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# **GCE A LEVEL MARKING SCHEME**

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**SUMMER 2023**

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

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2023 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 FRENCH**

### **SUMMER 2023 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 matches 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, 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.

When writing or speaking about themselves, gender identification should not be an issue as they should be using first-person pronouns. If candidates choose to write or speak in the third-person, they must be consistent in their pronoun choices, for example, use of 'they/them/xe/xhe' should not be seen as grammatically incorrect if the candidate is consistently using the chosen pronoun throughout their writing. Please be mindful of candidates' choices in assessing all work. When discussing another individual in the third person where gender or gender preference is unknown or undisclosed, WJEC expects consistent application of the gender agreement of the candidate's choice, for example, the discussion of a writer's craft could make reference to 'him/her' or 'they'.

## 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          |
| <b>Total</b>                | <b>20</b> | <b>20</b> | <b>40</b>   |

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

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

### **Additional Notes**

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

**1. Irène Némirovsky : *Le bal***

**[40]**

- (a) L’auteur nous montre le pire aspect de la société et de la nature humaine. Êtes-vous d’accord ? Donnez et justifiez vos réponses.

In response to the essay question the candidate may consider:

- The shallow nature of the nouveau riche
- How the ball is this society in microcosm
- How characters are nasty and spiteful
- That even the minor characters contribute negatively.

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

**Ou**

- (b) Analysez les rapports entre les habitants de la maison de la famille Kampf.

In response to the essay question the candidate may consider:

- How their relationship reveals their social insecurities
- The fractious nature of the mother-daughter relationship
- Antoinette’s sullen resentment of Miss Betty
- Madame Kampf’s inability to deal with the servants.

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) Le rôle de l'État est important dans ce roman. Évaluez son influence sur Doria.

In response to the essay question the candidate may consider:

- How the education system lets Doria down
- The importance of the referral to a psychologist
- The uneven support provided by social services
- How the housing policies reinforce social stigma.

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

**Ou**

- (b) « Le gardien, à ce qu'il paraît, il est raciste. » Analysez comment Guène traite le thème du racisme dans le roman.

In response to the essay question the candidate may consider:

- Yasmina and her problems in the world of work
- Hamoudi and racial stereotyping by the police
- Attitudes of state representatives
- Social marginalisation.

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) Les personnages féminins ont peu d'importance dans ce roman. Êtes-vous d'accord ? Donnez et justifiez vos réponses.

In response to the essay question the candidate may consider:

- The impact of Tania's athleticism and beauty
- The effects of Tania's silence as a mother
- Hannah's suicide
- The importance of Louise.

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

**Ou**

- (b) Pourrait-on justifier le comportement de Maxime ? Donnez et justifiez vos réponses.

In response to the essay question the candidate may consider:

- His attempts to erase his racial and social origins
- His desire for Tania
- His relationship with his second son
- Forgiveness.

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) « ... on se dit parfois qu'on n'est pas plus qu'un moustique sur la peau grise de l'éléphant ... ». Êtes-vous d'accord qu'il est inutile de résister au pouvoir des Allemands ? Donnez et justifiez votre opinion.

In response to the essay question the candidate may consider:

- The power of the German military and secret police
- The effectiveness of acts of resistance by ordinary citizens
- The more organised acts of violence
- The effect of betrayal by some French people.

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

Ou

- (b) Pendant cette guerre l'amour est-il encore important ? Donnez et justifiez vos réponses.

In response to the essay question the candidate may consider:

- That patriotic love must come first
- The impact on families of patriotic love
- Avignon as a symbol of the durability of romantic love
- Juliette and Célestin.

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