



ASSESSMENT and  
QUALIFICATIONS  
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## **General Certificate of Education**

# **French 6651**

**FR5W The Cultural and Social Landscape in Focus**

# **Mark Scheme**

*2007 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.

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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>Mark s</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.

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<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)

**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.

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## FR5W NOTES FOR ANSWERS

### GENERAL

The **task** is to target the answer at the question set.

**Understanding** of the **task** is the way the answer targets the question – range, depth, sophistication, originality

**Knowledge** of the **task** is the amount and range of detail used to answer the question set.

### SECTION A

It is important to assess what is written and not award a mark against what is perceived to be a perfect answer. The following are suggestions and any valid answer must be assessed. Remember that candidates have only 60 minutes to think about and answer the question.

#### Molière: L'Avare

- (a) H's actions. His statements. His treatment of others. His life. His family. His reactions to other people/events. His influence on other people/events. The response of others to H and his behaviour. H's role in the play and the intentions of Molière in creating H. Most effects cited are likely to be negative but some candidates might argue that some effects could be viewed as positive.
- (b) There are at least two ways to answer this question. Give a brief description of H's relationship with every other character or select the important characters and go into greater depth. Mention might be made of H's influences and actions, the development of relationships, the way others react towards H and towards each other as a result of H's intervention.

#### Camus: Les Justes

- (a) What is the philosophy of K? How does he express it and how do others react? Why does K think as he does? Do others agree with K? Do K's thoughts influence his actions? Why/why not? What use does Camus make of K?  
The second part of the question should allow for positive and negative assessments.
- (b) Who are D and the GD? Their relationships. Their ideas. Their actions. Their reactions towards others. The reaction of others towards them. Their influence. Their role and importance in the play. The use Camus makes of them.

#### Troyat: La Neige en Deuil

- (a) A description from the birth of M. The way I treats and has treated M. The way M reacts towards I. Their childhood. Their family. Their friends. Their aspirations. The development of the relationship - why and how does it change **before** they set out to find the plane? Explanation and assessment should be much in evidence.
- (b) Much to say here. Detail and assessment are essential. M's childhood and family. M's physical appearance. M's character. M's friends. M's successes/failures. M's relationships. M's motivations. The way others see M. Most opinions are likely to be negative but some candidates will seek to put a positive gloss on some of M's actions/thoughts.