



## **General Certificate of Education**

# **French 6651** *Specification*

**FR5W The Cultural and Social Landscape in Focus**

## **Mark Scheme**

*2008 examination - June series*

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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## Annotation of Scripts – Unit 5W

- C**      **written in the margin to indicate information relevant to AO4**
- R**      written in the margin to indicate evidence of personal reaction or evaluation (AO2)
- ®**      written in the margin to indicate evidence of personal reaction with justification or evaluation with conclusions
- Rep**    written in the margin to indicate repetition of information relevant to AO4 or of evidence of personal reaction AO2.

**“irr”** and vertical line in the margin = irrelevant material

The mark for AO2, AO4 and AO3 respectively to be written at the foot of the answer accompanied, where the examiner deems it necessary, by a word or phrase quoted from the criteria for assessment as published in the specification.

**Unit 5W**  
**The Cultural and Social**  
**Landscape in Focus**

The assessment objectives will be allocated in the following way.

		<b>% of A Level</b>	<b>Marks</b>
AO2	Response to written language	2.5	5
AO3	Knowledge of grammar	2.5	5
AO4	Knowledge of society	10	20
	<b>TOTAL</b>	<b>15</b>	<b>30</b>

The following criteria will be used.

<b>Knowledge of Society (AO4)</b>	
16-20	Demonstrates thorough knowledge and understanding of the task using a wide range of examples and evidence. The answer is fully relevant with a good depth of treatment.
11-15	Demonstrates sound overall knowledge and understanding of the task, using a good range of examples and evidence. The answer is mostly relevant, treating the task in some depth.
6-10	Demonstrates some knowledge and understanding of the task. Examples and evidence are mostly simple, but the answer is generally relevant.
1-5	Demonstrates only limited knowledge and understanding of the task. Limited range of examples and evidence, often superficial.
0	The answer shows no relevance to the task set. A zero score will automatically result in a zero score for the answer as a whole.
<b>Reaction/Response (AO2)</b>	
5	A good range of points evaluated with conclusions. Clear evidence of personal reaction, well illustrated/justified. Well organised structure with clear progression.
4	Some attempt at evaluation with some personal reaction and conclusions but not always convincingly illustrated/justified. Logical structure with some progression.
3	Some evaluation evident, but relies on received ideas with few conclusions and little personal opinion. Some attempts at structure. Ideas generally not well supported.
2	Little relevant reaction/opinion/evaluation, generally factual or descriptive. Very poor structure.
0-1	Little or no reaction. No real illustration or justification.

	<b>Knowledge of Grammar (AO3)</b>
5	Very good command of the language. Good use of idiom, complex structures and a wide range of vocabulary. Highly accurate grammar and sentence structure; only occasional mistakes.
4	Good command of the language. Attempts to use complex constructions and a wide range of vocabulary. Good grammar and sentence structure. Generally accurate.
3	A variety of linguistic structures used, generally effectively. Limitations in the use of more complex structures and more sophisticated vocabulary. Grammatical errors rarely impede comprehension.
2	Reasonable performance, tending to use unsophisticated constructions and vocabulary. Grammatical errors generally do not impede comprehension.
0-1	Generally comprehensible to a native speaker. Limited range of constructions, vocabulary and sentence patterns. Grammatical errors may significantly impede comprehension.

**FRENCH UNIT 5W**  
(Notes for answers)

**GENERAL POINTS**

**AO4 Knowledge Of Society**

Marks are awarded for the **use** of knowledge of a text/topic to **target** a **specific** question. This is the **task** referred to in the Mark Scheme.

It is useful to bear the following in mind:

detail – amount – examples – explanation – specific reference to text/topic – depth –  
sophistication – justification – insight – personal involvement – speculation – range.

These criteria should place an answer into one of the 4 bands indicated on the Mark Scheme.

The **structure** and **flair** in the answer should place the answer at the top/middle/bottom of the chosen band.

**AO2 Reaction/Response**

Marks are awarded for reaction/response to points made to **target** a **specific** question.

It is useful to bear the following in mind:

reaction – response – assessment – speculation – personal opinion – explanation –  
justification – illustration - sophistication – depth – originality – amount – conclusions.

The range and **structure** of the answer should determine the mark awarded.

**AO3 Knowledge Of Grammar**

It is useful to bear the following in mind:

fluency – range of vocabulary – use of tenses – accuracy – Frenchness – ease of  
expression – complex constructions – appropriate language – ease of understanding.

How easily would the essay be understood by a native speaker **with no knowledge of English?**

NB Accuracy is only one of the criteria used to determine the mark awarded.

## FR5W NOTES FOR ANSWERS

### GENERAL

The **task** is to target the answer at the question set.

**Understanding** of the **task** is the way the answer targets the question – range, depth, sophistication, originality

**Knowledge** of the **task** is the amount and range of detail used to answer the question set.

### SECTION A

It is important to assess what is written and not award a mark against what is perceived to be a perfect answer. The following are suggestions and any valid answer must be assessed. Remember that candidates have only 60 minutes to think about and answer the question.

#### Molière : L'Avare

- (a) It is hoped that candidates will describe the effects of H's avarice on all the major characters in turn, including the effects of H's avarice on H himself. Some characters will be dealt with in more detail than others. Comment should be made on the way the attitudes and actions of others, and their relationships with others, are influenced. Most of the effects are likely to be negative but it is possible that some candidates will find positive effects. Any comment about the way Molière uses H and H's avarice and its effects should be rewarded. Explanation, justification and speculation should always be rewarded.
- (b) This question is looking for a detailed summary of Act 5 and not everything that happens which leads to Act 5. Candidates will choose their own important events and describe and explain them. Some candidates might go for depth of detail about a number of important events, others for breadth of description of many aspects. Both approaches are valid. It is important to look for critical appraisal of the ending along with explanation and justification. Most will find the ending contrived. It is hoped that some comment might be made about why Molière wrote such an ending.

#### Camus : Les Justes

- (a) Why does the meeting take place? Who/what caused the meeting? Describe what happens at the meeting. Who are the 4 characters? What do they say to one another? What do we learn about their characters and ideas/attitudes? What are the effects of this meeting? Why does Camus create this meeting? Description is required but explanation, justification and speculation should also be rewarded.
- (b) Who is K and what are his ideas and ideals? There should be description of what K says and some outline of his character but the main thrust of the question is the description and explanation/appraisal of the state of mind of K when he decides that the GD must be killed, when he does not go through with the act and then when he decides to do it. Explanation and discussion about why K thinks and acts as he does should be well rewarded. It is hoped that some candidates will comment on why and how Camus uses the conflict within K.

**Troyat : La Neige en deuil**

- (a) It is reasonable to expect some explanation of why I and M go to the plane but this should be fairly short. Description of the thoughts, actions and reactions of the two men when they find the plane should form the basis of the answer. Some general description about thoughts and actions up to this point should be expected. Comment should be made about how thoughts and actions influence the way the two men view each other and how they behave as a result. Explanation and speculation should be rewarded.
- (b) This is a very broad question. The important word is *rappports*. Aspects of character and description of actions are valid but the better essays will concentrate on how the two men behave towards one another. What do they do and why? What influences their behaviour towards one another and how does their behaviour and relationship change? There is much to say here and it is important to look for and reward explanation of why the two men treat each other as they do.