

GCE 2005

January Series



Mark Scheme

French Specification

FR5W Advanced

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.

Further copies of this Mark Scheme are available from:

Publications Department, Aldon House, 39, Heald Grove, Rusholme, Manchester, M14 4NA
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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.

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

The following criteria will be used.

Knowledge of Society (AO4)	
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.
Reaction/Response (AO2)	
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.

Knowledge of Grammar (AO3)	
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.

FRENCH UNIT 5W

(Notes for answers)

SET TEXTS**Molière: Le Tartuffe**

Question 1(a)

What do the following characters say/think/imply about Tartuffe – Orgon, Elmire, Damis, Cléante, Mme Pernelle, Dorine, Mariane, Valère? What does this reveal about Tartuffe and why? How near the real Tartuffe is all this? Is the real Tartuffe ever revealed? There might be some reference to Molière's intentions in making the audience wait for Tartuffe's arrival. Some comment might be made about the ending of the play.

The second part of the question should contain fact and personal opinion/appraisal.

Question 1(b)

There might be a short explanation of why Orgon tells Damis to leave. What happens from this point until the end of the play? What do the various characters do and why? How does this affect others? The answer should not concentrate on one or two particular events. Personal opinions of all Orgon's actions should be allowed in the second part of the question although particular emphasis is expected to be given to the actions after Damis is dismissed.

Voltaire: Candide

Question 2(a)

Three events only. What happens? Where? When? Who is involved? Why does it happen?

What is the outcome? Detail is required.

What/Who is Voltaire criticising? How/Why does he do this? Is Voltaire justified? Is the criticism fair? Personal opinion can be purely personal or justified by subsequent historical facts. Explanation is the key.

Question 2(b)

There is no limit on the number of people/actions to be mentioned but detail is expected. Hopefully efforts will be made to put some order of importance into the list. Explanation and justification are essential.

Camus: L'Etranger

Question 3(a)

Meursault's life. His relationships. His friendships. His actions. His reasons for behaving in the ways he does. His general approach to events and people. The way others react to him. His trial and what follows. There may be some effort to explain why Camus uses Meursault as he does.

All answers to the second part of the question should be explained.

Camus: L'Etranger

Question 3(b)

What happens immediately before the funeral? Who does what and what does it reveal of the people concerned? Perhaps some reference to the relationship between Meursault and his mother. What happens during the funeral? What does Meursault do and especially what does he think? How do others react and why? What happens immediately after the funeral? Perhaps some speculation about why Camus uses the situation as he does.

Answers to the second part of the question will need to describe the actions and explain the thoughts of Meursault before offering a personal opinion of them.