



GCE A LEVEL MARKING SCHEME

AUTUMN 2021

**A LEVEL
FRENCH - COMPONENT 3
A800U30-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2021 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

AUTUMN 2021 MARK SCHEME

COMPONENT 3: CRITICAL AND ANALYTICAL RESPONSE IN WRITING (40 total marks)

General Advice for examiners

The candidate is required to write **two** essays, one each on the two works they have studied for A level. One of the works **must be a literary work** and the second can be an additional literary work or a film. Candidates **may not answer more than one question on film** for this component.

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 form, using a wide range of lexis and structure. For AO4 the candidate must show knowledge and understanding of different aspects of the culture and society of countries or communities where French is spoken. In addition the candidate must demonstrate that they can respond critically and analytically to different aspects of the culture and society of countries or communities where French is spoken.

You will apply the mark scheme as set out in the marking grid. For AO3 and AO4 the marking grid has five two-mark bands. 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 match 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 select relevant material, present and justify points of view, develop arguments, draw conclusions based on understanding and evaluate issues, themes and cultural and social contexts related to the works studied.

The approximate number of words advised for each essay is 300. 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 also provided with the mark schemes 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 additional notes but must meet the requirements of the highest mark band. Where a response is not creditworthy, that is, it contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

When marking the essays you should have the titles to hand as the writing task requires the candidate to deal with a specific idea or ideas. The candidate is expected to answer the question as set and not provide a **general** comment on the subject matter as a whole. If a candidate adopts a broad-brush approach, they will be unlikely to focus on the task as set, leading to digression and irrelevance.

Component 3: Mark scheme for essays

Two essays each marked out of 20.

For each essay the marks are divided as follows between the two Assessment Objectives; AO3 and AO4.

	AO3	Marks	AO4	Marks	Total marks
Essay 1	Manipulate language accurately using a range of lexis and structure	10	Critical analysis and evaluation of set work	10	20
Essay 2	Manipulate language accurately using a range of lexis and structure	10	Critical analysis and evaluation of set work	10	20
Total		20		20	40

Component 3: Marking grid for critical and analytical response in writing

Marks	AO3: manipulate the language accurately, in written forms, using a range of lexis and structure	Marks	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
9-10	- Consistently accurate manipulation of the language of study. - Use of a wide range of lexis, grammatical structures and idiom. - Style and register is appropriate for the task set.	9-10	- A detailed, critical appreciation and analysis of the literary work / film which is very well supported by evidence. - Points of view are justified and fully developed. - There is a clear and coherent analysis and evaluation of issues and themes. - Clear and detailed analysis of the culture and society within the literary work / film where appropriate.
7-8	- Accurate manipulation of the language of study, with only a few errors. - Use of a good range of lexis, grammatical structures and idiom. - Style and register is mostly appropriate for the task set.	7-8	- A critical appreciation and analysis of the literary work / film which is supported by good evidence. - Points of view are justified and developed. - There is a degree of analysis and evaluation of issues and themes, although it may not be in depth. - An analysis is made of the culture and society within the literary work / film where appropriate.
5-6	- Some errors in manipulation of language. - Some vocabulary may be lacking or used inappropriately. Any idiomatic language used is simple. - Style and register is generally appropriate for the task set.	5-6	- A sound knowledge of the literary work / film but some evidence is irrelevant. - Points of view are expressed with some supporting evidence. - There are attempts to develop arguments and main points are evaluated. - Some analysis of the culture and society within the literary work / film where appropriate.
3-4	- A high incidence of basic errors affect accuracy. Short sentences predominate. Some sentences incomplete and there is limited idiomatic knowledge. - Style and register is simple.	3-4	- A superficial knowledge of the literary work / film with evidence which is nearly always irrelevant. - Points of view expressed with little use of supporting evidence. - Only a partial response to the question set. - Limited analysis of the culture and society within the literary work / film.
1-2	- Little if any understanding of grammar. - Sentences often fragmented with very few correct patterns and features of language of study. Short phrases predominate. - Heavy reliance on anglicised structures.	1-2	- A knowledge of the literary work/film which is extremely limited and there is no supporting evidence. - Only a few points of view made are relevant to the question set. - A minimal response to the question set. - Very little attempt to analyse the culture and society within the literary work / film.
0	Nothing of value.	0	Nothing of value.

*Please refer to the subject specific additional notes when assessing AO4.

Additional notes

La littérature

Delphine de Vigan : *No et Moi*

[20]

1. Analysez les relations entre No et la mère de Lou dans *No et Moi*. Justifiez votre réponse.

AO4	In response to the essay question the candidate may include the following: • how Lou's mother accepts No • Lou's mother's positive interaction with No • how Lou feels displaced • why No cannot sustain the relationship <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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Ou

2. Analysez l'importance de la jalousie dans *No et Moi*. Justifiez votre réponse.

AO4	In response to the essay question the candidate may include the following: • the jealousy of Lou's intelligence • Lou's jealousy of the social ease of the girls in her class • No's jealousy of Lou and of her stable family life • jealousy of Lucas' situation <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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3. Analysez pourquoi Mehdi n'est pas à l'aise à l'école dans *Une année chez les Français*. Justifiez votre réponse.

AO4	In response to the essay question the candidate may include the following: • the differences of class • Mehdi's difficulty understanding the language used by teachers, staff and students • Mehdi's shyness and inability to communicate • the sarcasm and bullying by teachers, staff and students <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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4. Analysez les contrastes entre les différents modes de vie des familles dans le roman. Justifiez votre réponse.

AO4	In response to the essay question the candidate may include the following: • Mehdi's family life in his village and the role of his parents • the relationships and lifestyle in the Berger family • the problems of identity and racism encountered in the Berger family • Mehdi's cousin's family <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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5. Antigone est une jeune adolescente qui a peur de l'avenir. Analysez cette idée et justifiez votre réponse.

AO4	In response to the essay question the candidate may include the following: • burying her brother is just an excuse to provoke her own death • she fears the loss of the intensity of her love • she cannot bear to grow old or to compromise • the symbolism of her uncompromising stance <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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Ou

6. Analysez et expliquez l'importance de la mort dans la pièce. Justifiez votre réponse.

AO4	In response to the essay question the candidate may include the following: • the political position of Créon after both heirs die • Antigone's dilemma posed by the treatment of Polynice • Antigone's implacable determination to die • the impact of her death <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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7. Analysez l'idée que la mort est le thème principal de *L'Étranger*. Justifiez votre réponse.

AO4	In response to the essay question the candidate may include the following: • the structure of the novel • the death of the Arab and Meursault's lack of remorse • the impact of Meursault's behaviour at his mother's funeral • Meursault's attitude to his own death <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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Ou

8. Meursault refuse de mentir. Analysez l'impact de ce comportement dans le roman. Justifiez votre réponse.

AO4	In response to the essay question the candidate may include the following: • his attitude to love and its impact on his relationship with Marie • his friendship with Raymond • the impact of his testimony in court • his angry exchange with the prison chaplain <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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9. Analysez le thème de l'amour dans *Le Silence de la mer*. Justifiez votre réponse.

AO4	In response to the essay question the candidate may include the following: • silence as a symbol of patriotism • how Von Ebrennac rationalises his love of both countries • the development of romantic love • why romantic love must be sacrificed <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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10. Malgré son silence, la nièce développe des rapports complexes avec Werner Von Ebrennac. Analysez cette idée et justifiez votre réponse.

AO4	In response to the essay question the candidate may include the following: • Von Ebrennac's monologues • how 'la nièce' changes her opinion of Von Ebrennac • how physical signs betray feelings • the significance of the one word spoken by 'la nièce' <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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11. Dans les contes, Maupassant montre son admiration pour les gens ordinaires. Analysez cette idée et justifiez votre réponse.

***Any of the *contes* can be used to answer the question.**

AO4	In response to the essay question the candidate may include the following: • the moral attitudes of those judged to be socially inferior • how all soldiers are not cruel or bloodthirsty • the instinctive courage of the ordinary person • how Maupassant also highlights some faults of ordinary people <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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Ou

12. Maupassant met l'accent plus sur les besoins personnels que sur les idées patriotiques dans les contes. Analysez ce point de vue et justifiez votre réponse

***Any of the *contes* can be used to answer the question.**

AO4	In response to the essay question the candidate may include the following: • personal safety • friendship • desire for revenge • greed <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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Les films

Éric Toledano et Olivier Nakache : *Intouchables*

[20]

13. Analysez l'impact de la personnalité de Driss sur l'entourage de Philippe dans ce film. Justifiez votre réponse.

AO4	In response to the essay question the candidate may include the following: • negative social judgements lead to concern • lack of experience and professionalism raise questions • the impact on Philippe's daughter • the impact of his energy and positivity <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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14. Analysez l'impact des difficultés physiques de Philippe dans sa vie. Justifiez votre réponse.

AO4	In response to the essay question the candidate may include the following: • the difficulties imposed on Philippe as a result of his accident • the reasons he chooses Driss as a carer • his fear of a relationship • how Philippe transcends his limitations <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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15. Analysez l'impact du comportement de Rachin sur la vie des garçons dans le film. Justifiez votre réponse.

AO4	In response to the essay question the candidate may include the following: • the fear caused by Rachin's punishments • the violence amongst the students as a reaction • Mondain • the reaction of the boys to Clément Mathieu being sacked <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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16. Analysez l'idée que Clément Mathieu est un musicien raté. Justifiez votre réponse.

AO4	In response to the essay question the candidate may include the following: • how Mathieu uses music in the school • the reaction of the students to the choir • Pierre Morhange • the impact on the lives of the boys in school <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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17. Analysez l'importance du séjour à Istanbul dans le film. Justifiez votre réponse.

AO4	In response to the essay question the candidate may include the following: • the geographical and cultural importance of Istanbul • the reversal of roles - son is the outsider culturally • the influence of Mustapha • Réda's conflict with his father <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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18. Analysez la signification du titre du film *Le Grand Voyage*. Justifiez votre réponse.

AO4	In response to the essay question the candidate may include the following: • the significance of the pilgrimage for Réda's father • the importance of the hardship of the journey • what Réda learns from the journey • the symbolism of the journey <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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19. « Le monde est à vous. » Analysez la signification de cette citation dans *La Haine*. Justifiez votre réponse.

AO4	In response to the essay question the candidate may include the following: • the irony of the quotation • the effects of poverty • relationships with the police • negative social attitudes <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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20. Analysez la tension entre les jeunes banlieusards et la police dans ce film. Justifiez votre réponse.

AO4	In response to the essay question the candidate may include the following: • the causes of the tension • the prejudice of the police and of the young 'banlieusards' • the attitude of the police in the 'banlieue' • the police in Paris <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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21. Analysez les différentes attitudes envers la guerre dans le film *Au Revoir les Enfants*. Justifiez votre réponse.

AO4	In response to the essay question the candidate may include the following: • Père Jean and his actions • those who profit and collaborate • resisting the Occupation • the questions Julien asks <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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Ou

22. Analysez comment Louis Malle représente les Allemands dans le film. Justifiez votre réponse.

AO4	In response to the essay question the candidate may include the following: • their physical oppressive presence • their behaviour socially • different attitudes of the soldiers • the Gestapo <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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23. Monsieur Batignole est-il un homme courageux ? Donnez et justifiez votre réponse.

AO4	In response to the essay question the candidate may include the following: • it is not his intention to resist • how he reacts naturally to feed and protect Simon • how and why he kills Pierre-Jean • the dangers of smuggling children <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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Ou

24. Analysez la représentation des autorités dans le film *Monsieur Batignole*. Justifiez votre réponse.

AO4	In response to the essay question the candidate may include the following: • relationships between Germans and collaborators • the acquisition of Jewish property • the corruption • the mixed representation of the French police <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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