



GCE A LEVEL MARKING SCHEME

SUMMER 2024

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

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

GCE A LEVEL FRENCH

SUMMER 2024 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:

Applying banded mark schemes

Banded mark schemes are divided so that each band has descriptors for the performance level of that band. You should first read and annotate a candidate's response to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied.

Stage 1 – Deciding on the band

When deciding on a band for each assessment objective, the response should be viewed holistically. Beginning at the lowest band, you should look at the descriptors for that band and see if they match the qualities shown in the candidate's response. If the descriptors at the lowest band are evidenced, you should move up to the next band and repeat this process for each band until the descriptors match the response.

If a candidate's response covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band. For instance, if the response is mainly in band 2 but with a limited amount of band 3 content, the mark awarded would be close to the top of band 2 as a result of the band 3 content. Small omissions in some parts of their response may not negatively affect the mark awarded.

Stage 2 – Deciding on the mark

Once the band has been decided, you can then assign a mark. WJEC will provide standardising material to be used as reference material throughout the assessment period.

When marking, you can use this material to decide whether a candidate's response is of a superior, inferior or comparable standard to the examples. You are reminded of the need to revisit the standardising material as you apply the mark scheme in order to confirm that the band and the mark allocated are appropriate to the response given.

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	- 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	- 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	- 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	- 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	- 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	- 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	- 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	- 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	- 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	- 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	Nothing of value.	0	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) La famille Kampf mérite-t-elle ce qui lui arrive ? Donnez et justifiez votre opinion.

In response to the essay question the candidate may consider:

- Mme Kampf's egotism
- Mme Kampf's attitude towards her daughter
- Antoinette's actions
- The public humiliation.

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

Ou

- (b) L'auteur critique les valeurs de la société représentées dans le roman. Analysez ce point de vue et justifiez vos idées.

In response to the essay question the candidate may consider:

- How the Kampf family lies about its background
- How reputations are restored
- How social contacts are made
- How the ball is used by the family.

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) Dans quelle mesure Doria est-elle influencée par son milieu culturel ? Donnez et justifiez vos idées.

In response to the essay question the candidate may consider:

- The role of men
- The attitude towards women
- The influence of values and beliefs in everyday life
- Integration in French society.

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

Ou

- (b) Hamoudi est un banlieusard typique. Analysez ce point de vue et justifiez votre réponse.

In response to the essay question the candidate may consider:

- Hamoudi's background
- His lack of employment and criminal activities
- His attitude towards Doria and Sarah
- To what extent he is reformed.

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) L'acte suicidaire d'Hannah peut se comprendre. Analysez ce point de vue et justifiez votre réponse.

In response to the essay question the candidate may consider:

- The effects of Maxime's behaviour
- Hannah's state of mind
- To what extent the act is premeditated
- Why Hannah takes her son.

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

Ou

- (b) Analysez le rôle et l'importance des rapports familiaux dans le roman. Justifiez vos idées.

In response to the essay question the candidate may consider:

- The idealisation of the family unit
- The narrator's need to create a sibling
- The effects of the truth on the family
- Jewish identity.

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) Ce roman dépeint une France résistante. Analysez ce point de vue et justifiez vos idées.

In response to the essay question the candidate may consider:

- Juliette's network of Resistance members
- The risks taken by ordinary citizens
- The unwillingness to help
- Traitors

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

Ou

- (b) Analysez le rôle et l'importance de Célestin dans le roman. Justifiez vos idées.

In response to the essay question the candidate may consider:

- Célestin's total commitment
- The reality of the struggle
- His role as a leader
- His relationship with Juliette.

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