespoir face à ces accusations

**la responsabilité de César**

- le complot contre Jean : la source bouchée et la haine de Manon
- la pression exercée sur Ugolin pour qu'il se marie
- les mauvais conseils et les faux espoirs

**les conséquences pour César**

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

## 2 Truffaut: *Les 400 coups*

- (a) Montrez l'importance de René dans la vie d'Antoine dans *Les 400 coups*.  
Mentionnez les points suivants :

### les activités partagées

l'école buissonnière  
leurs bêtises  
les activités dans les rues de Paris

### les fugues d'Antoine

René entraînant Antoine  
le mot d'excuse prêté à Antoine  
l'aide apportée par René

### l'importance de leur amitié

René défendant Antoine face à Petite-Feuille  
son rôle de confident d'Antoine  
la visite de René à la maison de redressement

ou

- (b) Présentez les causes des conflits entre Antoine et les adultes.  
Mentionnez les points suivants :

### le maître d'école

la photo de la pin-up  
le poème sur le mur  
l'accusation de plagiat

### son père

le guide Michelin  
l'épisode du feu  
le vol de la machine à écrire

### sa mère

l'enfant non voulu  
le manque d'amour maternel  
son attitude ambiguë envers Antoine

### 3 Camus: *L'Étranger*

(a) **Décrivez différents aspects de l'attitude de Meursault envers Marie dans *L'Étranger*. Mentionnez les points suivants :**

**le début de leur liaison**

- la rencontre au bain
- la visite au cinéma
- les nuits passées ensemble

**l'attitude de Meursault envers les sentiments**

- l'attirance physique
- l'absence de sentiments
- son indifférence envers le mariage et l'amour

**son attitude envers Marie après le meurtre de l'Arabe**

- la visite de Marie
- son indifférence envers Marie en prison
- ses pensées de prisonnier

ou

(b) **Montrez comment le soleil et la chaleur affectent Meursault dans *L'Étranger*. Mentionnez les points suivants :**

**l'enterrement de Madame Meursault**

- le soleil implacable
- la chaleur accablante
- les effets de la fatigue

**le meurtre de l'Arabe**

- la même chaleur et le même soleil qu'à l'enterrement
- le besoin de se rafraîchir
- le rôle du soleil dans le meurtre de l'Arabe

**le procès**

- la chaleur insoutenable pendant le procès
- la sensation d'étouffement
- les difficultés de Meursault à se concentrer

#### 4 Vigan: *No et moi*

- (a) Montrez les difficultés de l'adolescence de Lou dans *No et moi*.  
Mentionnez les points suivants :

**ses problèmes à l'école**

sa précocité et le sentiment d'être différente  
les difficultés à se faire des amies  
Lucas et l'attraction physique

**ses rapports avec ses parents**

le drame familial et ses conséquences  
le manque d'affection de sa mère  
la fugue

**le manque de compréhension du monde des adultes**

sa naïveté face à la situation des SDF  
sa conscience sociale  
son désir de sauver No

ou

- (b) Décrivez les problèmes de No dans *No et moi*.  
Mentionnez les points suivants :

**sa situation familiale**

la mort de sa grand-mère  
le retour chez sa mère, les familles d'accueil et les fugues  
le besoin de revoir sa mère et le rejet

**sa vie de SDF**

la faim, le froid et les dangers  
les squats et les centres d'accueil  
la soupe populaire

**ses difficultés chez les Bertignac**

les règles à suivre  
la mauvaise humeur due aux difficultés à son travail  
le vol des médicaments et l'alcool