



GCE A LEVEL MARKING SCHEME

SUMMER 2023

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

INTRODUCTION

This marking scheme was used by WJEC for the 2023 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

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

SUMMER 2023 MARK SCHEME

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 5 two-mark bands. To select the appropriate band and mark you must do the following:

Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band.

You should first read and annotate a candidate's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied.

This is done as a two-stage process.

Stage 1 – Deciding on the band

When deciding on a band for each assessment objective, the answer should be viewed holistically. Beginning at the lowest band, you should look at the candidate's answer and check whether it matches the descriptor for that band. You should look at the descriptor for that band and see if it matches the qualities shown in the candidate's answer. If the descriptor at the lowest band is satisfied, you should move up to the next band and repeat this process for each band until the descriptor matches the answer. If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the candidate's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. You should not seek to penalise candidates as a result of small omissions in minor areas of an answer.

Stage 2 – Deciding on the mark

Once the band has been decided, you can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. You will then receive examples of answers that have been awarded a mark by the Principal Examiner. You should mark the examples and compare your marks with those of the Principal Examiner.

When marking, you can use these examples to decide whether a candidate's response is of a superior, inferior or comparable standard to the example. You are reminded of the need to revisit the answer as you apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

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.

When writing or speaking about themselves, gender identification should not be an issue as they should be using first-person pronouns. If candidates choose to write or speak in the third-person, they must be consistent in their pronoun choices, for example, use of 'they/them/xe/xhe' should not be seen as grammatically incorrect if the candidate is consistently using the chosen pronoun throughout their writing. Please be mindful of candidates' choices in assessing all work. When discussing another individual in the third person where gender or gender preference is unknown or undisclosed, WJEC expects consistent application of the gender agreement of the candidate's choice, for example, the discussion of a writer's craft could make reference to 'him/her' or 'they'.

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 l'idée que cette œuvre traite de la solitude. Justifiez votre réponse.

AO4	In response to the essay question the candidate may include the following: • No's feelings of loneliness • Lou's feelings of loneliness • the Bertignacs' isolation • the attempts by some characters to establish relationships. <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 le thème du tragique dans cette œuvre. Justifiez votre réponse.

AO4	In response to the essay question the candidate may include the following: • No's early life • Lou's sister's death • the tragic elements in other characters' lives • No's fate at the end. <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 la perception du monde du point de vue de Mehdi. Justifiez votre réponse.

AO4	In response to the essay question the candidate may include the following: • the events as witnessed and described by Mehdi • the use of childlike humour • the use of language • the contrast created by the adults' perspective. <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

4. Analysez le thème de la tristesse. Justifiez votre réponse.

AO4	In response to the essay question the candidate may include the following: • Mehdi's sadness at leaving his family • the trauma he experiences as he adapts to a new environment • the sadness brought about by loneliness • his friendship with Denis Berger. <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. « Je suis toute seule... » déclare Antigone. Analysez le thème de la solitude dans cette pièce. Justifiez votre réponse.

AO4	In response to the essay question the candidate may include the following: • Antigone's status as an orphan • her decision regarding her brother's burial • Créon as a lonely and reluctant leader • the characters who mitigate Antigone's loneliness. <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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6. Analysez comment la pièce reflète l'attitude de la société française pendant la Deuxième Guerre mondiale. Justifiez votre réponse.

AO4	In response to the essay question the candidate may include the following: • Antigone as a symbol of the Resistance • Créon as a symbol of the Vichy government • the apathy and ambivalence of some characters • the characters who have no voice. <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 de responsabilité. Justifiez votre réponse.

AO4	In response to the essay question the candidate may include the following: • Meursault's responsibility for the murder • society's responsibility • Meursault's reluctance to assume responsibility • Meursault's unwillingness to conform. <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 est « L'Étranger ». Analysez cette déclaration. Justifiez votre réponse.

AO4	In response to the essay question the candidate may include the following: • Meursault's detachment • his lack of emotion at his mother's death • his attitude at the trial • his interaction with the elements. <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. « Nous avons décidé, ma nièce et moi, de ne rien changer à notre vie. » Analysez cette citation. Justifiez votre réponse.

AO4	In response to the essay question the candidate may include the following: • the ordinary lives led by the uncle and his niece • Werner's arrival • changing feelings and attitudes • Werner's attitude at the end. <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

10. Analysez l'importance du silence dans cette œuvre. Justifiez votre réponse.

AO4	In response to the essay question the candidate may include the following: • the silence as a form of resistance • the silence as a form of understanding between uncle and niece • Werner's monologues • the instances when silence is broken. <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. Maupassant décrit la bourgeoisie comme des gens honnêtes qui ont de la religion et des principes. Analysez cette description. 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 religious values embodied by some characters • the attitude of the bourgeoisie • moral corruption • the contrast created by other characters' moral values. <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 fait un portrait impartial des Prussiens. Analysez cette idée. 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 Prussians as the cruel enemy • the different descriptions of soldiers and officers • how the Prussians' qualities are admired by some • the descriptions of some Prussians as victims. <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. « Comment vivez-vous l'idée d'être un assisté ? » demande Philippe. Analysez la notion de handicap dans le film. Justifiez votre réponse.

AO4	In response to the essay question the candidate may include the following: • Philippe's physical disability • Philippe's emotional barriers • Driss's socio-economic background • how both Phillippe and Driss mitigate their respective 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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Ou

14. « Maintenant vous me laissez faire. » dit Driss. Analysez le conflit de pouvoir entre Driss et Philippe. Justifiez votre réponse.

AO4	In response to the essay question the candidate may include the following: • the power balance at the beginning of the film • Philippe's strengths and weaknesses • Driss's strengths and weaknesses • the power balance at the end of the film. <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. Mondain est responsable de l'échec pédagogique de Clément Mathieu. Analysez cette déclaration. Justifiez votre réponse.

AO4	In response to the essay question the candidate may include the following: • Morhange's success • Clément Mathieu's success • the changes occurring in the school • Mondain's fate. <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

16. Discutez l'idée que le thème principal du film est la deuxième chance. Justifiez votre réponse.

AO4	In response to the essay question the candidate may include the following: • how the school has a second lease of life • the pupils being given a second chance • how Clément Mathieu experiences a rebirth • the characters who do not take advantage of this second chance. <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. À la fin, le père et le fils ont fait chacun un effort. Analysez cette idée. Justifiez votre réponse.

AO4	In response to the essay question the candidate may include the following: • the lack of understanding at the beginning of the film • the father's changing attitude during the car journey • Réda's gradual understanding of his father • the situation at the end of the film. <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

18. Réda est un ado Français typique. Analysez cet argument. Justifiez votre réponse.

AO4	In response to the essay question the candidate may include the following: • Réda's way of life as a typical teenager • Réda's daily concerns • Réda's cultural heritage • the journey as a coming-of-age process. <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. Analysez comment le film *La Haine* nous présente les contrastes de la société française. Justifiez votre réponse.

AO4	In response to the essay question the candidate may include the following: • the socio-economic deprivation • life outside the suburbs • why the film is in black and white • the characters' optimism/hopelessness. <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

20. Analysez le thème du pouvoir dans ce film. Justifiez votre réponse.

AO4	In response to the essay question the candidate may include the following: • the boys' destructive power • the police as a symbol of authority and power • the women's sphere of influence • the lack of power. <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 le rôle et l'importance de l'internat. Justifiez votre réponse.

AO4	In response to the essay question the candidate may include the following: • the school as a haven • the school as a place of friendship • the school as a place of fear and separation • the school as a place of betrayal. <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 le manque et les privations dans le film. Justifiez votre réponse.

AO4	In response to the essay question the candidate may include the following: • food deprivation • emotional deprivation • religious deprivation • the kindness shown by some characters. <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. Analysez l'id e que Monsieur Batignole est un r sistant typique. Justifiez votre r ponse.

AO4	In response to the essay question the candidate may include the following: • Monsieur Batignole's attitude towards the Occupation at the beginning of the film • his attitude towards the children at the beginning of the film • his attitude towards the children at the end of the film • the attitude of other members of his 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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Ou

24. Analysez le th me de l'espoir dans le film *Monsieur Batignole*. Justifiez votre r ponse.

AO4	In response to the essay question the candidate may include the following: • the children's hopeless situation at the start of the film • Monsieur Batignole's decision to help the children • Monsieur Batignole's transformation into a father figure • other characters who provide hope. <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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