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# A-LEVEL

# French

Unit 3 Listening, Reading and Writing  
Mark scheme

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Version: 1.0 Final

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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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 [aqa.org.uk](http://aqa.org.uk)

**Unit 3**

The assessment objectives will be allocated in the following way.

|     |                              | <b>% of A Level</b> | <b>Marks</b> |
|-----|------------------------------|---------------------|--------------|
| AO1 | Response to spoken language  | 8                   | 25           |
| AO2 | Response to written language | 18                  | 60           |
| AO3 | Knowledge of grammar         | 8                   | 25           |
|     | <b>TOTAL</b>                 | 34                  | 110          |

The marks will be allocated in the following way.

|                                                                                  | <b>AO1</b> | <b>AO2</b> | <b>AO3</b> |
|----------------------------------------------------------------------------------|------------|------------|------------|
| Listening Section                                                                | 25         |            |            |
| Reading Section (includes transfer of meaning from and into the target language) |            | 35         | 10         |
| Writing Section                                                                  |            | 25         | 15         |

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## Section A: Listening, Reading and Writing

### General Principles

1. Where a student repeats the same error within a question, no further penalty should be imposed in awarding the mark, and nfp (= no further penalty) should be written beside the error to indicate this.
2. Errors of accent are not penalised unless they are grammatical.
3. In the comprehension sections where students are required to write answers in French reject incorrect object pronouns.
4. Ignore errors of gender/number.
5. Ignore errors of verb ending provided that the verb form exists and the tense is appropriate: reject use of infinitive or imperfect, for example, for past participle and vice versa.
6. Accept *elle* for *il* and vice versa.
7. Reject invalidating additions.
8. Unless otherwise indicated, accept minor spelling errors, except for verbs, where the meaning remains clear but reject English spellings.
9. “Rubric” should be written in the margin if the answer is written in the wrong language and 0 should be awarded (unless numbers or place names are involved).

| Q     | Accept | Mark |
|-------|--------|------|
| 1 (a) | C      | 1    |

| Q     | Accept | Mark |
|-------|--------|------|
| 1 (b) | C      | 1    |

| Q     | Accept | Mark |
|-------|--------|------|
| 1 (c) | A      | 1    |

| Q     | Accept | Mark |
|-------|--------|------|
| 1 (d) | B      | 1    |

| Q     | Accept | Mark |
|-------|--------|------|
| 1 (e) | D      | 1    |

| Q     | Accept | Mark |
|-------|--------|------|
| 1 (f) | A      | 1    |

| Q     | Accept (in any order) |   | Mark | Notes/Reject |
|-------|-----------------------|---|------|--------------|
| 2 (a) | E                     | R | 2    |              |

| Q     | Accept (in any order) |   | Mark | Notes/Reject |
|-------|-----------------------|---|------|--------------|
| 2 (b) | A                     | S | 2    |              |

| Q     | Accept (in any order) |   | Mark | Notes/Reject |
|-------|-----------------------|---|------|--------------|
| 2 (c) | G                     | H | 2    |              |

| Q | Accept (in any order) |   |   |   |   |   | Marks | Reject/Notes |
|---|-----------------------|---|---|---|---|---|-------|--------------|
| 3 | B                     | D | E | K | M | R | 6     |              |

| Q     | Key Idea                                         | Marks | Accept                                                            | Reject/Notes                                                                                                     |
|-------|--------------------------------------------------|-------|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| 4 (a) | (La) dernière centrale <u>nucléaire</u> fermera. | 1     | (L')Allemagne abandonnera le nucléaire.<br>Plus de nucléaire (tc) | If a verb is used it must be future tense.<br>Reject if no mention of nucléaire.<br>Reject a décidé d'abandonner |

| Q     | Key Idea | Marks | Accept                                                                                        | Reject/Notes |
|-------|----------|-------|-----------------------------------------------------------------------------------------------|--------------|
| 4 (b) | 25 (%)   | 1     | un quart / ¼<br>Accept answers that offer 25% even if attempted number is incorrect eg quatre |              |

| Q     | Key Idea                                | Marks | Accept                                                                                                                                                                                                              | Reject/Notes |
|-------|-----------------------------------------|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 4 (c) | (C'est) un pays peu <u>ensoleillé</u> . | 1     | Il ne fait pas (souvent/beaucoup de) soleil.<br>Soleil must be correctly spelt and if ensoleillé is attempted it must end in é<br>Accept<br>ensoleilé/insoleil(l)é<br>/ansoleil(l)é/unssoleil(l)é<br>/onssoleil(l)é |              |

| Q     | Key Idea                                      | Marks | Accept                                                        | Reject/Notes                                                                                                                                 |
|-------|-----------------------------------------------|-------|---------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| 4 (d) | Le même nombre/autant d'emplois/ de salariés. | 1     | 100 000 (emplois/salariés) dans chaque/les deux industrie(s). | Reject 100 000 emplois (tc)<br>Reject salaires<br>Reject if no notion of comparison between two industries<br>Reject misspelling of éolienne |

| Q     | Key Idea | Marks | Accept                                                                             | Reject/Notes                                 |
|-------|----------|-------|------------------------------------------------------------------------------------|----------------------------------------------|
| 4 (e) | 50 (%)   | 1     | la/une moitié<br>Accept answers that offer 50% even if another number is incorrect | Reject (toutes) les autres<br>Reject un demi |

| Q     | Key Idea                 | Marks | Accept                                              | Reject/Notes                                       |
|-------|--------------------------|-------|-----------------------------------------------------|----------------------------------------------------|
| 4 (f) | 15 milliard(s) (d'euros) | 1     | Accept millards, milliards<br>Accept 15 000 000 000 | Reject milards/billions<br>Reject incorrect number |

| Q     | Key Idea                                               | Marks | Accept                                               | Reject/Notes |
|-------|--------------------------------------------------------|-------|------------------------------------------------------|--------------|
| 4 (g) | Le prix /La facture d'électricité a augmenté (de 30%). | 1     | Present tense<br>Accept l'électricité est plus chère |              |

| Q        | Accept    | Mark | Notes/reject                                                                                 |
|----------|-----------|------|----------------------------------------------------------------------------------------------|
| 5 (a)(i) | la galère | 1    | Spelling must be correct<br>Accept without article<br>Reject additions eg des petits boulots |

| Q         | Accept | Mark | Notes/reject                               |
|-----------|--------|------|--------------------------------------------|
| 5 (a)(ii) | tenté  | 1    | Spelling must be correct<br>Reject a tenté |

| Q          | Accept    | Mark | Notes/reject                                                             |
|------------|-----------|------|--------------------------------------------------------------------------|
| 5 (a)(iii) | des soins | 1    | Spelling must be correct<br>Accept les or without article<br>Reject soin |

| Q         | Accept      | Marks | Notes/reject                                       |
|-----------|-------------|-------|----------------------------------------------------|
| 5 (a)(iv) | la réussite | 1     | Spelling must be correct<br>Accept without article |

| Q     | Accept (in any order) |   |   |   | Mark | Notes/reject |
|-------|-----------------------|---|---|---|------|--------------|
| 5 (b) | B                     | D | F | K | 4    |              |

| Q     | Accept | Mark | Notes    |
|-------|--------|------|----------|
| 6 (a) | F      | 1    | Accept X |

| Q     | Accept | Mark | Notes         |
|-------|--------|------|---------------|
| 6 (b) | V      | 1    | Accept T or √ |

| Q     | Accept | Mark | Notes             |
|-------|--------|------|-------------------|
| 6 (c) | ND     | 1    | Accept N, PM or ? |

| Q     | Accept | Mark | Notes    |
|-------|--------|------|----------|
| 6 (d) | F      | 1    | Accept X |

| Q     | Accept | Mark | Notes         |
|-------|--------|------|---------------|
| 6 (e) | V      | 1    | Accept T or √ |

| Q     | Accept | Marks | Notes    |
|-------|--------|-------|----------|
| 6 (f) | F      | 1     | Accept X |

| Q     | Accept | Mark | Notes             |
|-------|--------|------|-------------------|
| 6 (g) | ND     | 1    | Accept N, PM or ? |

| Q     | Accept | Mark | Notes    |
|-------|--------|------|----------|
| 6 (h) | F      | 1    | Accept X |

| Q     | Accept | Mark | Notes    |
|-------|--------|------|----------|
| 6 (i) | F      | 1    | Accept X |

| Q     | Accept | Marks |
|-------|--------|-------|
| 7 (a) | K      | 1     |

| Q     | Accept | Marks |
|-------|--------|-------|
| 7 (b) | M      | 1     |

| Q     | Accept | Marks |
|-------|--------|-------|
| 7 (c) | E      | 1     |

| Q     | Accept | Marks |
|-------|--------|-------|
| 7 (d) | S      | 1     |

| Q     | Accept | Marks |
|-------|--------|-------|
| 7 (e) | C      | 1     |

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| Q     | Accept | Marks |
|-------|--------|-------|
| 7 (f) | A      | 1     |

| Q     | Accept | Marks |
|-------|--------|-------|
| 7 (g) | D      | 1     |

| Q     | Accept | Marks |
|-------|--------|-------|
| 7 (h) | F      | 1     |

| Q                                                                                                                                                                                                                       |    |                                         | Accept                                                                                                                                                              | Reject/Notes                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 mark for each box. Award the mark if the sense of the French is expressed in acceptable English. <b>The working total of 20 must be divided by 2 to give a maximum mark of 10.</b> Round up any half-mark at the end. |    |                                         |                                                                                                                                                                     |                                                                                                                                                              |
| 8                                                                                                                                                                                                                       | 1  | Pour des milliers de gens               | For thousands of people                                                                                                                                             | Reject millions/many<br>Reject some thousands                                                                                                                |
|                                                                                                                                                                                                                         | 2  | les déchets fournissent                 | waste/rubbish/trash/<br>provides/supplies/furnishes/<br>gives/offers/creates                                                                                        | Reject any verbs which do not convey the idea of giving/providing<br>Reject use of article the NB possible nfp in box 19<br>Reject litter Possible nfp box 6 |
|                                                                                                                                                                                                                         | 3  | le seul moyen de subsister.             | the only/sole way/means to survive/exist/ subsist/of surviving/survival/existing/ existence/subsisting/subsistence /provide for/support themselves/making a living. | Reject live/living as translation of subsister<br>Reject get by/getting by                                                                                   |
|                                                                                                                                                                                                                         | 4  | Jamel vit dans un bidonville            | Jamel lives in a shantytown                                                                                                                                         | Reject anything other than shantytown                                                                                                                        |
|                                                                                                                                                                                                                         | 5  | au pied d'une énorme décharge à Mumbai. | at the foot/base of an enormous (rubbish) tip/dump/waste heap in Mumbai/ Bombay.                                                                                    | Reject landfill                                                                                                                                              |
|                                                                                                                                                                                                                         | 6  | Sur cette montagne d'ordures            | On this/that mountain/hill/pile/heap of rubbish/waste                                                                                                               |                                                                                                                                                              |
|                                                                                                                                                                                                                         | 7  | il passe ses journées à fouiller,       | he spends his days searching/rummaging/scavenging /foraging/rooting                                                                                                 |                                                                                                                                                              |
|                                                                                                                                                                                                                         | 8  | à trier,                                | (and)sorting (through/out)/separating                                                                                                                               | Reject searching                                                                                                                                             |
|                                                                                                                                                                                                                         | 9  | espérant trouver du fer,                | (and)hoping to find (some) iron,                                                                                                                                    |                                                                                                                                                              |
|                                                                                                                                                                                                                         | 10 | du cuivre                               | (some) copper(wire/pipe/piping)                                                                                                                                     |                                                                                                                                                              |
|                                                                                                                                                                                                                         | 11 | ou du verre à revendre.                 | or (some) glass to sell (on)/resell/sell again.                                                                                                                     |                                                                                                                                                              |
|                                                                                                                                                                                                                         | 12 | Il gagne à peine                        | He earns/gets scarcely/barely/hardly/only just                                                                                                                      | Rejects struggles to<br>Reject just t.c.                                                                                                                     |
|                                                                                                                                                                                                                         | 13 | de quoi se nourrir.                     | enough/sufficient (money)/the means/wherewithal to feed/nourish himself.                                                                                            | Reject enough to eat                                                                                                                                         |
|                                                                                                                                                                                                                         | 14 | A la veille du sommet du G8,            | (On) the eve of/day/night before the summit/meeting of the G8/the G8 summit/meeting,                                                                                | Reject At                                                                                                                                                    |

|    |                                                       |                                                                                                                                                                                                                  |                                                                                                                                   |
|----|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| 15 | rappelons à nos chefs                                 | let us remind our<br>leaders/bosses/heads of state                                                                                                                                                               | Reject chiefs<br>Reject let's recall<br>Reject we<br>should/must<br>Reject tell                                                   |
| 16 | combien il est important d'aider<br>les plus démunis, | (of) <u>how important/vital/crucial it is</u> to<br>help the poorest/most<br>disadvantaged/<br>deprived/the least well-off/those in<br>greatest need/the most needy/the<br>most unfortunate/the least fortunate, | Reject how it is<br>important ie word<br>order must be as<br>underlined<br>Reject the less<br>fortunate ie must be<br>superlative |
| 17 | et que n'importe qui                                  | and <u>that</u> anyone/any<br>person/anybody/any one at all/any<br>people                                                                                                                                        |                                                                                                                                   |
| 18 | aurait pu se retrouver à la<br>place de Jamel,        | could have found/would have been<br>able to find himself/themselves in<br>Jamel's place/position/situation                                                                                                       |                                                                                                                                   |
| 19 | si le sort                                            | if fate/chance/destiny                                                                                                                                                                                           | Reject the fates                                                                                                                  |
| 20 | en avait décidé ainsi.                                | had decided (it) so/thus/ had thus/so<br>decided (it)/had decided it to be like<br>that.                                                                                                                         |                                                                                                                                   |

| Q     |                                                                                                                                                                                                                                                    | Accept                                                                                                  | Reject/Notes                                             |
|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
| 9     | For each box award the mark if there are no errors other than accents which do not change the meaning of the word. Reject paraphrases. <b>The working total of 20 should be divided by 2 to give a maximum mark of 10.</b> Round up any half-mark. |                                                                                                         |                                                          |
| 9 (a) |                                                                                                                                                                                                                                                    |                                                                                                         |                                                          |
| 1     | As our natural resources                                                                                                                                                                                                                           | Comme/Puisque/Vu que/Etant donné que/A cause du fait que / parce que nos ressources naturelles/         | Reject car<br>Reject naturels but watch for nfp in box 2 |
| 2     | are so limited,                                                                                                                                                                                                                                    | sont si/tellement limitées/rares,                                                                       |                                                          |
| 3     | we should not                                                                                                                                                                                                                                      | nous ne devrions pas/on ne devrait pas                                                                  |                                                          |
| 4     | waste them.                                                                                                                                                                                                                                        | les gaspiller/gâcher                                                                                    |                                                          |
| 9 (b) |                                                                                                                                                                                                                                                    |                                                                                                         |                                                          |
| 1     | For example,                                                                                                                                                                                                                                       | Par exemple,                                                                                            |                                                          |
| 2     | we can save energy                                                                                                                                                                                                                                 | nous pouvons/on peut économiser/ conserver (de) l'énergie                                               | Reject sauver                                            |
| 3     | by switching off the light                                                                                                                                                                                                                         | en éteignant/en fermant/si on éteint/ferme/ si nous éteignons/fermons la lumière                        | Reject les lumières                                      |
| 4     | when we leave a room.                                                                                                                                                                                                                              | quand nous quittons/sortons d'/on quitte/sort d'/en quittant/en sortant d'une pièce/salle/chambre.      | Reject partir                                            |
| 9 (c) |                                                                                                                                                                                                                                                    |                                                                                                         |                                                          |
| 1     | It is the responsibility of                                                                                                                                                                                                                        | Il/C'est la responsabilité de                                                                           |                                                          |
| 2     | all countries                                                                                                                                                                                                                                      | tous les pays/états/de tout pays/état                                                                   |                                                          |
| 3     | to help animals                                                                                                                                                                                                                                    | d'aider les/des animaux                                                                                 | Reject espèces                                           |
| 4     | threatened with extinction.                                                                                                                                                                                                                        | (qui sont) menacés d'extinction/de disparition.                                                         | Reject par/avec<br>Reject en voie de disparition         |
| 9 (d) |                                                                                                                                                                                                                                                    |                                                                                                         |                                                          |
| 1     | It is important that we do                                                                                                                                                                                                                         | Il est/C'est important que nous fassions/qu'on fasse/de faire                                           |                                                          |
| 2     | all we can                                                                                                                                                                                                                                         | tout ce que nous pouvons/tout ce que l'on/tout ce qu'on peut/tout notre/son possible                    |                                                          |
| 3     | to preserve their habitats                                                                                                                                                                                                                         | Pour/afin de conserver/préserver/sauvegarder leurs habitats/leur habitat/leurs milieux/leur milieu      |                                                          |
| 4     | before it is too late.                                                                                                                                                                                                                             | avant qu'il/que ce (ne) soit trop tard.                                                                 |                                                          |
| 9 (e) |                                                                                                                                                                                                                                                    |                                                                                                         |                                                          |
| 1     | No-one can deny that                                                                                                                                                                                                                               | Personne/Nul <u>ne</u> peut/saurait nier que                                                            | Reject on<br>Reject Personne ne verb <b>pas</b>          |
| 2     | protecting the planet                                                                                                                                                                                                                              | /la protection de/ protéger la planète                                                                  |                                                          |
| 3     | is the duty of                                                                                                                                                                                                                                     | est/soit <u>le devoir</u> de                                                                            | Reject la responsabilité                                 |
| 4     | each one of us.                                                                                                                                                                                                                                    | chacun de/d'entre nous/tout un chacun/tout le monde/tous/chaque personne/chaque individu/tous les gens. |                                                          |



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## SECTION B: WRITING

### Marking Guidance

1. The range of topics and areas for study is inevitably very wide, but all essays are assessed according to the same criteria. If the question requires, for example, an analysis of the main themes of a work, this will be the student's view of what the main themes are, provided he/she justifies his/her choice. If there are clearly significant errors of fact, these cannot be ignored, but fact should not be confused with interpretation.
2. The mark scheme refers to *understanding and knowledge of the task*. 'The task' is to answer the specific question set. 'Understanding of the task' is the way in which the answer addresses the question, eg range, depth, covering all parts of the question and relevance to the question. 'Knowledge of the task' is the amount and range of detail used to answer the question set. It is not so much the actual knowledge as the way this knowledge is used and evaluated that is being assessed. Hence the Content mark is determined by how well the student has answered the specific question set. If a student has answered only one part of a two-part question, it is not possible to award a mark in the 'Good' band for Content.
3. When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level.
4. When assessing an essay for Content, a 'top down' approach should be adopted by deciding whether the essay matches the criteria for the top band. If not, move down to the second band and so on. Once you have assigned a mark band you then need to decide upon a mark within that band. If an essay fully matches all the criteria for the top band, it should be given maximum marks. Such an essay will fully answer all parts of the set question. It will be fully relevant, contain a good deal of evidence and very clear evaluation.
5. If the essay is not worthy of a mark in the top band, move down the bands until the criteria are the best match for that essay. In these bands, in the event that an essay matches exactly the criteria for the band, it should be given the middle mark in that band. Otherwise, the mark should be adjusted up or down according to whether it is nearer the criteria for the band above or the band below.
6. The degree of personal reaction required for any given band will vary to some extent according to the precise question set, and it is accepted that in some topics, particularly the study of a region, the reaction is effectively bound up with the evaluation, whereas if the question asks for the student's opinion of an author or artist, more obvious personal reaction is clearly required. Students do not constantly have to say 'I think that...' to be giving personal reaction. For example, adjectives such as 'effective' or 'extraordinary' are expressing opinions.
7. Evidence can take different forms. The student must show knowledge of the topic, but in the case of a literary topic, for example, this does not have to be accomplished via quotations; precise reference to specific episodes may fulfil this requirement. Furthermore, a quotation may explain or justify a point, but on its own it does not make a point; the student must be explicit.

8. The marks for Range of Vocabulary, Complexity of Language and Accuracy are not limited by the Content mark. Once the Content mark has been awarded the essay should be carefully reconsidered and the Content disregarded when the 3 Quality of Language marks are awarded. It is therefore possible that an essay can be placed in the 'Poor' band for Content and still be awarded the maximum of 5 marks for each of the other categories. The only exception is that if an essay is awarded 0 for Content, it will automatically be awarded 0 for the other three categories. You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.
9. There is a minimum number of 250 words specified on the paper. There is no automatic penalty for writing less than the minimum: this will be self-penalising. Students can have access to the top mark bands by writing the minimum number of words, however, not all students will be able to meet the requirements of the top mark bands in an essay of 250 words. A well-structured and well-planned essay of 250 words with a wide range of vocabulary/range of structures will be eligible for the highest marks. It is the quality of the response and **not** the number of words which is important. There is no maximum number of words and all work is marked.
10. While the mark scheme includes some suggested content points, there is no expectation that students will make these specific points. Examiners must reward what they read on the basis of the generic mark scheme.

### Section B: Writing (Annotation of Scripts)

The following conventions will be used by examiners marking scripts when assessing **Content**.

|     |                     |
|-----|---------------------|
| ✓   | Point made          |
| NR  | Irrelevant material |
| rep | Repeated point      |
| ?   | Lack of clarity     |

The ✓ will be placed in the body of the text. The 'NR', 'rep' and '?' will be placed in the margin.

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**Guidance on individual essays**

- 10 (a)** The changes discussed may refer to population, industries, the economy in general or any combination of these – it is even possible that geographical/climate aspects such as flooding or earthquakes may feature. However, a student who just concentrates on one of these areas may still have access to maximum marks, provided that the analysis is sufficiently detailed. The emphasis, however, must be on the changes in the region and what has brought them about rather than just a description of the region. The second part of the question may be dealt with as each factor in turn is discussed or left to the conclusion, but it must be adequately answered for a mark in the top two bands for Content to be awarded.
- 10 (b)** The essential aspect to this essay is a detailed analysis of the economy of the region and the quotation is simply a different way of presenting this question. It is entirely possible that tourism is of little importance in the region studied; if so a student who states this and then analyses the strength or weakness of the economy will have access to maximum marks. For most regions tourism is likely to feature to a greater or lesser extent but essays placed in the top band for Content will probably analyse the relative importance of other industries to the economy of the region.
- 11 (a)** This should be a relatively straightforward question to assess. An essay placed in the top two bands for Content should analyse in detail both chosen figures and the reasons for their actions as well as the impact they had on the chosen period. The second part of the question may be answered relatively briefly in the conclusion, provided that the opinion is adequately justified.
- 11(b)** It is possible that the student may not consider the chosen period to be particularly “noire”; if so an analysis of what the positive aspects were and why they could be considered positive is perfectly acceptable. Equally, the student may consider the period to have no positive aspects; again a justified analysis of why he/she thinks so is also perfectly acceptable. It is likely that an essay placed in the top band for Content will consider different sections of the population and for which one(s) the chosen aspects could be considered positive.
- 12 (a)** Provided that the essay is focused on the idea of contrast, the student is free to analyse whichever aspect(s) of the work(s) he/she chooses and does not need to discuss the three examples mentioned in the quotation – it is quite possible that a completely different aspect such as contrasting themes may be analysed. The key will be the depth of the analysis and why the chosen elements are important. If a short story writer is studied then at least three stories must be discussed (not necessarily in the same detail) for a mark in the top two bands for Content to be awarded.
- 12 (b)** The difficulties discussed may be of any kind, whether arising from outside circumstances, relationships or even the nature of the character(s), and as always it is the depth of analysis which is important rather than the number of difficulties or the number of characters discussed. The second part of the question may be dealt with as each difficulty in turn is analysed, or else left to a reasonably substantial section at the end, but a justified response will normally be needed for a mark in the top two bands for Content to be awarded. As with

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12(a) if a short story writer is studied then at least three stories must be discussed (not necessarily in the same detail) for a mark in the top two bands for Content to be awarded.

- 13 (a)** The student is free to choose either aspect of the question (society or life in general); if the question is answered with reference to a playwright then a student who answers with reference to just one play has access to all bands for Content – discussion of more than one play by the same playwright will not necessarily lead to higher marks. If the question is answered with reference to a poet then reference should normally be made to at least three poems for a mark in the top two bands for Content to be awarded (unless a particularly long poem has been studied) but the poems do not have all to be analysed in the same detail. An answer in the top band for Content will probably give some analysis of how this attitude is conveyed in terms of dramatic or poetic technique. The second part of the question may be dealt with relatively briefly, but must be answered clearly for a mark in the top two bands for Content to be awarded.
- 13 (b)** As with 13 (a) if a playwright is studied then a student who answers with reference to just one play has access to all bands for Content – discussion of more than one play by the same playwright will not necessarily lead to higher marks. For a playwright an analysis of the role of the characters - probably in terms of the themes of the play(s) – rather than just an analysis of the characters themselves is needed for a mark in the top two bands for Content to be awarded. If the question is answered with reference to a poet then the answer should include some analysis of poetic technique for a mark in the top two bands for Content to be awarded. The second part of the question may be answered as different aspects of the characters or poems are analysed or may be left to the conclusion – both approaches are equally valid.
- 14 (a)** This should be a relatively straightforward question to assess. The influences may, for example, refer to previous artists, the social/political/cultural environment or aspects of the artist's own life but whatever aspects are chosen the key is how well the student analyses their impact upon the artist's work. In most cases we would expect both themes and techniques to be at least mentioned, but not necessarily analysed in the same detail. The second part of the question will probably be covered in the conclusion and can be quite brief.
- 14 (b)** The key to this question is not so much what serves as the inspiration for the artist as how the artist makes it into a work of art. It is possible that the student may disagree with the first part of the statement and argue that the inspiration is not the real world but something else, such as the artist's own imagination; this approach is of course perfectly valid. The most successful essays will probably explain the artistic techniques used to make the work(s) studied “quelque chose d'extraordinaire” and an essay placed in the top band for Content may well explain why the works are “extraordinaire” in terms of their impact on the public.

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**CONTENT**

| Marks | Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 21-25 | <p><b>Very Good</b></p> <ul style="list-style-type: none"> <li>• <b>Thorough understanding and knowledge of the task</b></li> <li>• <b>Wide range of relevant examples and evidence</b></li> <li>• <b>Clear evidence of evaluation and well-justified personal reaction</b></li> <li>• <b>Well-organised structure with clear progression</b></li> </ul> <p>A top mark of 25 should be awarded for a performance which is as good as can reasonably be expected from an A-level student, though it need not contain every point an examiner would have included. The student uses her/his detailed knowledge of the subject matter to write a well-focused answer to the question set. Points made are always or almost always supported with relevant examples or evidence. Where appropriate, the student justifies her/his opinions in a convincing manner.</p> <p>A mark of 23 or 24 is awarded for a response which displays almost all of the qualities listed above. It shows minor weaknesses in one or two areas, eg its focus may occasionally wander from the question set, or an important point may not be convincingly backed up by specific evidence.</p> <p>A mark of 21 or 22 is awarded for a response which displays most but not all of the qualities listed for a top mark in this band. The student shows very good knowledge of the subject matter but may not always make effective use of that knowledge in the context of the question set. The overall level of justification is good, but one or two statements are likely to be unsupported by evidence. The response is well structured, but the reasoning may be slightly disjointed in places.</p> |
| 16-20 | <p><b>Good</b></p> <ul style="list-style-type: none"> <li>• <b>Sound understanding and knowledge of the task</b></li> <li>• <b>Good range of relevant examples and evidence</b></li> <li>• <b>Some evidence of evaluation and personal reaction but not always convincingly justified</b></li> <li>• <b>Logical structure with some progression</b></li> </ul> <p>A mark at the upper end of this band is awarded for a response which shows good knowledge of the subject matter but may not always fit precisely with the question set. The student uses a good range of examples and evidence, although there may be occasional omissions. The overall level of justification is satisfactory, but a few statements are likely to be unsupported by evidence. The response is generally well structured.</p> <p>A mark at the lower end of this band is awarded for a response which shows good knowledge of the subject matter and which does provide a good answer to the precise question set, but is perhaps not always focused on the question. The student uses a good range of examples and evidence, but there may be some omissions. Opinions are offered where appropriate, but the quality of justification is variable. The response is generally well structured.</p>                                                                                                                                                                                                                                                                                                                                                                                              |

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| 11-15 | <p><b>Sufficient</b></p> <ul style="list-style-type: none"> <li>• <b>Some understanding and knowledge of the task</b></li> <li>• <b>Some relevant examples and evidence</b></li> <li>• <b>Some evaluation and personal reaction evident but often not justified; over-reliance on received ideas</b></li> <li>• <b>Structure is satisfactory though there may be some deficiencies</b></li> </ul> <p>A mark at the upper end of this band is awarded for a response which is relevant to the broad topic area and answers the question set reasonably well, but perhaps not fully, and there may be some irrelevance. The student shows a reasonable knowledge of the subject matter through her/his use of examples and evidence, but there are likely to be gaps and possible misunderstandings. The response includes appropriate personal reactions, but perhaps not well justified.</p> <p>A mark at the lower end of this band is awarded for a response which is relevant to the topic but not always relevant to the chosen title. Some, but probably not all points are supported by examples and evidence but there are likely to be gaps and misunderstandings. Opinions are not always justified. In one or two places the essay may be difficult to follow.</p> |
| 6-10  | <p><b>Limited</b></p> <ul style="list-style-type: none"> <li>• <b>Limited understanding and knowledge of the task</b></li> <li>• <b>Limited use of relevant examples and evidence</b></li> <li>• <b>Limited evaluation and personal reaction; mainly descriptive or factual</b></li> <li>• <b>Structure limited – often unclear or confusing</b></li> </ul> <p>A mark at the upper end of this band is awarded for a response which is relevant to the topic but not well focused on the chosen title. The student makes only limited use of examples and evidence. Opinions are superficial and the response is mainly descriptive rather than evaluative. The response may be difficult to follow.</p> <p>A mark at the lower end of this band is awarded for a response which is mainly relevant to the topic but not focused on the chosen title. Part of the question may not be answered. The student makes only limited use of examples and evidence. Opinions are superficial and not well justified and the response is descriptive rather than evaluative.</p>                                                                                                                                                                                                     |

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| <b>0-5</b> | <p><b>Poor</b></p> <ul style="list-style-type: none"> <li>• Little understanding and knowledge of the task</li> <li>• Lack of relevant evidence. Few examples</li> <li>• Little or no evaluation and/or personal reaction</li> <li>• Structure mainly unfocused and/or disorganised</li> </ul> <p>A mark at the upper end of this band is awarded for a response which may show limited general relevance to the topic but does not answer the question set. Evidence and examples are few in number and are likely to be irrelevant. Any opinions are superficial and the response is merely descriptive. The response may well be difficult to understand.</p> <p>A mark at the lower end of this band is awarded for a response where virtually no points are made which are relevant to the question set. There is little or no relevant evidence or examples. There are likely to be no appropriate opinions. A mark of zero is awarded only for an answer which shows no relevance to the task set. A zero score for Content will automatically result in a zero score for Section B as a whole. A mark of zero must not be awarded without reference to a Senior Examiner.</p> |
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## QUALITY OF LANGUAGE

### Range of Vocabulary

| Marks | Criteria                                |
|-------|-----------------------------------------|
| 5     | Very wide range of vocabulary used      |
| 4     | A wide range of vocabulary used         |
| 3     | Some variety in the use of vocabulary   |
| 2     | Little variety in the use of vocabulary |
| 0-1   | Vocabulary simple and very limited      |

### Complexity of Language

| Marks | Criteria                                                                 |
|-------|--------------------------------------------------------------------------|
| 5     | Very wide range of complex structures                                    |
| 4     | A wide range of structures including complex constructions               |
| 3     | A variety of structures used with some attempts at complex constructions |
| 2     | Structures mainly simple, with little variety                            |
| 0-1   | Structures very simple and limited in scope                              |

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**Accuracy**

| Marks | Criteria                                                          |
|-------|-------------------------------------------------------------------|
| 5     | Highly accurate with only occasional errors                       |
| 4     | Generally accurate with few errors                                |
| 3     | More accurate than inaccurate. Errors rarely impede communication |
| 2     | Some errors but these generally do not impede communication       |
| 0-1   | Many errors which significantly impede communication              |

The marks awarded for each of Range of Vocabulary, Complexity of Language and Accuracy are not limited by the mark awarded for Content. The essay is assessed for Quality of Language independently of the Content mark unless the Content mark is 0, in which case the mark in the other three categories will also be 0.