



General Certificate of Education

French 6651

FR5W The Cultural and Social Landscape in Focus

Mark Scheme

2005 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.

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)

These notes are suggestions only. Any relevant response to the questions must be rewarded. It is important to mark positively and not mark against a perceived perfect answer. Award marks for what is said and justified.

Molière : Le Tartuffe

Question 1(a)

Orgon's relationship with Mme Pernelle, Elmire, Damis, Marianne and Cléante. A basic outline of who is who and what the relationship is. How do these relationships develop during the play? How are other relationships affected? What causes problems/difficulties in these relationships? How does Orgon treat these people? How do they react to Orgon and why? What does Orgon think about these people and what do they think about Orgon? How does Molière use these relationships and why?

Is Dorine a member of the family? Possibly?

Is Tartuffe a member of the family? No.

It is hoped that answers concentrate on the family and that Tartuffe does not intrude too often. Look for implicit reasons given for answers to the second part of the question. Better answers might give reasons for and against being part of the family.

Question 1(b)

Acte III Scène 4. Answers should take the speeches line by line and explain the various references. There might be a brief explanation of the situation before this scene takes place and a brief summary of its consequences. The content of these speeches should form the basis for all comment but it would be fair to expect opinions about what is said.

Damis line 1 What is ceci? Why doit?
line 2 tout entendre – what is the reference?
line 3 la bonté du Ciel – why does Damis use this reference?
line 4 l'orgueil – what does this tell us about Damis? Why traître?
line 5 what does this line reveal about Damis' state of mind?
line 6 explain hypocrisie and insolence.
line 7 détromper mon père – explain.
line 8 scélérat – in whose eyes? Amour – what is it?

Elmire line 1 Non – what does this reveal about Elmire? Il se rende plus sage – who?
line 2 What does this reveal about Elmire? Why does she react in this way?
line 3 je l'ai promis – what? What does this reveal about Elmire?
line 5 what are sottises pareilles? What does sottises reveal about Elmire?
line 6 what does this reveal about Elmire?

It is hoped that there will be personal assessment and reaction to what these two characters say and do.

Voltaire : Candide

Question 2(a)

Church, religion, philosophy, altruism, personal relationships, families, love, government, war, greed, traditions, international and national affairs, myths and reality, crime and punishment, *il faut cultiver notre jardin* – these are some of the areas for consideration. It is important to state and explain/assess what the lessons are and not merely describe people and events.

There are at least two approaches. Take a few lessons and go into depth and detail or mention a lot of lessons at a fairly superficial level.

Answers to the second part of the question should include explanation/justification and perhaps speculation.

Question 2(b)

Essentially chapters XVII and XVIII.

A detailed description rather than a vague summary is required.

Whom does Candide meet? What events take place? What discoveries are made?

What things are seen? What impressions are received? What lessons are learned?

Food and drink? How do people behave and live? What is the atmosphere like?

The second part of the question should contain explanation and discussion of the importance for Candide. Hopefully there will be some comment on Voltaire's motives for including the Eldorado episode in the book.

Camus : L'Etranger

Question 3(a)

This is predominantly Part 1 of the text. Meursault and his family and their relationship. Meursault's friends and acquaintances, their actions and relationships. Meursault's work and his colleagues. Meursault's actions and reactions. Where Meursault goes and why. The events around Meursault and the effects these have on him.

Some reference could be expected to Meursault's trial and imprisonment but this is only part of his life.

A detailed description is required not a vague summary.

The second part of the question requires explanation/appreciation/appraisal of how Meursault is influenced along with a discussion of the extent of the various influences.

Question 3(b)

Explanation is essential. Some answers may go for a wide sweep of ideas with limited comment, others may concentrate on what are perceived to be the more important ideas and go into greater depth of explanation.

It is important that specific ideas are mentioned, explained and discussed. It is hoped that some answers will contain appraisal of the points made.