



Rewarding Learning

**ADVANCED
General Certificate of Education
2023**

French

Assessment Unit A2 3

assessing

Extended Writing

[AFR31]

MONDAY 19 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.

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

Bands	AO3 Performance Descriptors Target Language	Marks
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'attitude de Bernard envers Thérèse.**

les fiançailles

le vœu des deux familles ; la propriété
le désir de changer les idées de Thérèse
son manque d'empressement à se marier

le mariage

la nuit de noces
l'attitude typique d'un mari de l'époque et les intérêts différents

l'enquête judiciaire

le soutien apporté à Thérèse
le faux témoignage
l'intérêt de la famille passant avant celui des individus

le rejet

les décisions prises en famille
le retour à une vie normale ; le souci des apparences
l'éloignement à Argelouse
la séparation à Paris et les regrets

ou

(b) **Considérez les avantages de la technique du flashback dans *Thérèse Desqueyroux*.**

l'unité de temps

le temps présent et les voyages simultanés
le voyage psychologique vers le passé
le voyage physique vers l'avenir de Thérèse

une meilleure compréhension de Thérèse

Thérèse préparant sa confession et sa défense
ses efforts pour se comprendre et comprendre son acte
le lecteur comprenant Thérèse mieux qu'elle ne se comprend elle-même

le point de vue unique

le point de vue privilégié du lecteur entrant dans la conscience de Thérèse
le recul du temps : Thérèse hier et aujourd'hui
les jugements de Thérèse sur elle-même et sur les autres

la structure du roman

l'importance du flashback : les deux-tiers du roman
l'inexorabilité du voyage de Thérèse et de son destin : la prédestination
passé et avenir réunis dans le présent à la fin du voyage et du flashback

2 Pagnol: *La Gloire de mon père*

(a) Considérez le rôle des femmes dans *La Gloire de mon père*.

le sexe faible

- les craintes et les frayeurs d'Augustine
- la faiblesse physique et la fatigue
- le besoin d'être protégées

le rôle d'épouse

- la femme au foyer
- les rapports entre Augustine et Joseph
- le mariage de Rose

le rôle de mère

- la famille traditionnelle
- Augustine et ses enfants
- le bébé de Rose

les femmes et la cohésion familiale

- l'admiration des femmes pour leur mari
- Augustine intermédiaire entre Marcel et les adultes
- les femmes conciliatrices entre Joseph et Jules

ou

(b) Analysez l'évolution du regard de Marcel sur son père dans *La Gloire de mon père*.

la toute-puissance paternelle

- l'admiration inconditionnelle de Marcel pour son père, le surhomme
- l'admiration de son intelligence et de ses aptitudes manuelles
- le modèle à émuler

les doutes de Marcel

- la supériorité de l'oncle Jules à la chasse
- la honte et l'humiliation ressenties par Marcel
- la peur que son père ne tue rien et de ne plus l'aimer

la trahison de Joseph

- Joseph ignorant le désir de Marcel d'aller à la chasse
- le mensonge de Joseph et les révélations du petit Paul
- le désespoir de Marcel

un regard nouveau

- la découverte des failles de Joseph : la vanité
- une nouvelle image de son père, le héros imparfait
- la sortie de l'enfance

3 Prévert: *A selection of poems*

- (a) Montrez comment Prévert se révolte contre toute forme d'autorité dans sa poésie. Mentionnez au moins trois poèmes.

l'école

la critique des méthodes pédagogiques dans *Page d'écriture*
la sympathie de Prévert pour *Le Cancre* face aux menaces du maître
les cris du maître dans *Page d'écriture*

la police

l'indignation de Prévert envers les gendarmes dans *Chasse à l'enfant*
les flics défenseurs de l'injustice sociale dans *La grasse matinée*

l'Eglise et la religion

l'anticléricalisme de Prévert dans *Pater Noster*
Dieu chassé du paradis terrestre dans *La nouvelle saison*

le monde politique et la guerre

les gradés face à la révolte du réfractaire dans *Sur le champ*
le vieillard sénile dans *L'Ordre nouveau*
l'homme d'Etat dans *Le Discours sur la paix*
les dirigeants responsables de la destruction dans *Tout s'en allait*

ou

- (b) Considérez les obstacles au bonheur dans la poésie de Prévert. Mentionnez au moins trois poèmes.

les figures autoritaires

le professeur dans *Le Cancre* et *Page d'écriture*
les policiers dans *La grasse matinée*
les gendarmes et les honnêtes gens dans *Chasse à l'enfant*

la misère

les différentes formes de misère dans *Chanson dans le sang*
la faim qui pousse au crime dans *La grasse matinée*
le triste destin des petites filles dans *Chanson des sardinières*

les souffrances de l'amour

la rupture dans *Déjeuner du matin*
les blessures dans *Le tendre et dangereux visage de l'amour*
l'égoïsme dans *Pour toi mon amour*

la guerre

la destruction et les morts dans *Tout s'en allait*
les ruines et l'incertitude dans *Barbara*
le soldat et sa victime dans *L'Ordre nouveau*

4 Sartre: *Les Mains sales*

(a) **Considérez différents aspects de l'attitude de Hugo face à sa mission d'assassiner Hoederer.**

l'enthousiasme du début

- le désir de faire de l'action directe et le besoin de se prouver
- l'opposition immédiate à la politique d'Hoederer
- Hugo se portant volontaire

l'incapacité à accomplir sa mission

- la difficulté à tuer de sang-froid
- les excuses pour ses attermoissements
- le revolver laissé dans sa chambre et les reproches de Jessica
- son amour pour Hoederer
- Hugo convaincu malgré lui par les arguments de Hoederer

l'accomplissement de sa mission

- un crime commis sous l'emprise de la colère
- la certitude d'avoir été trahi par Hoederer

ses sentiments après l'assassinat

- les années passées en prison : un crime sans raison et sans assassin
- la revendication de son acte face à Olga: un crime politique

ou

(b) **Considérez différents aspects de la question de la fin et des moyens dans *Les Mains sales*.**

la fin selon différents personnages

- un but commun : le pouvoir
- Hugo et la nécessité de conserver la pureté de ses principes
- Hoederer et le pouvoir pour arrêter de la guerre et sauver des vies

l'assassinat politique

- Louis et l'absence de principes
- Hugo se portant volontaire et la différence entre l'idée et la réalité
- Hoederer, une cible consciente mais sans objection de principe

le mensonge

- Hoederer et la nécessité de mentir
- les mensonges de Louis et Olga concernant la mort de Hoederer
- la nouvelle ligne du parti

le conflit entre Hugo et Hoederer

- le compromis proposé par Hoederer
- idéalisme et réalisme
- immaturité et maturité