

# GCE 2004

## *June Series*



# Mark Scheme

## French

### *(Unit 5W)*

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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)

**SET TEXTS**

**Camus : L’Etranger**

**Question 3(a)**

2e Partie from chapter 3 onwards

The following material might be found in answers:

Description of and atmosphere in courtroom – people present - thoughts and reactions of the various people – journalists – lawyers – witnesses and their testimonies + comment – thoughts and reactions of Meursault – reminders of normal life when Meursault is transported to/from prison – wait for verdict – death sentence and reactions – Meursault’s thoughts of past and future – specific answer to second part of question with justification.

**Question 3(b)**

2e Partie

The following material might be found in answers:

Impressions and reaction to prison – juge d’instruction - visits – Marie – other prisoners – warders – Meursault’s thoughts – lawyers – treatment – view of sea – freedom and what it means – visit of aumônier and his discussion with Meursault – specific answers to second part of question with explanation – empathy with Meursault and his situation.

## **Molière : Le Tartuffe**

### **Question 1(a)**

End of Act III Scene 6.

The following material might be found in answers:

What precisely happens and why – who does what and why – reactions of the various characters to events and the reasons why – what effects events have on whom/what - the use Molière makes of this situation and why – how does the situation influence the play? - is it amusing/tragic etc? – what is revealed about the major players? – personal assessment of/reaction to the above – a specific answer to the second part of the question with explanation/justification.

### **Question 1(b)**

The following material might be found in answers :

Orgon the father – Orgon the husband – Orgon the son – Orgon the friend – Orgon the head of the family – Orgon the subject of the King – Orgon the pillar of society – Orgon the man with his own agenda – Orgon the invention of Molière – Orgon the individual – Orgon and his relationship with Tartuffe – a specific answer to the second part of the question although many candidates will do this implicitly in the way they describe Orgon.

## **Voltaire : Candide**

### **Question 2(a)**

Essentially chapters XVII and XVIII and possibly XIX.

It is hoped that candidates will give both a factual and a personal response.

The following material might be found in answers:

A description of buildings, countryside – people – attitudes – beliefs – behaviour – relationships – living conditions – government – monarchy – money – trade – morality – laws – gold and precious stones – treatment of strangers – reaction to new ideas/people – religion an answer to the second part of the question with explanation/justification.

### **Question 2(b)**

The following material might be found in answers:

Individuals – countries – continents – institutions – religion – morality – law – punishment – philosophy – personal relationships – slavery – freedom – treatment of others – human weakness – international alliances – living conditions – inequalities - government – monarchy – social hierarchy – power – beliefs and myths – values – church/state/individual – war – tolerance an answer to the second part of the question with explanation/justification.

It is hoped that answers will attempt to categorise and not merely give a list.