



GCE A LEVEL MARKING SCHEME

SUMMER 2019

**A LEVEL
FRENCH - UNIT 5
1800U50-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2019 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

**GCE A LEVEL (NEW)
FRENCH**

SUMMER 2019 MARK SCHEME

UNIT 5: Critical and analytical response in writing (40 total marks)

General Advice for Examiners

The candidate is required to write one essay on the literary work they have studied; the skills assessed on this paper are AO3 and AO4. For AO3 the candidate must demonstrate that he/she is able to manipulate French accurately in written forms, using a wide range of lexis and structure. For AO4 the candidate must show knowledge and understanding of, and respond critically to, different aspects of the culture and society of countries or communities where French is spoken. In Unit 5, AO4 will be in the context of the literary work studied. There is one marking grid. You will apply the mark scheme as set out in the marking grid. In the marking grid there are five bands for AO3 and AO4. Each band contains 4 marks. To select the appropriate band and mark you must do the following:

Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. You should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied. This is done as a two stage process.

Stage 1 – Deciding on the band

When deciding on a band for each assessment objective, the answer should be viewed holistically. Beginning at the lowest band, you should look at the learner's answer and check whether it matches the descriptor for that band. You should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, you should move up to the next band and repeat this process for each band until the descriptor matches the answer. If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. You should not seek to penalise candidates as a result of small omissions in minor areas of an answer.

Stage 2 – Deciding on the mark

Once the band has been decided, you can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. You will then receive examples of answers that have been awarded a mark by the Principal Examiner. You should mark the examples and compare their marks with those of the Principal Examiner. When marking, you can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. You are reminded of the need to revisit the answer as you apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

For AO4 a successful critical and analytical response is one which will clearly demonstrate that the candidate is able to present and justify points of view, develop arguments and draw conclusions based on understanding. At A Level, knowledge and understanding of the work must include a critical and analytical response to aspects such as structure of the plot, characterisation, and use of imagery or other stylistic features, as appropriate to the work studied.

The approximate number of words advised for the essay response is 400 words. Responses which exceed the guidance must not be penalised and reward must be given for all valid responses. It is content which will determine whether a candidate has written enough to access the full mark scheme and not the number of words. Additional notes are provided with the mark scheme but they are not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a candidate need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band. Where a response is not creditworthy, that is, contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

When marking you should have the titles to hand as the questions require the candidate to deal with a specific idea or ideas. The candidate is expected to answer the questions as set and not provide a **general** comment on the subject matter as a whole. If a candidate adopts a broad-brush approach he/she will be unlikely to focus on the questions as set, leading to digression and irrelevance.

Unit 5: Mark scheme

For each question the marks are divided as follows between the assessment objectives AO3 and AO4.

Task	AO3	AO4	Total Marks
One essay either (a) or (b)	20	20	40
Total	20	20	40

UNIT 5: MARKING GRID FOR CRITICAL AND ANALYTICAL RESPONSE IN WRITING [40 MARKS]

Marks	AO3: manipulate the language accurately, in written forms, using a range of lexis and structure	Marks	AO4: show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken
17-20	<ul style="list-style-type: none"> • Excellent manipulation of the language of study; almost error-free • A wide range of lexis and idiomatic structures used • Excellent use of language appropriate to the task set 	17-20	<ul style="list-style-type: none"> • Excellent knowledge of different aspects of the culture and society of France and French-speaking countries and communities appropriate to the question set • Arguments and points of view developed and justified by evidence from the source material • Conclusions drawn based on detailed analysis of issues and themes
13-16	<ul style="list-style-type: none"> • Very good manipulation of the language; some errors occur when attempting more sophisticated or abstract contexts and structures • A good range of lexis and idiomatic structures used • Very good use of language appropriate to the task set 	13-16	<ul style="list-style-type: none"> • Very good knowledge of different aspects of the culture and society of France and French-speaking countries and communities appropriate to the question set • Arguments and points of view usually justified by evidence from the source material • Conclusions usually drawn based on analysis of issues and themes
9-12	<ul style="list-style-type: none"> • Sound manipulation of the language of study; some errors occur which are repeated • A range of lexis and idiomatic structures used • Some evidence of language appropriate to the task set 	9-12	<ul style="list-style-type: none"> • Good knowledge of different aspects of the culture and society of France and French-speaking countries and communities generally appropriate to the question set • Arguments and points of view are not fully developed or justified by evidence from the source material • Conclusions are based on superficial analysis of issues and themes
5-8	<ul style="list-style-type: none"> • Limited manipulation of the language of study; high incidence of elementary errors • A limited range of lexis and structures influenced by English/Welsh idiom • Limited use of language appropriate to the task set 	5-8	<ul style="list-style-type: none"> • Limited knowledge of different aspects of the culture and society of France and French-speaking countries and communities and not always relevant to the question set • Response is descriptive rather than critical • Conclusions are unconvincing and not based on an analysis of issues and themes
1-4	<ul style="list-style-type: none"> • Very limited manipulation of the language of study; sentences fragmented • Very few correct patterns or features • Virtually no use of language appropriate to the task set 	1-4	<ul style="list-style-type: none"> • Very limited knowledge of different aspects of the culture and society of France and French-speaking countries and communities and generally inappropriate to the question set • Response is fragmentary. No critical appreciation • No conclusions drawn
0	<ul style="list-style-type: none"> • Nothing of value. 	0	<ul style="list-style-type: none"> • Nothing of value.

Additional Notes

Répondez à **une** question (a) ou (b). Écrivez environ 400 mots **en français**.

1. Irène Némirovsky : *Le bal*

[40]

(a) Antoinette déchire les invitations au bal. Analysez et justifiez son acte.

In response to the essay question the candidate may consider:

- How badly Antoinette is treated by her mother
- The effect of the exclusion from the ball on Antoinette
- How Antoinette's adolescent "angst" is exacerbated by Miss Betty's romance
- The devastating effect of her deed on her parents.

The above points are **suggestions** only and are **not exhaustive**. Look for and reward **all relevant points** argued by the candidate.

Ou

(b) Analysez l'importance de l'apparence sociale dans le roman.

In response to the essay question the candidate may consider:

- The reasons M. and Mme Kampf decide to host a ball
- The criteria for an invitation
- How Antoinette is forced to keep their origins secret
- How their ignorance of social etiquette is revealed.

The above points are **suggestions** only and are **not exhaustive**. Look for and reward **all relevant points** argued by the candidate.

2. Faïza Guène : *Kiffe kiffe demain*

[40]

- (a) Analysez l'impact de l'absence de son mari sur Yasmina et sa fille.

In response to the essay question the candidate may consider:

- The psychological effect on Yasmina and therefore on Doria
- How her husband's absence leads to greater poverty
- Yasmina's difficulties in the world of work
- How State help puts Yasmina on the path towards independence.

The above points are **suggestions** only and are **not exhaustive**. Look for and reward **all relevant points** argued by the candidate.

Ou

- (b) On dit que Faïza Guène nous offre une image optimiste de la banlieue. Analysez cette opinion.

In response to the essay question the candidate may consider:

- How the state and school intervene to help Doria and her mother
- The sense of community and mutual aid
- The pathways found by Doria and Yasmina through their problems
- However, numerous problems of social exclusion are evident.

The above points are **suggestions** only and are **not exhaustive**. Look for and reward **all relevant points** argued by the candidate.

3. **Philippe Grimbert : *Un secret***

[40]

- (a) Louise révèle un secret au narrateur. Analysez les conséquences de cette révélation.

In response to the essay question the candidate may consider:

- The resolution of the silence surrounding his parents' past and the perception of himself
- How it complicates his attitude to the brother he had imagined
- The change in his attitude to his parents and its liberating effect
- How he frees his father of his burden of guilt.

The above points are **suggestions** only and are **not exhaustive**. Look for and reward **all relevant points** argued by the candidate.

Ou

- (b) Analysez l'importance du thème de l'identité dans le roman.

In response to the essay question the candidate may consider:

- Philippe's struggle with his identity in the face of his parents' athleticism
- Maxime's desire to erase his Jewish heritage and to compensate for his lack of education
- How knowing the truth of his past allows Philippe to construct a new identity
- The Jewish identity as subject of the Nazi persecution.

The above points are **suggestions** only and are **not exhaustive**. Look for and reward **all relevant points** argued by the candidate.

4. Elsa Triolet : *Les Amants d'Avignon*

[40]

- (a) Les actions de Juliette Noël sont-elles héroïques ? Donnez et justifiez votre opinion.

In response to the essay question the candidate may consider:

- Her unquestioning acceptance of the request to help the Resistance
- The impact of physical danger, fear, and threats to her safety
- How the episode in Lyon reveals the level of risk and her resourceful courage
- The effects of her actions.

The above points are **suggestions** only and are not exhaustive. Look for and reward **all relevant points** argued by the candidate.

Ou

- (b) Analysez la réalité de la vie en France sous l'Occupation dans le roman.

In response to the essay question the candidate may consider:

- How grim daily life is especially in the towns - lack of food and provisions
- The effect of the exodus from Paris
- How divided the population is
- The oppressive presence and threat of the Germans.

The above points are **suggestions** only and are not exhaustive. Look for and reward **all relevant points** argued by the candidate