

Mark Scheme Summer 2008

GCE

GCE French (8190/9190)

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Unit 1 (6441_01): Listening and Writing

Question Number	Answer	Mark
1(a)	(i)	(1)

Question Number	Answer	Mark
1(b)	(iii)	(1)

Question Number	Answer	Mark
1(c)	(iii)	(1)

Question Number	Answer	Mark
1(d)	(ii)	(1)

Question Number	Answer	Mark
2(i)	B	(1)

Question Number	Answer	Mark
2(ii)	F	(1)

Question Number	Answer	Mark
2(iii)	G	(1)

Question Number	Answer	Mark
2(iv)	A	(1)

Question Number	Answer	Mark
2(v)	C	(1)

Question Number	Answer	Mark
3(a)	Bougent	(1)

Question Number	Answer	Mark
3(b)	le sommeil	(1)

Question Number	Answer	Mark
3(c)	Equilibrés	(1)

Question Number	Answer	Mark
3(d)	Sucre	(1)

Question Number	Answer	Mark
3(e)	s'arrêter	(1)

Question Number	Answer
4	accept il(s) or elle(s) throughout if comprehensible

Question Number	Acceptable Answers	Reject	Mark
4(a)	(pour faire du) tourisme OR (pour passer des) vacances OR (en) vacances OR congé(s) OR un séjour <u>touristique</u> OR comme touristes	tourist(s) [ENGLISH] touriste(s) (t.c.) ils avaient un visa touriste (oblique lift) reject future tense ils sont venus à touriste ils ont touriste(s) visite OR séjour (touriste)	(1)

Question Number	Acceptable Answers	Reject	Mark
4(b) Discrete Any 2 of 'negative response', 'no documentati on', '2 year wait'	<p>(ils ont reçu) une réponse négative / ils vivent OR habitent sans papiers / ils attendent (depuis) deux ans t.c.</p> <p>(ANY 2)</p> <p>réponse négative(s) négatif(s) résultat(s) for réponse</p> <p>un negative réponse</p> <p>un refus OR un rejet for une réponse négative OR ils ont été refusé(s) OR la demande a été refusé(e) accept faulty attempts at perfect passive</p> <p>san for sans</p> <p>ils n'ont pas de papiers</p> <p>ils vivent sans papier <u>d'identité</u></p> <p>vivre for attendre (ils vivent en France pendant OR depuis deux ans)</p> <p>ils vivre sans papiers - tolerate existent verb form</p> <p>ils ont attendu (pendant) deux ans</p> <p>accept lift - ils ont attendu deux ans avant d'obtenir une réponse négative = 2</p>	<p>response [ENGLISH] result [ENGLISH]</p> <p>wrong figure, withhold one mark ils ont refusé (t.c.) future tense - withhold one mark</p> <p>ils vivrent sans papiers</p> <p>son OR sont for sans</p> <p>sans pap(i)er sans identité for sans papiers ils ont attend for ils ont attendu... withhold 1 mark from 2 mark lift</p>	(2)

Question Number	Acceptable Answers	Reject	Mark
4(c) Discrete: 'risk of being stopped' and 'by police'	<p>(il risque) de se faire contrôler OR arrêter / par la police</p> <p>GIVE SECOND MARK IF 1ST ELEMENT IS INCORRECT BUT PLAUSIBLE IN CONTEXT</p> <p>accept arrêter as either 'to stop' or 'to arrest'</p> <p>il peut être s'arrêté par la police = 2</p> <p>de police for par la police</p> <p>treat references to chauffeur de taxi as preamble</p> <p>la police a été très stricte = 1 (second element)</p> <p>le contrôle est fréquent = 1 (first element)</p> <p>les contrôles de police (sont très fréquents) = 2</p> <p>contrô<u>l</u> for contrôle</p> <p>contrô<u>l</u>ler for contrôler</p> <p>la police risque de le contrôler</p> <p>(que) la police le contrôle</p> <p>appréhendé OR attrapé OR pris OR être détenu OR être contrôlé for arrêté</p>	<p>contrôler used intransitively (la police contrôle régulièrement = 1)</p> <p>control (ENGLISH) controller (ENGLISH)</p> <p>contrôlent for contrôle (noun)</p> <p>il risque (s')arrêter par la police = 0 + 1</p>	(2)

Question Number	Acceptable Answers	Reject	Mark
4(d) Discrete: Any 2 of 'making friends', 'going to church' and 'children going to school'	<p>elle se OR s'est fait des amis (dans l'immeuble) OR elle a des amis / elle va à la messe (le dimanche OR tous les dimanche(s)) OR les enfants vont à l'école l'église for la messe la mess OR le messe for la messe</p>	<p>beware of 'elle s'occupe de la maison' as first element</p> <p>elle est devenue amie elle est des ami(e)(s) des amis (t.c.) elle a rencontré avec des amis</p> <p>reject vitiations from incorrect hearing of 'dans l'immeuble' e.g. elle a des amis meublés OR immobiliers OR dans les meubles OR immeuble(s) = withhold 1 mark</p> <p>le mess (ambig) mass (ENGLISH)</p> <p>withhold 1 mark for future tense</p> <p>other spellings of messe (e.g. messe)</p>	(2)

Question Number	Acceptable Answers	Reject	Mark
4(e)	<p>(ils n'ont) pas besoin de papiers OR l'éducation est un droit</p> <p>une droit for un droit</p> <p>exiger for demander</p> <p>libre OR pour tout le monde for un droit</p> <p>ils sont scolarisés et donc ils n'ont pas besoin de papiers = 1</p>	<p>papier (but beware potential sequential error if mark withheld in 4b)</p> <p>une droite for un droit</p> <p>ils ne demandent pas de papiers (ambig)</p> <p>besoin as verb (ils ne besoin pas de papiers)</p> <p>ils sont scolarisés (t.c.)</p> <p>il ne faut pas (avoir) OR on ne doit pas (avoir) des papiers</p>	(1)

Question Number	Acceptable Answers	Reject	Mark
4(f)	(de) trouver OR chercher un appartement OR travail obtenir for trouver un travail appartement OR appartement for appartement maison OR logement for appartement travaille for travail job OR emploi OR poste for travail acheter or louer for trouver un appartement	métier OR occupation for travail apartment (ENGLISH) charcher for chercher elle ne peut pas travailler	(1)

Question Number	Acceptable Answers	Reject	Mark
4(g) Discrete: Any 2 from 'length of stay', 'children's integration', 'family income' 'family'	la période du séjour (en France)/ l'intégration des enfants/ les revenu(e)s de la famille/ la famille (t.c.) OR les (autres) enfants (ANY 2) la périod for la période le revenu for les revenus reworkings of questions into 3rd person might be acceptable (depuis quand elle est en France = 1) la duré(e) for la période le travail OR le revenu OR le salaire <u>de son mari</u> OR <u>Philippe</u> OR <u>de la famille</u> = 1 comment ça se passe pour OR avec les enfants = 1	REJECT LIFTS (withhold 1 mark only) comment ça se passe (t.c.) = 0 (too vague) period for période comment les enfants ont passé leur temps le temps resté OR rester en France mairie OR marie for mari la duration for la période le travail (t.c.) la revenue for les revenus comment <u>sa</u> se passe	(2)

Question Number	Acceptable Answers	Reject	Mark
4(h)	Pour savoir si Farah OR si on disait la vérité OR si on ne mentait pas OR combien d'enfants il y avait (dans la famille) si les enfants ont des frères et OR ou des sœurs si Farah OR elle a plus de deux enfants s'ils avaient des OR d'autres frères et des sœurs s'il y a d'autres frères et sœurs	direct quotation future tense (e.g. si Farah aura d'autres enfants) personnes for enfant (e.g. s'il y a d'autres personnes dans la famille)	(1)

Question Number	Answer
5	Personal responses. Refer to mark grids

Question Number	Answer	Mark
5(a) The following might be included, and are suggestions only	fear of living illegally their request has already been refused, so vulnerable fear of arrest given husband's job as taxi driver problems with finding accommodation and work risk of application again being dismissed risk of children's answers to social worker could harm prospects of asylum fear of being tripped up by perceived trick questions have lived in France for two years without being arrested children's responses acceptable to social worker husband employed Farah well integrated children's education guaranteed	(8)

Question Number	Answer	Mark
5(b) The following might be included, and are suggestions only	some personal opinion: elements from the above list could be referred to eg. help with obtaining job and accommodation; beware of simple repetition of elements of the response to (a). Beware of responses stating government should not do more, as this does not target the question.	(8)

Mark Grids for Unit 1

Personal Responses

Mark	Content (AO1)
4	Task fully grasped; answers wholly relevant and convincing. Excellent response, exploiting nearly all potential of stimulus.
3	Task understood and completed in most respects. Good response, addressing most aspects of stimulus.
2	Task not fully grasped but some relevant points. Reasonable response but largely pedestrian, ignoring significant aspects of stimulus.
1	Task misunderstood and completed ineffectively. Poor response, ignoring most aspects of the stimulus.
0	No rewardable material.

Mark	Quality of target language (AO3)
4	Excellent communication. Language almost always fluent, varied and appropriate. Very high level of accuracy.
3	Good communication. Shows a good variety of lexis and structures. Errors usually minor.
2	Satisfactory communication but anglicised and/or inaccurate language occasionally impedes comprehensibility. Limited range of lexis and structures.
1	Limited communication. Range of language basic and/or 'lifted' from text, with much inaccuracy.
0	No rewardable language.

Question Number	Answer	Reject	Mark
6(a)	(she) will teach her <u>first</u> lesson she is starting her teaching career she is becoming a teacher a new teacher is arriving OR arriving it is her first morning of teaching she's realising her dream <u>of becoming a teacher</u>	there is a new teacher teaching Spanish it's her first day of school first day (t.c.)	(1)

Question Number	Answer	Reject	Mark
6(b) Discrete: 'saying things' and 'doing things' (mistakes)	<u>saying</u> silly things/ <u>making</u> mistakes foolish, stupid for silly errors for mistakes trainee teachers often make errors 'she doesn't want to be seen as stupid' could be an alternative to either	erreurs stupide (FRENCH) N.B. same element twice (e.g. making mistakes, <u>doing</u> silly things) no verbs (silly things and mistakes) pupil perception (e.g. the pupils will think she is stupid)	(2)

Question Number	Answer		Mark
6(c)	for one year for 1 year (during) (her) first year (t.c.) about a year 1 as number 12 months for the rest of this (school OR academic) year in her first year for OR throughout the course of her first year until next year	implication that CAPES is not yet done vitiates up to a year	(1)

Question Number	Answer	Reject	Mark
6(d)	<p>will help her to maintain discipline OR control OR authority</p> <p>give her (more) confidence</p> <p>to be (more) confident</p> <p>she will know how to deal with OR handle the pupils</p> <p>possible preamble: she was a school supervisor for 6 years</p>	references to strictness or severity	(1)

Question Number	Acceptable Answers	Reject	Mark
6(e)	<p>strictness</p> <p>she is OR can be (quite OR very) strict</p>	<p>strict(e) (t.c.)</p> <p>control</p> <p>humanity</p> <p>severe</p>	(1)

Question Number	Answer	Reject	Mark
6(f) Discrete	<p>(love of) <u>Spanish</u> language / <u>Spanish</u> culture</p> <p>Spanish need only be mentioned once to gain both marks</p> <p>pass on OR communicate for teach</p> <p>(teach) Spanish (language) = 1st element</p>	<p>withhold 1 mark if Spanish omitted from language and culture</p> <p>Spanish culture = 1</p> <p>speak OR talk about Spanish</p> <p>beware references to humanity as an element</p>	(2)

UNIT 1 - LISTENING AND RESPONDING - (TAPE TRANSCRIPT)

This is the Edexcel French Advanced Subsidiary and Advanced GCE

Unit 1 Listening Test - June 2008

Passage 1 - Les résidences secondaires

Les résidences secondaires à un prix raisonnable sont devenues rares, mais il en existe encore, notamment à l'est de la France. Pour trouver une maison secondaire à un prix raisonnable il faut accepter, d'habitude, de faire des travaux soi-même. Puisque ceux qui travaillent en ville n'hésitent plus à habiter loin de leur bureau et à s'installer à la campagne, les prix des résidences secondaires continuent à monter.

Passage 2 - La fatigue sur les routes

Première partie

La fatigue touche tout le monde : dix-sept heures sans sommeil, et vos réflexes baissent en moyenne autant que si vous aviez 0,5 grammes d'alcool dans le sang. Un long trajet en voiture et les muscles se relaxent, les réflexes aussi, jusqu'au point où le conducteur peut s'endormir et sortir de la route. Ce scénario est à l'origine d'un accident sur trois chaque année en France. Donc la Prévention routière incite les automobilistes à faire une pause d'un quart d'heure toutes les deux heures. Pour cette nouvelle campagne 300.000 dépliants vont être distribués sur les autoroutes ce week-end, et 800.000 d'ici à la fin de l'été.

Deuxième partie

Ce dépliant propose des conseils simples pour éviter la fatigue au volant, comme des exercices pour détendre les muscles pendant des pauses. Le meilleur moyen reste de bien dormir les jours précédents et surveiller son alimentation. Contrairement à ce que l'on pense, les friandises ou boissons sucrées favorisent le sommeil. Enfin si vous vous sentez fatigué, le meilleur conseil, c'est de vous arrêter, de dormir, même s'il ne vous reste que quelques kilomètres à faire.

Passage 3 - Les Sans Papiers

Int : Farah habite en France depuis deux ans dans un appartement de quarante mètres carrés. Quand elle est arrivée en France avec son mari Philippe et leurs deux enfants, ils avaient un visa touriste, mais ils ont attendu deux ans avant d'obtenir une réponse négative à leur demande de rester en France. Depuis, ils vivent sans papiers d'identité.

Farah : Il y a la peur d'être arrêté parce qu'en fait en ville, mon mari est chauffeur de taxi. Et les contrôles de police sont très, très fréquents. Heureusement, on ne l'a pas encore contrôlé.

Int : Farah s'occupe de la maison, elle a des amis dans l'immeuble, elle va tous les dimanches à la messe. Ses deux enfants sont scolarisés, et pour ça, ils n'ont pas besoin de papiers.

FM : Pour mettre les enfants à l'école, étant donné que l'éducation est un droit pour tout le monde, il n'y a pas de soucis, mais chercher un appartement, chercher un travail, ce n'est pas facile.

Int : Farah a déjà eu son interview à la mairie pour faire régulariser la situation de la famille. Une jeune fonctionnaire a vérifié sa demande et a posé des questions.

FM : Depuis combien de temps êtes-vous en France ? Pour les enfants comment ça se passe ? Je vois que votre mari travaille, est-ce que vos revenus sont suffisants ? Elle a parlé avec les enfants aussi en leur posant des questions comme « Est-ce que vous avez d'autres frères et sœurs ? » Je pense que c'est une question injuste, mais bien sûr mon fils a répondu qu'il n'avait qu'un seul frère et qu'il n'avait pas d'autres frères et sœurs.

Passage 4 - La première journée en classe d'une jeune professeur

Int : À vingt-sept ans, Véronique réalise enfin son rêve d'enfant en devenant professeur d'espagnol. Elle donnera son premier cours ce matin au collège de St Jean dans les Alpes-Maritimes.

Véronique : On n'a pas tellement peur d'être devant les élèves. Je pense qu'on a surtout peur de dire des choses stupides, parce que, malheureusement, un professeur stagiaire est amené à faire des erreurs.

Int : Oui, parce que même avec son diplôme en poche, le CAPES, Véronique sera stagiaire, tout au long de cette première année, mais cela ne l'empêche pas de rester confiante. Pour bien maîtriser ses futurs élèves, elle se servira de son expérience comme surveillante.

Véronique : J'imagine que je serai assez sévère, parce que j'ai toujours été très stricte, et j'ai déjà six ans d'expérience dans la fonction publique. J'ai été surveillante jusqu'à présent, mais ils verront tout au long de l'année que je suis aussi humaine.

Int : Sévère, humaine et surtout pressée de communiquer cette langue et cette culture espagnoles qu'elle aime tant.

Fin de l'enregistrement

Unit 2 (6442_01): Reading and Writing

Question	
1	Accept 'il' throughout for Manue Where a candidate correctly indicates 'Vrai', and offers a correct explanation, award mark. Where a candidate offers an incorrect or contradictory explanation, withhold mark. Accept ticks for crosses

Question	Answer	Mark
1(a)	Vrai	(1)

Question	Answer	Reject	Mark
1(b)	Faux une nuit / quinze heures (c'était) (dans) la nuit du 22/23 (avril) (dernier)	Reject simple negation	(1)

Question	Answer	Mark
1(c)	Vrai	(1)

Question	Answer	Reject	Mark
1(d)	Faux Ce sont des journaux réalisés par des jeunes / amateurs (il y avait) des jeunes (amateurs) (d' / des) amateurs (t.c.) il s'agit d'équipes amateurs pour / par les jeunes amateurs	d'équipes par des jeunes amateurs des gens normaux la compétition a fait par les jeunes amateurs Reject simple negation	(1)

Question	Answer	Mark
1(e)	Vrai	(1)

Question	Answer	Mark
1(f)	Vrai	(1)

Question	Answer	Mark
2(a)	Fété	(1)

Question	Answer	Mark
2(b)	Developper	(1)

Question	Answer	Mark
2(c)	Voyageurs	(1)

Question	Answer	Mark
2(d)	tarif/tariffs	(1)

Question	Answer	Mark
2(e)	Promotions	(1)

Question	Answer	Mark
2(f)	Success	(1)

Question	Answer	Mark
3(a)	12	(1)

Question	Answer	Mark
3(b)	7	(1)

Question	Answer	Mark
3(c)	1	(1)

Question	Answer	Mark
3(d)	10	(1)

Question	Answer	Mark
3(e)	2	(1)

Question	Answer	Mark
3(f)	5	(1)

Question	Answer
4	<p>Non-existent verb forms - only withhold mark for that element</p> <p>Reject sortissent for sortent (only withhold mark once)</p> <p>Spellings: (only withhold mark once)</p> <p>Insist on prix</p> <p>Reject coûtes for coûts</p> <p>Accept ambience for ambiance, but reject abiance</p>

Question	Answer	Reject	Mark
4(a)	<p>ils (les) appréciaient</p> <p>les cafés étaient populaires</p> <p>passé composé</p> <p>ils apprécié(s) (les cafés)</p> <p>all positive judgements</p>	<p>present tense</p> <p>future tense</p> <p>conditional tense</p> <p>no idea of judgement (e.g. ils y allaient souvent)</p> <p>les cafés faisaient partie de leur vie quotidienne</p>	(1)

Question	Answer	Reject	Mark
4(b) Insist on verb	<p>ils vont aux / fréquentent</p> <p>les restaurants rapides / fast-foods</p> <p>accept McDo etc.</p> <p>ils <u>font</u> / <u>préfèrent</u> la restauration rapide</p> <p>future / past tense</p>	<p>ils vont aux restaurants (t.c.)</p> <p>(la / de) restauration rapide</p>	(1)

Question	Answer	Reject	Mark
4(c)(i) Any two elements from three Note order of elements rule Beware untargeted lifts	ils consomment (plus) à domicile ils sortent moins ils ont modifié leur mode de consommation ils changent for ils ont modifié ils restent plus à la maison for ils sortent moins la fréquentation des cafés = one element ils consomment chez eux au lieu de sortir = 2	ils boivent moins / plus (t.c.) ils affirment sortir... domicile (or parts thereof) = 0 (lift) chez leur for chez eux	(2)

Question	Answer	Reject	Mark
4(c)(ii) Insist on prices in cafés specifically	(la hausse) des prix les prix ont / sont monté(s) les / le / la prix / coût (dans les cafés) les prix (des boissons) sont trop chers les cafés sont trop chers		(1)

Question	Answer	Reject	Mark
4(d) Subject required	ils / 27% n'y vont pas / jamais / plus future tense	ils n'aiment pas... references to smoking ban conditional tense 27% affirment ne jamais aller (or part thereof) <u>les</u> Français ne vont pas / plus / jamais au café (i.e. all French)	(1)

Question	Answer	Reject	Mark
4(e) NB Two different approaches to correct answer	any two from : ils sont enfumés (1) ils sont chers (1) ils y vont moins (1) OR <u>même s'ils</u> sont enfumés / chers, les Français apprécient l'ambiance = 2	any positive aspect	(2)

Question	Answer	Reject	Mark
4(f) Any two	les prix sont trop élevés (à cause) des prix les prix (t.c.) il n'y a pas d'espaces non-fumeur il n'y a pas d'animations / de musique etc. ils aimeraient / veulent...	idea that these are already in place (e.g. ils aiment les espaces non-fumeur) aux prix ils n'aiment pas l'atmosphère enfumée (not in last paragraph) ils aimeraient <u>également</u> ... (lift) souhaitent...prix (lift)	(2)

Question	Answer
5	Note consequential errors Note implausible elements which vitiate answer (e.g. 5(a) 'A bear which attacks goats' = 1 'A bear which attacks the Pyrenees' = 0) Accept recognisable renderings of Slovenia, Pyrenees Accept Slovakia for Slovenia Reject bare for bear

Question	Answer	Reject	Mark
5(a)	Any 2 of a bear (1) which attacks sheep / lambs (1) Pyrenees (1) implication that bear lives in Slovenia = maximum 1 mark kills / eats etc.	animals/mammals/victims/ sheeps (for sheep mark) Generalisations about bears e.g bears attack sheep = 0 OR generalisations about controversies e.g. the policy is controversial	(2)

Question	Answer	Reject	Mark
5(b)	(to oversee / prepare for) the (re)introduction of (more) (new) bears / animals (from Slovenia) bringing etc. for introduction	'in / to Slovenia' vitiates to prevent... to predict...	(1)

Question	Answer	Reject	Mark
5(c)	<p>that it is always the <u>same</u> flocks = 1 which are attacked = 1</p> <p>accept herds / groups for flocks only if sheep / lambs are mentioned</p>	<p>the attacks are the same = 0 it's always the same = 0 they attack the same animals = 0</p> <p>heard for herd packs troops</p>	(2)
	<p>OR</p> <p>that 20 or 30 sheep attacked out of (a flock of) 500 = 1 is disastrous / a lot = 1</p> <p>a large proportion of sheep are being killed (by bears) = 2 (both ideas conveyed)</p> <p>a lot of sheep are being killed = 1 (no sense of proportion)</p> <p>killed / eaten</p>	<p>the amount of attacks are always the same, 20 or 30 out of 500 is bad = 0 (first element wrong, and no mention of sheep in second element)</p>	

Question	Answer	Reject	Mark
5(d)	<p>they can <u>only</u> be banned = 1 if there is danger to property or people (either or both) = 1</p> <p>population(s) / inhabitants / locals etc for people</p> <p>the ban cannot be done unless / until... (conveys sense of 'only...if')</p> <p>they can only be banned if people and owners are being attacked = 2 (only one of 'propriétés' and 'populations' needs to be correct)</p>	<p>owners / businesses for propriétés</p> <p>danger (t.c.) = 0</p> <p>when there is a risk to owners and the population, savage wild animals cannot stay = 0 (no sense of 'only')</p> <p>they cannot be banned if / when there is a danger to property or people = 0 (misunderstanding of 'ne...que')</p> <p>aloud for allowed</p>	(2)

Question	Answer	Reject	Mark
5(e)	<p>it is insignificant</p> <p>allow variety of expressions which mean the same (e.g. small / minimal / less than one might think)</p> <p>tolerate 'less than speculated'</p> <p><u>Only</u> + figures (conclusion drawn)</p>	<p>simple repetition of figures is inadequate. Conclusion must be drawn</p> <p>'it's a lot' etc.</p>	(1)

Question	Answer	Reject	Mark
5(f) Discrete	<p><u>the</u> (poor) economy = 1</p> <p>economic situation = 1</p> <p>difficult to get trained people = 1 (insist on some sense of 'formés' e.g. experienced, qualified, shepherds)</p>	<p>economy (t.c.)</p> <p>economical situation</p> <p>an economic problem</p> <p>the agricultural system is fragile (effect, not cause)</p> <p>financial difficulties</p> <p>they don't have any influence</p> <p>difficult to find people to do the job (in the summer) (no concept of formés)</p> <p>able</p>	(2)

Question	Answer	Reject	Mark
5(g) Discrete	<p><u>gives</u> / <u>runs</u> / <u>does</u> (verb needed) skiing lessons / courses (in the winter) = 1</p> <p>accept 'works on a ski course (in the winter)'</p> <p>rents (out) / lets self-catering accommodation (in the summer) = 1</p> <p>accept a wide variety for gîtes (e.g. gîtes, log cabins, rural barnhouses, converted barns, accommodation...)</p> <p>accept singular for all accommodation</p>	<p>ski slopes</p> <p>suggestion that he receives lessons</p> <p>campsite</p> <p>rural equipment</p>	(2)

Question	Indicative content
6	<p>1 CONTENT Ignore grammatical errors for this criterion - provided that task completion is comprehensible.</p> <p>A Write 1 - 4 in left margin beside each relevant piece of information and C for content developments of each completed task. Use the draw function (thick pen symbol). If task is partially completed, or barely mentioned, bracket figure thus (1). There could be no content developments if task was only partially completed.</p> <p>B If letter conventions are ignored, withhold 1 mark. One of the following is required: Origination, Date, Salutation and Valediction.</p> <p>C Mark according to following grid:</p>

Mark	Criteria
19-20	Well-structured and sequenced answer, addressing and developing all points. Good contextualisation and conclusion. Nothing missing. Fully relevant. Fully developed bullet points (at least 1 content development per bullet). As good as an anglophone AS candidate can get.
16-18	All parts of all bullets addressed successfully, some of them with development. Impression of personal engagement with task. Good overall structure, sequence, beginning and ending.
13-15	Basic mention of all bullets required for this box and upwards. All bullets addressed. One or two content developments. Mostly relevant. Well structured and sequenced. Engagement with task.
10-12	Maximum mark for one bullet missing. No developments. Possible irrelevance. Basic contextualisation and ending. Maximum mark for misunderstood scenario.
7-9	Significant omissions. 2 bullet points not mentioned at all. Possible irrelevance. Little attempt to contextualise.
4-6	Answers with little insight into the task. Only one or two points touched on.
1-3	Answers which have little to do with the scenario. Possibly rehearsed but scant relevance to the task. Contextualisation only with no bullets max 2.
0	No relevance to the task. If 0 scored for completion of task, candidate scores 0/40 for Q6 as a whole.

Question	Answer	Mark
6	<p>Possible approaches to the task:</p> <p>Accept ignorance of consumption and moral judgements of any sort throughout. No factual detail required.</p> <p>Bullet 1: Reasons for drinking. Social effects. Nights out and parties. Health issues. Binge drinking. Dependence. Alcoholism.</p> <p>Bullet 2: Anecdotal statements. A range of attitudes from zero tolerance to legalisation. Self-medication. Reactions to pressures and stress. Availability and cost. Social acceptability. Physical and mental effects. Mental health issues. Cultural factors (art, fashion, music, literature).</p> <p>Bullet 3: Age of experimentation. Reasons for smoking. Cost. Passive smoking. Health issues. Quitting. Legislation. Smoke-free areas. Peer pressures. More girls smoking.</p> <p>Bullet 4: Awareness of dangers. Less likely to start young. Problem openly discussed. Information available.</p>	

Question	Indicative content
6	<p>QUALITY OF LANGUAGE</p> <p>Mark according to the following grid:</p>
Mark	Descriptor
19-20	Excellent communication. Language almost always fluent, varied and appropriate. Very high level of accuracy. Excellent use of subordination.
16-18	Very good communication. Language generally fluent, varied and appropriate. Few errors, mostly of a minor nature. Very good use of subordination.
13-15	Good communication. Shows a good variety of lexis and structures with occasional lapses. Good use of subordination. Generally accurate. A few major errors which do not impair communication. Familiar forms and structures usually accurate.
10-12	Satisfactory communication. Anglicised and/or inaccurate language sometimes impedes comprehensibility. Some variety of lexis and structures. Uses some subordination.
7-9	Some communication. Basic language predominates. No successful subordination. Language often anglicised and/or inaccurate. Lots of repetition.
4-6	Limited communication. Range of language basic and/or "translated", with a lot of inaccuracy.
1-3	Very limited communication. Language very basic, with frequent repetition. Highly inaccurate.
0	No rewardable language.

Question	Answer	Mark
6	<p><u>General considerations</u></p> <p>Mark positively. Marking is by impression.</p> <p><u>Long and short answers</u></p> <p>Any answers below 135 words are short. They will be self-penalising on both grids, so assess at face value.</p> <p>Long answers: stop marking at the end of the first sense group after 160 words. Use LENGTH annotation.</p> <p>A "word" is defined roughly as a group of connected letters with a space at either end. Hence:</p> <p>Elle a = 2 words. Elle a fait = 3 words. Elle n'a pas fait = 4 words. Elle ne s'est pas levée = 5 words.</p> <p>Count "words" as they are written by the candidate, eg elle ne a pas fait = 5, parceque = 1.</p> <p>Treat "il y a"/"il y avait", and any figures, as 1 word. Do not count proper nouns.</p>	

Question	Answer	Mark
6	<p>EXAMPLES OF REWARDABLE LANGUAGE</p> <p><u>Well-chosen lexis</u> <i>génial</i></p> <p><u>Use of subject / verb unit</u> Note both subject and verb must be correctly spelled</p> <p><u>Link words / conjunctions</u> <i>Surtout</i> <i>Par exemple</i> <i>Parce que</i> <i>Car</i> <i>Comment</i> <i>Si</i> <i>Que</i> <i>Quand</i> <i>pourquoi</i></p> <p><u>Use of infinitives</u> <i>j'ai essayé d'utiliser</i></p> <p><u>Other verb constructions</u> <i>après avoir /être</i></p> <p><u>Object pronouns</u> <i>il m'a donné</i></p> <p><u>Relative pronouns</u> <i>la vedette qui chantait</i></p> <p><u>Disjunctive pronouns</u> Chez moi</p> <p>Contracted forms Au lycée Beaucoup de travail Faire du sport</p> <p><u>Idioms</u> <i>Il y a deux semaines</i> <i>Je me suis bien amusé</i></p> <p><u>Correctly used negative adverbs</u> Nous ne sommes pas</p> <p><u>EXAMPLES OF MAJOR ERRORS</u> Un solution (gender of familiar nouns) J'ai achete (grammatical accents only) Il à acheté Il a acheter Le concert que n'était pas trop cher</p>	

	EXAMPLES OF MINOR ERRORS Le cinema (non-grammatical accents) Par exemple (minor spelling) L'année prochain (adjectival agreement)	
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Unit 5.1 (6445_01): Topics and Texts

Question Number	Answer	Mark
1(a)	There are countless examples of the Système D in operation, candidates will not be able to include them all. The range of ersatz food products, ingenious recipes, use of root vegetables, using every bit of land to grow things, the marché gris. Gazogène to power cars, the widespread use of bicycles and vélotaxis, wooden bicycle wheels. Wooden shoes, clothes from other materials, making worn out older garments into smaller ones, wedding dresses from parachutes, painted legs to simulate nylons. Brushing teeth with crushed eggshell, soap made from all sorts of foul substances. Living constantly in one heated room, heating bricks from compacted paper etc. The fact that people survived, remained reasonably cheerful is proof of their resilience. Solidarity created by groups established to help the needy, one of the successes of the Vichy government. However, many did suffer. People lost weight, children's growth restricted, medicine hard to substitute. Illnesses caused by deprivation increased. A couple of harsh winters did not help. Restrictions imposed by Germans ensured that normal life was difficult.	(45)

Question Number	Answer	Mark
1(b)	Events most likely to be given chronologically. Crushing defeat of 1940 drove a small number to resist immediately. Some rallied by de Gaulle's speech from London, the development of the clandestine press and radio broadcasts inspired some resistance, the German invasion of Russia incited the Communists to resist, Jean Moulin's unification of groups made Resistance more effective, the STO drove some young men to refuse to work in Germany and to join the Resistance instead, Allied victories in North Africa and elsewhere convinced many of eventual victory, US involvement ditto, the Allied landings persuaded many to want to contribute. Most significant is a matter of opinion. The effect of de Gaulle's speech and the STO probably overstated. Could argue that much of the Resistance was communist inspired and run, so the German invasion of Russia was very decisive. Progressive Allied successes had a 'bandwagon' effect.	(45)

Question Number	Answer	Mark
2(a)	Will depend on the region. Might include festivals, exhibitions, architecture, existence of theatres, cinemas, Maison de la Culture, museums, galleries. Second part might include difficulties over funding, young people more interested in national and international culture, TV brings this effortlessly to everyone, ease of travel might lead people to seek culture in more distant, major centres. Subsidies, tourism could be seen to help.	(45)

Question Number	Answer	Mark
2(b)	In most regions candidates should be able to point to a decline in some industries, rise in others. Likely to be away from heavy industries towards high-tech and service areas. Effects on employment / unemployment. Some disaffection with mass production might be bringing heightened interest in local crafts. Regional subsidies and decentralisation might have brought new activities. Some centrally controlled changes - legislation to increase safety, improve working conditions, decrease working hours. People may have had to retrain, move home, accept new workers into the area. Changes might have brought greater prosperity, more spending power, more leisure.	(45)

Question Number	Answer	Mark
3(a)	Most treatment will probably deal with the reforms instituted by Fillon as Education Minister. The aims were to < réduire l'échec scolaire et élever le niveau general.> Measures put in place to guarantee a mastery of basic skills, to ensure that no pupil leaves school / education with no qualifications or training. Also aim to get 80% to the level of the bac. To offer pupils in difficulty individual help and extra lessons. To limit, but not get rid of, redoublement. Double the number of pupils in apprenticeships, raise the profile of vocational education. To reform the bac, make it less complicated, to have less examined subjects and have continuous assessment in others. To enhance the teaching of foreign languages by bringing forward the start of both the first and second foreign languages. To combat violence in schools as a priority, to restore the authority of staff. To create 150 000 new teaching posts over 5 years and increase the number of ancillary staff. To increase parental involvement and improve facilities for handicapped pupils. Too early to say perhaps if they have had success, came into operation fully in 2005/6? Met with opposition from pupils and staff. Minimum standards have been raised a little but many pupils still feel disaffected, violence continues. Targets concerning the bac not yet been met. Money and resources have been devoted to education, particularly in deprived areas, and many school facilities have improved.	(45)

Question Number	Answer	Mark
3(b)	Students choose between the bac L (littéraire), le bac S (scientifique) and le bac ES (économique et social). In the first there is a concentration on French, Literature, Philosophy, Histoire-Géo and foreign languages. In the bac S concentration is obviously on Maths, Physics and Chemistry and Sciences de la Vie et de la Terre. Students also have to study French, Philosophy, a foreign language and Histoire-Géo. In the third bac the concentration is on economics and the social sciences with the main subjects being Economics, Maths including Statistics, Histoire-Géo, French, Philosophy, foreign languages. Sport is done by all pupils. Le bac S is thought to be the most demanding but all have heavy programmes. Le bac L claims to inspire critical thinking, to help young people think for themselves, to debate and to express themselves easily in writing and orally. All will provide access to HE.	(45)

Question Number	Answer	Mark
4(a)	Will depend on which characters are chosen. Most likely to be Jules and Lucas. Tend to be subservient, submissive, dominated by women, become their victims. If they choose Jim and Bernard, likely to be a little different. Jim somewhat stronger but still captivated by Catherine. Bernard freer, more independent, can be admired for his single-mindedness and his principles. Some sympathy probably for Lucas, he is semi-permanently imprisoned, unable to lead a normal life. Might not like masculine weakness, their subservience, they accept triangular relationships, content to allow women to take the initiative, to direct affairs and make decisions.	(45)

Question Number	Answer	Mark
4(b)	Probably more to say re le dernier metro but with J et J candidates can talk of the 1 st WW and its aftermath. Post-war society reacting against the rigours of war. The use of authentic settings and props. In le d m the darks days of occupation well caught with gloomy atmosphere, dark, threatening scenes. Bernard involved in Resistance, as is Jean-Lou. Daxiat a collaborator. Marion tries to arrange her Jewish husband's escape. Arlette protects a Jewish girl. Deprivation, the black market, characters repressed by the Occupation but try to continue with their daily lives. Young men forced to serve in the STO, the theatre is subjected to censorship. Martine seen in Gestapo headquarters, consorting with a German officer, Nadine also seen with German soldiers. Films use authentic situations, shots from newsreels.	(45)

Question Number	Answer	Mark
5(a)	Cinemagoers often quite young, (60% admissions under 25s), well-educated, urban. Cinema trip seen as a social occasion, particularly popular at weekends. There was a decline but to some extent this has been reversed. Still a lot of competition from DVDs, home cinema. Very few small towns or villages have cinemas, now more comfortable multi-screens in larger towns, better facilities. Blockbuster films, both French and American, have helped. French home-grown cinema still popular. Subsidised by State and through ticket sales. Extra leisure time has helped industry.	(45)

Question Number	Answer	Mark
5(b)	Probably less likely to have lengthy spells in hotels. Still use them for short breaks but also go to second homes, friends and family. Poorer families and those less likely to go on holiday helped by subsidised holiday centres often run by charities / church. In recent years a resurgence in camping - 5 million a year, sites have invested in improved facilities, static caravans and mobile homes. More frequent, shorter breaks explain some of the trends. Some must be down to finance. Camping probably seen as healthy, fun, back to nature. Popular with families, provides freedom and a secure place for children to play. Rise in adventure holidays requiring accommodation in eg chalets, on board boats, barges etc.	(45)

Question Number	Answer	Mark
6(a)	Meursault rather bizarre character. No conventional ambitions or values, content to lead a life of sensual pleasure. Not affected in a traditional way by the death of his mother or the affection of Marie, seems harmless, well-liked. Kaliayev a well-educated, committed political activist, keen to strike a blow for what he sees as liberty and the relief of suffering. Principled, inspires love / affection from others, willing to sacrifice personal feelings for the cause he espouses. Meursault not an active rebel, changes at the end perhaps but is condemned because he does not fit into conventional society. Kaliayev seeks to take a stand against what he sees as a corrupt society and will not compromise what he has done when later given a chance to come to an accommodation with society.	(45)

Question Number	Answer	Mark
6(b)	Meursault does not really do anything to prepare the murder. Latter is result of a combination of chance events, his involvement with Raymond, including the writing of the letter, chance encounter on the beach, being in possession of a gun, the effects of the sun. Kaliayev indulges in careful, meticulous planning of a political assassination, timed to fit in with the Grand Duc's known timetable. Put off once because of presence of the children, rescheduled. Question of guilt is debatable. Meursault could be seen to act in self-defence, though there are the extra shots to be considered. Murder in <i>Les Justes</i> might be seen as idealistically motivated, committed for the greater good. It could be considered that the victims deserved their fates. The murders did take place, however, and blame may well be assigned to the perpetrators.	(45)

Question Number	Answer	Mark
7(a)	Sits at the front in class, listens attentively to the teacher, tries to answer all the questions, does his homework carefully, keen to do well at school. Starts to consort with French pupils. Friends say he is no longer an Arab, say he is a creep and pour scorn on him. Second part a matter of opinion, can admire his determination to do well, his hard work, his growing intelligence, his perseverance in the face of criticism. Less admirable traits are growing impatience with his parents culminating in the refusal to acknowledge his mother when they have moved away from the Chaâba, his denial that he is an Arab, gets influenced into some bad behaviour for a while.	(45)

Question Number	Answer	Mark
7(b)	No facilities, women hand washing at the pump. Women left at home to do the chores, arguments, gossip, Primitive toilet arrangements. Men return from work, masculine superiority immediately evident. Poverty, children try to earn a few centimes in market, scavenge in the rubbish tip for anything salvageable. Recognise the poverty of their surroundings but they are attached to the Chaâba as a place where they are free to live their own way of life, nostalgically recall their lives in Algeria. Slowly influenced by outside society, begin to aspire to more comfort, better material way of life. Drift away from Chaâba until the only one strongly attached to it is Bouzid.	(45)

Question Number	Answer	Mark
8(a)	An indictment of one form of Communism. The faction led by Louis with Olga as its mouthpiece adheres unquestioningly to a rigid party line. Principles can be thrown overboard in furtherance of the party's aims which are to attain power. Personal feelings and everything else are subordinate. Opposed to this are the more pragmatic views of Hoederer, a belief in compromise, the end justifies the means. Question is raised as to whether moderates should combine with Communists in face of a threat from the extreme right. Hoederer is in favour of striking a bargain, the ' pure ' Communists order his assassination. Later the party line changes, Hoederer is vindicated, his assassin is an embarrassment and must be eliminated. Political message is interesting, probably had more immediate relevance and impact at the time but most would probably contend that there are other interesting aspects : the psychological study of two entirely different characters in Hugo and Hoederer, the love interest, the dramatic elements of the play which is full of suspense, the philosophical question of responsibility for one's acts.	(45)

Question Number	Answer	Mark
8(b)	<p>Jessica has just been to see Hoederer, has flirted with him but has also warned him that Hugo is on his way to shoot him with a revolver. Hoederer inquires how Hugo is feeling after being drunk on the previous evening, they set to work. This is interrupted by a discussion on the nature of assassins. Hoederer almost goads Hugo into an attempt to kill him by saying that he would never make an assassin as he thinks too much. Hugo claims he would be able to follow orders. At one point Hugo's hand goes to his pocket but Hoederer takes his hand and continues to discuss Hugo's ability to kill. Hoederer says he trusts Hugo and offers him his support and protection as a sort of father-figure. Hoederer turns his back on Hugo, confident that he will not be able to shoot and then gently disarms him and leaves the revolver casually on the desk. Hoederer bolsters Hugo's morale, the latter asks for permission for a short break to clear his head. Jessica returns, admires Hoederer for the way he handled Hugo, the two embrace. Hugo re-enters, believes he has been deceived by Hoederer, grabs the gun and shoots him. Hoederer dies, still protecting Hugo by saying that he had been sleeping with Jessica. Could have been a rather dry discussion but there is tension between the characters themselves. Hoederer's end is melodramatic but Sartre has created a very dramatic scene. A psychological duel between two very different characters. Tension - will Hugo shoot or not? His hand going to the pocket, Hoederer turning his back. The tension is defused, Hugo will not fire, only to be rekindled to a tragic climax based on a misunderstanding. Mixture of quick-fire dialogue and longer speeches. Jeux de scène concerning the gun.</p>	(45)

Question Number	Answer	Mark
9(a)	<p>Father runs a newsagent and stationery shop. About 50, walks with a stick, veteran of WW1. Idolises Pétain, sees collaboration as the only path for France. He lectures Jo on the glories of the Vichy government. Very anti-semitic. Mother hard-working, runs the business, reins in her husband's excesses a bit. Son Raoul, married, works for a solicitor, even stronger Pétainist with strong pro-German feelings. Daughter Françoise makes a great impression on Jo. She is two years older, Jo is fascinated by her. Fairly important in that they represent collaboration, bigotry, intolerance. Ironic that they should house and protect Jo. Latter's character develops here. He is resourceful in forging ration tickets. His first love affair. Works hard, ends up running the shop, unwittingly becomes a member of the Resistance. Saves the Manceliers from death at the hands of the Resistance. Some humour eg when Jo makes a fool of himself in church. Picture of factions in France at the end of the war.</p>	(45)

Question Number	Answer	Mark
9(b)	A large number of things could be quoted which make up a realistic picture of war-time France - shortages, rationing, travel difficulties, collaborators, resistance fighters, the Vichy camp, rafles, the Milice, Gestapo activities etc. Interesting just as a piece of history but brought alive because seen through the eyes of a 12 year old boy, at times naïve, ironic, humorous. Tension in will they survive or not. Can identify with the boys as they struggle to survive, experience sadness, heartache but also interesting times.	(45)

Question Number	Answer	Mark
10(a)	Outwardly a pious, religious community but not genuinely religious, need to be seen to be carrying out the rites of their religion. After the judgement part of the keeping up of appearances is the need for Thérèse to be seen with Bernard and the rest of the family in church every week. On an intensely hot feast day, at the Fête-Dieu, Bernard has to be seen at the head of the religious procession. An unorthodox priest, who is more interested in spiritual matters rather than orthodox ritual is mistrusted, disliked and removed. Candidates may wish to deny that it is a religious book - fine, if they can do so convincingly. On the face of it, it is not a particularly religious book about virtuous people but Mauriac starts the preface with a prayer seeking pity for those that only God can understand. Mauriac depicts a world of lost and lonely people lacking real religious feelings, a world corrupted by the absence of God. Outwardly religious but they are very unchristian, harsh and unforgiving towards Thérèse, the same with Julie Bellade, her maternal grandmother, who had committed some misdemeanour and had been completely expunged from their lives. They are also religiously bigoted, one of the many things they hold against Jean Azévédo is the fact that he is a Jew. Picture of Thérèse at the end is of a person physically abandoned on the streets of Paris but also spiritually abandoned.	(45)

Question Number	Answer	Mark
10(b)	A simple countryman who likes country pursuits. Meticulous, fussy, pompous, rather coarse, unsophisticated. Can also be cruel. Only really at home on his estates, in his home environment. Imbued with society's preoccupations - acquiring and retaining property, preserving the reputation of the family. Cannot understand his wife because he lacks imagination, is less intelligent, puzzled by her. They have some things in common such as a love of property etc but he cannot appreciate her finer thoughts and feelings. An inattentive, dismissive husband.	(45)

Question Number	Answer	Mark
11(a)	Many examples could be quoted. The weak and innocent who pay the ultimate price with their lives - eg les deux amis who suffer a cruel death at the hands of a sadistic Prussian, victims of an innocent indiscretion, the four young soldiers burnt alive by la mère Sauvage. There is psychological suffering too - Boule de suif. Walter Schnaffs is uprooted from home comforts and his wife and family. Second part will depend on the characters chosen but most likely to be those considered most innocent, those least able to control their own destiny.	(45)

Question Number	Answer	Mark
11(b)	The four are billeted on her, a natural part of war. They begin to try to help make her life less harsh by undertaking chores, helping in a variety of ways. She tries to find out if they know the whereabouts of her son who is away at war. They do not but they show understanding, as they think of their own anxious mothers at home. Seems to be a pleasant relationship until la mère Sauvage learns of the death of her son. Outwardly her attitude does not change. She enquires and gets details about their families and then callously plots the horrific murder of burning them alive. When the Prussian soldiers arrive she makes no attempt to conceal the crime. Maupassant is trying to underline the cruel effects of war. It leads to terrible death and suffering. The fact that the four soldiers are such pleasant young men accentuates the horror. War has a terrible effect on character. Impulsions such as vengeance can lead to acts of this nature. Maupassant also keen to show that suffering affects ordinary people on both sides of the conflict.	(45)

Question Number	Answer	Mark
12(a)	Elise - daughter of Harpagon, in love with Valère. Rather timid, nervous, wary and pessimistic about the future. Does stand up to Harpagon at one stage when he says she must marry Anselme but is usually rather passive. Mariane in love with Cléante but destined to marry Harpagon. A dutiful daughter with modest, simple tastes. Appalled by Harpagon's appearance and demeanour when she meets him. Both are not very rounded characters. They provide the love interest. Mariane is the object of antagonism between Harpagon and Cléante. They help bring out Harpagon's character, his autocratic nature, his lack of feelings for his family, his avarice. His grotesque wooing of Mariane shows his unpleasant nature and his gullibility in believing what Frosine says. They also illustrate aspects of 17 th Century society - the power of the father over children, arranged marriages, dowries etc. Revelation of true identities helps to round off the play.	(45)

Question Number	Answer	Mark
12(b)	Anselme arrives to find Harpagon in turmoil over the loss of his money box and the news that Valère and his daughter wish to marry. He insults Valère who says that the whole of Naples can vouch for his nobility. Claims he is the son of Dom Thomas d'Alburcy. He recounts how he was saved from shipwreck. Proves his origins by displaying	(45)

	<p>jewellery which belonged to his parents. Mariane reveals that she is his sister, explains how she and her mother had been saved by pirates who kept them prisoner for 10 years. Anselme then reveals that he is their father. Cléante arrives to say that he knows the whereabouts of the box, he will return it if Harpagon agrees to him marrying Mariane. Anselme encourages Harpagon to consent to the double marriage. He will if he does not have to provide a dowry and if he can have a new suit. Anselme agrees to pay for everything, Harpagon goes off to be reunited with his money. Candidates will no doubt point to the ridiculousness of the ending, an incredible chain of events and coincidences, completely unrealistic. For Molière verisimilitude is not important. The psychological study and social comment are all that count. Some may comment on the last line. With the weddings about to take place there is a happy ending but nothing has really been resolved, Harpagon has not changed.</p>	
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Question Number	Answer	Mark
13(a)	<p>Candide is in Surinam waiting for a vessel to take him to France. Advertises that he will pay for someone to accompany him and will finance him as long as he is disillusioned and unhappy. Martin wins the competition and becomes Candide's travel companion. M is an old sage who had been robbed by his wife, beaten by his son and abandoned by his daughter. He had lost his job and had suffered persecution. He represents pessimism, serves to disillusion Candide at every opportunity. The opposite to Pangloss. Demonstrates the absurdity of Leibnitzian optimism.</p>	(45)

Question Number	Answer	Mark
13(b)	<p>Meets up with Cunégonde and la Vieille. Former is now hideously ugly. The group take over a smallholding. Candide again expresses to the Baron his intention of marrying Cunégonde but the Baron refuses his approval, saying that Candide is not worthy of her. The Baron is removed. Cunégonde becomes ill-tempered, the others continue philosophising. Paquette and frère Giroflée join them in a state of extreme misery. They meet a local dervish and ask him about the meaning of life. He says it is none of their business. They meet a wise old man who takes no interest in current affairs, has found satisfaction in work, cultivating a small plot of land. They decide to work, each one develops unexpected, practical skills. Candidates may have a variety of interpretations. Probably two main ways of looking at it, one optimistic, one pessimistic. All speculation is worthless, one may just as well engage in rather pointless occupation. Perhaps more likely, in a world given over to evil, on however modest a scale human beings can improve their lot by their own efforts, create a haven of tranquillity and modest prosperity. Perhaps Voltaire is advocating a middle way between the positive and negative attitudes of Pangloss and Martin.</p>	(45)

Unit 6a (6446_01): Listening and Writing

Question	Answer
1	accept ils and elles throughout if comprehensible

Question	Acceptable Answers	Reject	Mark
1 (a) Discrete Any 2 of catastrophes/ epidemics/ Wars	<p><u>s'il y avait</u> des catastrophes (naturelles)/ <u>s'il y avait</u> des épidémies (soudaines)/ <u>s'il y avait</u> une guerre</p> <p>en cas de OR pendant OR après OR dans OR for s'il y avait</p> <p>au cas où OR quand il y aurait (any tense) for s'il y avait</p> <p>quand un pays a été touché par la guerre for third element</p> <p>recognisable misspellings of catastrophe (e.g. catostroph(e) OR caterstroph(e) OR catastrophe)</p> <p>tolerate natural for naturelle (not essential information)</p> <p>recognisable misspellings of guerre e.g. guere (other than guère OR geurre)</p> <p>epidemie for épidémie</p> <p>tolerate ou for où and vice versa if answer is otherwise correct e.g. 'dans un pays ou il y a une guerre', 's'il y avait une guerre où une épidemie'</p> <p>WATCH UNTARGETED LIFTS, ACCEPT SINGULAR AND ANY TENSE</p>	<p>pour for s'il y avait</p> <p>s'il y avait or equivalent omitted = withhold once, e.g. 'les catastrophes et les guerres' = 1</p> <p>lift: (dans) des pays touché(s)... (oblique answer) = withhold once</p> <p>faulty attempts at passive (e.g. 'quand un pays a touché par la guerre')</p> <p>catas(t)rofe OR catasrophe OR catastrophé for catastrophe</p> <p>toucher for touché</p> <p>guère OR geurre for guerre</p>	(2)

Question	Acceptable Answers	Reject	Mark
1 (b) Notion of distance OR inaccessibility	<p>il leur permet de voyager <u>loin</u> OR à des endroits <u>isolés</u> OR <u>partout</u> (dans le monde)</p> <p>ils peuvent aider les OR pour aller aux communautés <u>isolées</u></p> <p>ils travaillent dans les endroits <u>isolés</u></p> <p>régions OR pays OR lieux for endroits</p> <p><u>pour</u> traverser le monde (vite)</p> <p>autour du monde for partout dans le monde</p> <p>com(m)unauté for communauté</p> <p>ils ont accès aux endroits isolés</p> <p>accès for accès</p>	<p>isolation for isolement</p> <p>isoler for isolés</p> <p>loin de Paris for isolé</p> <p>lift: il y a de plus en plus de tourisme à travers le monde t.c.</p> <p>sense of purpose required with infinitive (e.g. voyager loin = 0)</p> <p>ils peuvent aller aux catastrophes vite (lacks key notions)</p> <p>community OR communities OR communauté OR commune for communauté</p> <p>access for accès</p>	(1)

Question	Acceptable Answers	Reject	Mark
1 (c) Discrete Key notions: Tending employees / in isolated places	<p>ils soignent les employés / dans des endroits <u>isolés</u></p> <p>travailleurs OR expatriés for employés</p> <p>entreprises could be acceptable for employés e.g. ils offrent des soins pour les entreprises <u>isolées</u> = global 2</p> <p>s'occupent de OR aident OR guérissent OR travaillent avec OR soutiennent for soignent</p> <p>noun forms: e.g. le soin, l'aide, soutien</p> <p>de (meilleurs) services <u>médicaux</u> = 1 (first element)</p>	<p>traiter for soigner</p> <p>reject gens for employés</p> <p>reject entreprise for employés</p> <p>isoler for isolés (but might be repeated error from (b))</p> <p>équipement médical for soin</p> <p>loin de Paris for isolé</p>	(2)

Question	Acceptable Answers	Reject	Mark
1 (d) Discrete Two notions: Formerly just ex-pats helped / now (whole) community is helped	ce n'est plus (juste) les expatriés qui bénéficient / maintenant il fait bénéficier (l'ensemble de) la communauté first element : ils aidaient OR soignaient les expatriés travailleurs OR employés OR voyageurs for expatriés tolerate beneficiar for bénéficiar lift: il ne suffit plus...d'expatriés for first element. Lift of second sentence could gain second mark also. expatrie(r)(s) for expatriés idea of correct general change = 1 e.g. ils aident davantage ils s'occupent (de) toute la communauté for bénéficiar	ce n'est pas les expatriés qui bénéficient first element: tenses other than past tense unless 'ne plus' or equivalent used second element - reject past tense benefit(er) and derived forms for bénéficiar reject expatriar for expatriés see comments on community etc in (b) no mention of expatriés or equivalent in first element	(2)

Question	Acceptable Answers	Reject	Mark
1 (e) Discrete Two notions: Search / crude oil	la recherche / du pétrole chercher (verb) for la recherche tolerate chercher pour for chercher ils veulent trouver for chercher pour trouver du pétrole = 2 les projets de construction pétroliers = global 2 pétrole t.c. = 1 pétrol OR petrole for pétrole il y a du pétrole OR le pétrole se trouve là = 1	la recherche t.c. la cherche for la recherche (cherche used as noun) il y a des pipelines t.c. (references to pipelines t.c.) trouver du pétrole = 0 + 1 huile OR essence for pétrole les pipelines = 1 element and does not score petrol for pétrole	(2)

Question	Acceptable Answers	Reject	Mark
1 (f) Discrete Two notions: Level of healthcare / worse	<p>un niveau de soin (médical) / inférieur OR bas</p> <p>un système de santé for un niveau de soin</p> <p>les expatriés n'ont pas d'accès à un niveau de soin acceptable OR occidental = global 2</p> <p>services <u>médicaux</u> OR <u>sanitaires</u> for soin</p> <p>ACCEPT OPPOSITE ANGLE IF EXPLICIT e.g. le niveau de soin médical est supérieur OR haut en France = global 2</p> <p>implied superiority of French system e.g. ils n'ont pas accès au niveau de soins médicaux auquel sont habitués les Français = global 2</p>	<p>inferior for inférieur</p> <p>references to health rather than <u>healthcare</u> invalidates first element e.g. la santé est inférieure = 0 + 1</p> <p>le niveau de santé est inférieur = 0 + 1</p> <p>ils ont un système de santé inférieur qu'un Français à l'étranger = 0 (vitiated by third element)</p> <p>le niveau de soin n'est pas le même</p>	(2)

Question	Acceptable Answers	Reject	Mark
1 (g) Any 1 of 2: Better health / better financial situation	<p>en ce qui concerne la santé OR l'économie (comparison could be implicit)</p> <p>ils ont accès aux centres médicaux, qui ont été construits pour les expatriés</p> <p>elle a une meilleure santé OR économie</p> <p>sa santé OR son économie est meilleure OR s'est améliorée</p> <p>me(i)ll(i)eur(e) for meilleure</p> <p>ils bénéficient d'un progrès économique OR sanitaire</p> <p>elle va mieux</p> <p>sante for santé</p> <p>elle se porte mieux</p>	<p>NO COMPARISON</p> <p>past tense</p> <p>ils ont accès aux centres médicaux t.c.</p> <p>plus bon OR mieux for meilleure</p> <p>mayor for meilleure</p> <p>bénéfice (not a verb form of bénéficie) = noun used as verb and vice versa</p>	(1)

Question	Acceptable Answers	Reject	Mark
1 (h) Discrete 3 ideas: Locals / operating OR running the centre / based on their local needs	la population <u>locale</u> / fait fonctionner un centre / qui répond à ses besoins gérer OR organiser OR avoir for faire fonctionner la communauté OR les gens locaux OR les résidents OR les habitants for la population locale NOTE - SCORING MAY NOT BE PRESENTED IN THE EXPECTED ORDER	suitable verb must be included for faire fonctionner soutenir for fonctionner les locaux for la population locale fonctionner for fonctionner	(3)

Question	Answer
2	<p>Points to be mentioned:</p> <ul style="list-style-type: none"> • Two French expatriates set up the organisation. • It became evident that French citizens overseas had little access to quality medical care when in distant locations. WATCH INFELICITOUS TRANSLATIONS OF expatriés • The clinic's role was initially to offer (medical) training OR programmes in raising (medical) awareness for locals NOT to treat ill people in distant places • It evolved to treat ill people in distant places • The slogan means that their work has an international dimension. ACCEPT doctors working worldwide OR receiving patients from all over the world • English is <u>almost</u> international, but there remain some areas where colleagues speak their mother tongue <u>only</u>. Communicating using (one's) hands is necessary. <p>Refer to mark grids for Summary (AO1) and Grammar, Punctuation and Spelling (AO1)</p>

Deuxième partie

Whole tick to the right, half tick to the left. Number of ticks does not necessarily equal marks to be awarded. Excessive length, i.e. 120 words and above may not gain more than 10 for Summary. Cut off after the sense group ends after 100 words. For note form responses (possibly including bullet points), mark in the usual way, up to the word limit with a maximum of 2 for GPS and 7 for Content. Didier Carne, South-East Asia, la Société Internationale SOS all = 1 word. Tolerate Société Internationale SOS in French. Tolerate slogan in French and count the whole slogan as 1 word. If translated into English, count as normal. (See PE brief)

The summary will be marked according to the grid in the Specification document. Candidates should provide a selection of information from the following:

Mark	Summary	Notes
1	Two French expatriates set up the organisation.	no mention of expatriates = half tick
2	It became evident that French citizens <u>overseas</u> OR expatriates	WATCH INFELICITOUS TRANSLATIONS OF expatriés REJECT French citizens t.c.
3	had little access	
4	to <u>quality</u> medical care	without quality = half tick, good medical care = accept
5	When in distant locations.	
6	The clinic's role was initially to offer (medical) training	OR programmes in raising (medical) awareness
7	for locals	NOT to treat (ill) people in distant places
8	It evolved to treat (ill) people	
9	in distant places	
10	(The slogan means that) their work	ACCEPT doctors working worldwide OR receiving patients from all over the world
11	has an international dimension.	
12	English is <u>almost</u> international,	English is international = half tick OR English is widely spoken
13	but there remain some areas	
14	where colleagues speak their mother tongue <u>only</u>their mother tongue = half tick OR do not speak English
15	Communicating using (one's) hands is necessary.	ACCEPT sign language OR gestures REJECT body language

Mark	Summary (AO1)
14-15	Excellent summary skills. All essential detail communicated concisely.
11-13	Very good summary skills. Most essential detail communicated concisely.
8-10	Good summary skills. More than half of the essential detail communicated. May lack conciseness.
5-7	Satisfactory summary skills. About half of the essential detail communicated. Often lacks conciseness.
3-4	Unsatisfactory summary skills. Little essential detail communicated.
1-2	Very limited summary skills. Little intelligible detail communicated.
0	No essential detail communicated.

Maximum: 15 marks

The answer is then marked again for GPS (Quality of English language)
It is possible for the GPS score to exceed the Summary score e.g. 3 + 4.
0 for Summary = 0 for GPS and vice versa. For responses in English deemed worthy of 0 please send to review.
Summary totally in French = 0.

Mark	Grammar, Punctuation and Spelling (AO1)
5	Excellent
4	Good
3	Minor errors
2	Noticeable weaknesses
1	Major flaws.
0	Unacceptable GPS

Maximum: 5 marks

Total: 20 marks

TOTAL FOR PAPER: 35 MARKS

UNIT 6a - LISTENING & WRITING TRANSCRIPT

This is the Edexcel French Advanced Subsidiary and Advanced GCE

Unit 6.1 Listening & Writing Test - June 2008

Première partie: Les médecins volants

On parle d'équipes de secours de médecins et d'infirmiers dans des pays touchés par des catastrophes naturelles, des guerres ou des épidémies soudaines. Alors, que font ces médecins volants et quelles sont les limites de leurs interventions ?

C'est vraiment un thème qui concerne tout le monde parce qu'évidemment il y a de plus en plus de tourisme à travers le monde, mais il y a aussi des entreprises françaises qui se sont installées dans d'autres pays. Il faut parler des Français expatriés, qui travaillent parfois dans des endroits extrêmement isolés, très loin de Paris ou d'une ville bien équipée sur le plan médical: toutes sortes de chose peuvent arriver : une maladie, une catastrophe naturelle, et même, malheureusement, une guerre. Le docteur Philippe Guibert, un spécialiste de la santé publique, nous parle de l'impact de la construction d'un centre médical sur la population locale.

Philippe Guibert : Il ne suffit plus de s'occuper simplement d'une petite communauté d'expatriés ou de voyageurs. Bien évidemment, il faut tenir compte de l'environnement dans lequel ceux-ci se trouvent pour faire bénéficier l'ensemble de la communauté qui est touchée par le projet. Par exemple on cherche le pétrole dans des endroits de plus en plus inaccessibles. Vous avez des pipelines, près desquels il y a à la fois les communautés d'expatriés, des gens, comme on le disait tout à l'heure, qui sont habitués à des systèmes de santé occidentaux mais également des communautés des gens qui n'ont pas du tout accès à ce niveau de santé dont on a le luxe de bénéficier et qui dans ce cas-là doivent absolument bénéficier en termes de santé. Donc, maintenant, de plus en plus, ces projets de construction pétroliers ou miniers s'appellent des projets de développement pour justement faire bénéficier ces populations locales des progrès à la fois économiques et sanitaires. Cela leur permet, lorsque le projet est terminé, de faire fonctionner par eux-mêmes un centre médical qui correspond exactement à leurs besoins.

Deuxième partie: La société International SOS

Int : Didier Carne, vous êtes un spécialiste dans le cadre d'une société qui s'appelle International SOS. Comment est-ce que ça fonctionne ?

Didier Carne : La société International SOS a 20 ans. À l'origine c'était une société qui a été créée par deux Français qui étaient expatriés et qui ont eu une idée : ils se sont rendu compte que les expatriés avaient peu d'accès à des soins de qualité lorsqu'ils étaient loin de chez eux. Notamment à l'origine c'était en Asie du Sud-Est où ils ont développé un projet de clinique qui donnait des cours de santé à la population locale et qui par la suite a commencé à traiter des malades dans des endroits isolés.

Int : C'est un peu l'histoire de la France, on a tellement de médecins aventureux.

Didier Carne : Je suis né et j'ai grandi dans cette atmosphère d'aventure médicale. On peut retrouver des cas similaires à ceux du passé dans un monde qui a énormément changé. Il y a quelques années un slogan qu'on utilisait pour recruter les médecins, c'était, « le monde entier est votre salle d'attente. »

Int : Quand on se retrouve au bout du monde comme ça, tout le monde en général parle l'anglais ?

Didier Carne : Maintenant l'anglais est une langue quasiment internationale. Mais ce n'est pas toujours le cas. Il y a des régions où le personnel ne parle que leur propre langue, mais finalement dans le domaine médical on arrive quand même à se faire comprendre avec les mains.

Radio France Info le 3 septembre 2006

Fin de l'enregistrement

Unit 6b (6446_02): Reading and Writing

Question Number	Answer
1	(8 + 7 marks for quality of language)

Question Number	Acceptable Answers	Reject Non-existent verb forms	Mark
1 (a)	<p>Elle a perdu sa réputation (1) <u>en Europe / dans le monde / à l'étranger</u> (1).</p> <p>Son image a été / s'est dégradée / se dégrade</p> <p>Son influence a baissé</p> <p>Must directly address one of the acceptable answers</p> <p>France trying to improve reputation (1)</p> <p>France trying to halt loss of reputation (1)</p> <p>Any acceptable answer requires 'dans le monde etc' for 2nd mark.</p> <p>Reputation worse than it was = s'est dégradée</p> <p>Sa réputation est devenue dégrader (1)</p> <p>Son influence a été dégrade (1)</p> <p>Il y a une perte de reputation (1)</p> <p>Sa réputation a diminué</p> <p>Elle est en baisse en crise baisse / a baisse</p> <p>Réputation internationale / mondiale = dans le monde</p> <p>Son influence est en crise.</p> <p>Son standing</p> <p>Il dit que...</p>	<p>France's reputation depends on cultural diplomacy (no mention of restoring reputation)</p> <p>France has bad/poor reputation (unjustified inference)</p> <p>France strengthening cultural diplomacy to shore up poor reputation. (unjustified inference and an oblique answer)</p> <p>France's reputation is important (implied but not said - oblique)</p> <p>La reputation abaisse</p> <p>Il est important d'enrayer la baisse de l'influence (oblique)</p> <p>Ils ont dégradé sa réputation - unclear</p> <p>'Il' subject : unclear</p>	(2)

Question Number	Acceptable Answers	Reject	Mark
1 (b)	<p>Ils ne sont pas modernes Ils sont démodés</p> <p>Ils ont besoin d'être modernisés Il faut les moderniser. On doit les moderniser Il se semble qu'ils sont archaïques (no vitiation)</p> <p>Ils sont anciens et pas assez variés = 1 (2nd element incorrect but doesn't vitiates 'anciens')</p> <p>archaïques (archaics), anciens, dépassés, vieux</p> <p>Ils ne sont pas assez contemporains L'éducation, la culture et le développement = ils</p>	<p>Il doit/veut les moderniser (oblique : doesn't say why)</p> <p>Ils ne sont pas variés et ils sont anciens = 0 because of order of elements</p> <p>Ils doivent être améliorés</p> <p>Ils ne sont pas variés et ils sont anciens = 0 because of order of elements</p> <p>Ils ont dégradé l'image de la France</p> <p>âgés, de vieille mode</p> <p>Modern(s)</p>	(1)

Question Number	Acceptable Answers	Reject	Mark
1 (c)	<p>Il a créé une agence culturelle / Cultures France</p> <p>Future, Present.</p> <p>accent on either e e.g crée</p>	<p>Il a créé un projet il a amélioré les liens avec les entreprises il a promu la création française il a créé un projet la création d'une agence culturelle (noun for verb) cree (no accents) Il a annoncé sa création etc or some notion in different words (e.g. il a décidé / déclaré / permis) Il a employé deux thèmes directeurs Il a dévoilé plusieurs projets (t.c.) Could be a harmless preamble</p>	(1)

Question Number	Acceptable Answers	Reject	Mark
1 (d)	<p>(Ils pourraient) acheter/lire les / des livres <u>français</u>.</p> <p>(Ils pourraient) regarder les / des films <u>français</u> OR aller au cinéma <u>français</u>.</p> <p>Ils pourraient découvrir le cinéma français</p> <p>Une filme français(e)</p> <p>Accept various spellings of pouvoir pouvaient / ils pourraient</p>	<p>Ils pourraient comprendre un livre français</p> <p>Ils pourraient lu...</p> <p>Ils pourraient apprendre de toutes les disciplines</p> <p>Ils pourraient aller à Cultures France</p> <p>Voire for voir</p> <p>Utiliser le cinéma français</p> <p>Promouvoir les disciplines</p>	(1)

Question Number	Acceptable Answers	Reject	Mark
1 (e)	<p>(Pour) <u>construire</u> un (nouveau) lycée</p> <p>Pour rendre la presence française plus visible</p> <p>Créer / établir / bâtir</p> <p>Ecole/ collège</p> <p>Un nouveau lycée (<u>y</u>) sera construit <u>là</u></p> <p>Pour la construction de...</p>	<p>Des lycées (plural)</p> <p>Un nouveau lycée sera construit (tc)</p> <p>Il sera créer un nouveau lycée pour éduquer des étrangers</p> <p>pour un lycée (tc)</p> <p>faire un lycée</p>	(1)

Question Number	Acceptable Answers Beware long preamble	Reject	Mark
1 (f)	<p>Il donnera (1) de l'argent / du terrain</p> <p>Notion of financial partnership.</p> <p>Notion of method/of providing help</p> <p>A verb and a plausible object of the verb e.g. il donnera de l'argent.</p> <p>Il construira une école.</p> <p>Justified inferences of <u>how</u> it will help</p> <p>En donnant de l'argent = 2</p> <p>Il aidera avec/par le financement / la construction d'un lycée = 2</p> <p>Il aidera avec l'argent / le financement = 1</p>	<p>All tenses other than future or conditional: withhold one mark unless in a preamble.</p> <p>Il sera lié à l'Etat français</p> <p>Just repeating 'it will help' t.c.: il aidera l'Etat = 0</p>	(2)

Question Number	Suggested translation :			
2	<p>On pourrait croire en les écoutant que les Français avaient les meilleurs lycées du monde. Bien que la France ait perdu son influence internationale le gouvernement voudrait promouvoir la réputation du pays qui a été endommagée par les événements récents en construisant des lycées à l'étranger. Pour faire cela il a l'intention de créer des partenariats avec des entreprises privées et d'offrir une éducation française aux futurs dirigeants de ces pays</p> <p style="text-align: right;">(20)</p>			
	Answer	Accept	Reject	Mark
	1. On pourrait (insist conditional)	Peut-être	Quelqu'un (for on) Il est / serait possible de (box 1) Formulations with il est possible but beware consequential error in box 2	
	2. croire	Croirait-on / qu'on croirait (after Peut-être) Penser		
	3. en écoutant	à écouter	Si...par écouter en entendant. Par écoutant	
	4. les		leur	
	5. que les Français	français	Françaises. La France	
	6. avaient	possédaient	ont aient	
	7. les meilleurs lycées	les meilleures écoles / collèges / établissements <u>scolaires</u>		
	8. du monde.	au monde	dans le monde à travers le monde	

9. Bien que	Quoique Même si + indicative in 11 Malgré le fait que + indicative in 11	Malgré que Bienque	
10. la France		la france	
11. ait perdu		perde	
12. son influence	de son influence		
13. internationale	à l'étranger mondiale		
14. le gouvernement	L' État	l'état	
15. voudrait promouvoir	aimerait	établir	
16. la réputation du pays	de son pays	de la France	
17. qui	laquelle	ce qui	
18. a été endommagée	dégradée s'est dégradée <u>BUT</u> NB consequences	blessée, cassée, abîmée	
19. par les événements récents	des événements crises à la suite de en conséquence de à cause de. suite à	récemment en résultat de	
17-19	Que (17) les événements récents (19) ont endommagée (18)		
20. en construisant	en bâtissant. par la construction + de in 21	Repeated errors from Box 3 e.g. par... en créant en faisant	

	21. des lycées à l'étranger	des écoles etc from Box 7	les	
	22. Pour faire cela	réaliser afin de faire. pour ce faire. ceci pour le faire	ça. achever pour cette chose pour qu'ils fassent pour qu'ils puissent faire	
	23. il a l'intention de	entend Il compte vise à prévoit de envisage de	il veut Il va le gouvernement elle on	
	24. créer	la création (in appropriate formulations) + de in Box 25	former faire	
	25. des partenariats		les (but beware repeated error from box 21) Un partenariat (singular)	
	26. avec des entreprises privées	public - privé (whole box) compagnies, firmes, sociétés avec le secteur privé	Les (repeated error?)	
	27. et de proposer	d'offrir	Beware repeated omission of de from box 23	
	28. une éducation française	à la française	un enseignement français	
	29. aux futurs dirigeants	chefs, leaders dirigeants futurs word order	directeurs, patrons, ministres de l'avenir du futur	
	30. de ces pays			

Unit 6c (6446_03): Writing in Registers

Question Number	Answer	Mark
1(a)	There are countless examples of the Système D in operation, candidates will not be able to include them all. The range of ersatz food products, ingenious recipes, use of root vegetables, using every bit of land to grow things, the marché gris. Gazogène to power cars, the widespread use of bicycles and vélotaxis, wooden bicycle wheels. Wooden shoes, clothes from other materials, making worn out older garments into smaller ones, wedding dresses from parachutes, painted legs to simulate nylons. Brushing teeth with crushed eggshell, soap made from all sorts of foul substances. Living constantly in one heated room, heating bricks from compacted paper etc. The fact that people survived, remained reasonably cheerful is proof of their resilience. Solidarity created by groups established to help the needy, one of the successes of the Vichy government. However, many did suffer. People lost weight, children's growth restricted, medicine hard to substitute. Illnesses caused by deprivation increased. A couple of harsh winters did not help. Restrictions imposed by Germans ensured that normal life was difficult.	(45)

Question Number	Answer	Mark
1(b)	Events most likely to be given chronologically. Crushing defeat of 1940 drove a small number to resist immediately. Some rallied by de Gaulle's speech from London, the development of the clandestine press and radio broadcasts inspired some resistance, the German invasion of Russia incited the Communists to resist, Jean Moulin's unification of groups made Resistance more effective, the STO drove some young men to refuse to work in Germany and to join the Resistance instead, Allied victories in North Africa and elsewhere convinced many of eventual victory, US involvement ditto, the Allied landings persuaded many to want to contribute. Most significant is a matter of opinion. The effect of de Gaulle's speech and the STO probably overstated. Could argue that much of the Resistance was communist inspired and run, so the German invasion of Russia was very decisive. Progressive Allied successes had a ' bandwagon ' effect.	(45)

Question Number	Answer	Mark
2(a)	Will depend on the region. Might include festivals, exhibitions, architecture, existence of theatres, cinemas, Maison de la Culture, museums, galleries. Second part might include difficulties over funding, young people more interested in national and international culture, TV brings this effortlessly to everyone, ease of travel might lead people to seek culture in more distant, major centres. Subsidies, tourism could be seen to help.	(45)

Question Number	Answer	Mark
2(b)	In most regions candidates should be able to point to a decline in some industries, rise in others. Likely to be away from heavy industries towards high-tech and service areas. Effects on employment / unemployment. Some disaffection with mass production might be bringing heightened interest in local crafts. Regional subsidies and decentralisation might have brought new activities. Some centrally controlled changes - legislation to increase safety, improve working conditions, decrease working hours. People may have had to retrain, move home, accept new workers into the area. Changes might have brought greater prosperity, more spending power, more leisure.	(45)

Question Number	Answer	Mark
3(a)	Most treatment will probably deal with the reforms instituted by Fillon as Education Minister. The aims were to < réduire l'échec scolaire et élever le niveau general.> Measures put in place to guarantee a mastery of basic skills, to ensure that no pupil leaves school / education with no qualifications or training. Also aim to get 80% to the level of the bac. To offer pupils in difficulty individual help and extra lessons. To limit, but not get rid of, redoublement. Double the number of pupils in apprenticeships, raise the profile of vocational education. To reform the bac, make it less complicated, to have less examined subjects and have continuous assessment in others. To enhance the teaching of foreign languages by bringing forward the start of both the first and second foreign languages. To combat violence in schools as a priority, to restore the authority of staff. To create 150 000 new teaching posts over 5 years and increase the number of ancillary staff. To increase parental involvement and improve facilities for handicapped pupils. Too early to say perhaps if they have had success, came into operation fully in 2005/6? Met with opposition from pupils and staff. Minimum standards have been raised a little but many pupils still feel disaffected, violence continues. Targets concerning the bac not yet been met. Money and resources have been devoted to education, particularly in deprived areas, and many school facilities have improved.	(45)

Question Number	Answer	Mark
3(b)	Students choose between the bac L (littéraire), le bac S (scientifique) and le bac ES (économique et social). In the first there is a concentration on French, Literature, Philosophy, Histoire-Géo and foreign languages. In the bac S concentration is obviously on Maths, Physics and Chemistry and Sciences de la Vie et de la Terre. Students also have to study French, Philosophy, a foreign language and Histoire-Géo. In the third bac the concentration is on economics and the social sciences with the main subjects being Economics, Maths including Statistics, Histoire-Géo, French, Philosophy, foreign languages. Sport is done by all pupils. Le bac S is thought to be the most demanding but all have heavy programmes. Le bac L claims to inspire critical thinking, to help young people think for themselves, to debate and to express themselves easily in writing and orally. All will provide access to HE.	(45)

Question Number	Answer	Mark
4(a)	Will depend on which characters are chosen. Most likely to be Jules and Lucas. Tend to be subservient, submissive, dominated by women, become their victims. If they choose Jim and Bernard, likely to be a little different. Jim somewhat stronger but still captivated by Catherine. Bernard freer, more independent, can be admired for his single-mindedness and his principles. Some sympathy probably for Lucas, he is semi-permanently imprisoned, unable to lead a normal life. Might not like masculine weakness, their subservience, they accept triangular relationships, content to allow women to take the initiative, to direct affairs and make decisions.	(45)

Question Number	Answer	Mark
4(b)	Probably more to say re le dernier metro but with J et J candidates can talk of the 1 st WW and its aftermath. Post-war society reacting against the rigours of war. The use of authentic settings and props. In le d m the darks days of occupation well caught with gloomy atmosphere, dark, threatening scenes. Bernard involved in Resistance, as is Jean-Lou. Daxiat a collaborator. Marion tries to arrange her Jewish husband's escape. Arlette protects a Jewish girl. Deprivation, the black market, characters repressed by the Occupation but try to continue with their daily lives. Young men forced to serve in the STO, the theatre is subjected to censorship. Martine seen in Gestapo headquarters, consorting with a German officer, Nadine also seen with German soldiers. Films use authentic situations, shots from newsreels.	(45)

Question Number	Answer	Mark
5(a)	Cinemagoers often quite young, (60% admissions under 25s), well-educated, urban. Cinema trip seen as a social occasion, particularly popular at weekends. There was a decline but to some extent this has been reversed. Still a lot of competition from DVDs, home cinema. Very few small towns or villages have cinemas, now more comfortable multi-screens in larger towns, better facilities. Blockbuster films, both French and American, have helped. French home-grown cinema still popular. Subsidised by State and through ticket sales. Extra leisure time has helped industry.	(45)

Question Number	Answer	Mark
5(b)	Probably less likely to have lengthy spells in hotels. Still use them for short breaks but also go to second homes, friends and family. Poorer families and those less likely to go on holiday helped by subsidised holiday centres often run by charities / church. In recent years a resurgence in camping - 5 million a year, sites have invested in improved facilities, static caravans and mobile homes. More frequent, shorter breaks explain some of the trends. Some must be down to finance. Camping probably seen as healthy, fun, back to nature. Popular with families, provides freedom and a secure place for children to play. Rise in adventure holidays requiring accommodation in e.g. chalets, on board boats, barges etc.	(45)

Question Number	Answer	Mark
6(a)	Meursault rather bizarre character. No conventional ambitions or values, content to lead a life of sensual pleasure. Not affected in a traditional way by the death of his mother or the affection of Marie, seems harmless, well-liked. Kaliyev a well-educated, committed political activist, keen to strike a blow for what he sees as liberty and the relief of suffering. Principled, inspires love / affection from others, willing to sacrifice personal feelings for the cause he espouses. Meursault not an active rebel, changes at the end perhaps but is condemned because he does not fit into conventional society. Kaliyev seeks to take a stand against what he sees as a corrupt society and will not compromise what he has done when later given a chance to come to an accommodation with society.	(45)

Question Number	Answer	Mark
6(b)	Meursault does not really do anything to prepare the murder. Latter is result of a combination of chance events, his involvement with Raymond, including the writing of the letter, chance encounter on the beach, being in possession of a gun, the effects of the sun. Kaliayev indulges in careful, meticulous planning of a political assassination, timed to fit in with the Grand Duc's known timetable. Put off once because of presence of the children, rescheduled. Question of guilt is debatable. Meursault could be seen to act in self-defence, though there are the extra shots to be considered. Murder in <i>Les Justes</i> might be seen as idealistically motivated, committed for the greater good. It could be considered that the victims deserved their fates. The murders did take place, however, and blame may well be assigned to the perpetrators.	(45)

Question Number	Answer	Mark
7(a)	Sits at the front in class, listens attentively to the teacher, tries to answer all the questions, does his homework carefully, keen to do well at school. Starts to consort with French pupils. Friends say he is no longer an Arab, say he is a creep and pour scorn on him. Second part a matter of opinion, can admire his determination to do well, his hard work, his growing intelligence, his perseverance in the face of criticism. Less admirable traits are growing impatience with his parents culminating in the refusal to acknowledge his mother when they have moved away from the Chaâba, his denial that he is an Arab, gets influenced into some bad behaviour for a while.	(45)

Question Number	Answer	Mark
7(b)	No facilities, women hand washing at the pump. Women left at home to do the chores, arguments, gossip, Primitive toilet arrangements. Men return from work, masculine superiority immediately evident. Poverty, children try to earn a few centimes in market, scavenge in the rubbish tip for anything salvageable. Recognise the poverty of their surroundings but they are attached to the Chaâba as a place where they are free to live their own way of life, nostalgically recall their lives in Algeria. Slowly influenced by outside society, begin to aspire to more comfort, better material way of life. Drift away from Chaâba until the only one strongly attached to it is Bouzid.	(45)

Question Number	Answer	Mark
8(a)	An indictment of one form of Communism. The faction led by Louis with Olga as its mouthpiece adheres unquestioningly to a rigid party line. Principles can be thrown overboard in furtherance of the party's aims which are to attain power. Personal feelings and everything else are subordinate. Opposed to this are the more pragmatic views of Hoederer, a belief in compromise, the end justifies the means. Question is raised as to whether moderates should combine with Communists in face of a threat from the extreme right. Hoederer is in favour of striking a bargain, the ' pure ' Communists order his assassination. Later the party line changes, Hoederer is vindicated, his assassin is an embarrassment and must be eliminated. Political message is interesting, probably had more immediate relevance and impact at the time but most would probably contend that there are other interesting aspects : the psychological study of two entirely different characters in Hugo and Hoederer, the love interest, the dramatic elements of the play which is full of suspense, the philosophical question of responsibility for one's acts.	(45)

Question Number	Answer	Mark
8(b)	Jessica has just been to see Hoederer, has flirted with him but has also warned him that Hugo is on his way to shoot him with a revolver. Hoederer inquires how Hugo is feeling after being drunk on the previous evening, they set to work. This is interrupted by a discussion on the nature of assassins. Hoederer almost goads Hugo into an attempt to kill him by saying that he would never make an assassin as he thinks too much. Hugo claims he would be able to follow orders. At one point Hugo's hand goes to his pocket but Hoederer takes his hand and continues to discuss Hugo's ability to kill. Hoederer says he trusts Hugo and offers him his support and protection as a sort of father-figure. Hoederer turns his back on Hugo, confident that he will not be able to shoot and then gently disarms him and leaves the revolver casually on the desk. Hoederer bolsters Hugo's morale, the latter asks for permission for a short break to clear his head. Jessica returns, admires Hoederer for the way he handled Hugo, the two embrace. Hugo re-enters, believes he has been deceived by Hoederer, grabs the gun and shoots him. Hoederer dies, still protecting Hugo by saying that he had been sleeping with Jessica. Could have been a rather dry discussion but there is tension between the characters themselves. Hoederer's end is melodramatic but Sartre has created a very dramatic scene. A psychological duel between two very different characters. Tension - will Hugo shoot or not? His hand going to the pocket, Hoederer turning his back. The tension is defused, Hugo will not fire, only to be rekindled to a tragic climax based on a misunderstanding. Mixture of quick-fire dialogue and longer speeches. Jeux de scène concerning the gun.	(45)

Question Number	Answer	Mark
9(a)	Father runs a newsagent and stationery shop. About 50, walks with a stick, veteran of WW1. Idolises Pétain, sees collaboration as the only path for France. He lectures Jo on the glories of the Vichy government. Very anti-semitic. Mother hard-working, runs the business, reins in her husband's excesses a bit. Son Raoul, married, works for a solicitor, even stronger Pétainist with strong pro-German feelings. Daughter Françoise makes a great impression on Jo. She is two years older, Jo is fascinated by her. Fairly important in that they represent collaboration, bigotry, intolerance. Ironic that they should house and protect Jo. Latter's character develops here. He is resourceful in forging ration tickets. His first love affair. Works hard, ends up running the shop, unwittingly becomes a member of the Resistance. Saves the Manceliers from death at the hands of the Resistance. Some humour eg when Jo makes a fool of himself in church. Picture of factions in France at the end of the war.	(45)

Question Number	Answer	Mark
9(b)	A large number of things could be quoted which make up a realistic picture of war-time France - shortages, rationing, travel difficulties, collaborators, resistance fighters, the Vichy camp, rafles, the Milice, Gestapo activities etc. Interesting just as a piece of history but brought alive because seen through the eyes of a 12 year old boy, at times naïve, ironic, humorous. Tension in will they survive or not. Can identify with the boys as they struggle to survive, experience sadness, heartache but also interesting times.	(45)

Question Number	Answer	Mark
10(a)	Outwardly a pious, religious community but not genuinely religious, need to be seen to be carrying out the rites of their religion. After the judgement part of the keeping up of appearances is the need for Thérèse to be seen with Bernard and the rest of the family in church every week. On an intensely hot feast day, at the Fête-Dieu, Bernard has to be seen at the head of the religious procession. An unorthodox priest, who is more interested in spiritual matters rather than orthodox ritual is mistrusted, disliked and removed. Candidates may wish to deny that it is a religious book - fine, if they can do so convincingly. On the face of it, it is not a particularly religious book about virtuous people but Mauriac starts the preface with a prayer seeking pity for those that only God can understand. Mauriac depicts a world of lost and lonely people lacking real religious feelings, a world corrupted by the absence of God. Outwardly religious but they are very unchristian, harsh and unforgiving towards Thérèse, the same with Julie Bellade, her maternal grandmother, who had committed some misdemeanour and had been completely expunged from their lives. They are also religiously bigoted, one of the many things they hold against Jean Azévédo is the fact that he is a Jew. Picture of Thérèse at the end is of a person physically abandoned on the streets of Paris but also spiritually abandoned.	(45)

Question Number	Answer	Mark
10(b)	A simple countryman who likes country pursuits. Meticulous, fussy, pompous, rather coarse, unsophisticated. Can also be cruel. Only really at home on his estates, in his home environment. Imbued with society's preoccupations - acquiring and retaining property, preserving the reputation of the family. Cannot understand his wife because he lacks imagination, is less intelligent, puzzled by her. They have some things in common such as a love of property etc but he cannot appreciate her finer thoughts and feelings. An inattentive, dismissive husband.	(45)

Question Number	Answer	Mark
11(a)	Many examples could be quoted. The weak and innocent who pay the ultimate price with their lives - e.g. les deux amis who suffer a cruel death at the hands of a sadistic Prussian, victims of an innocent indiscretion, the four young soldiers burnt alive by la mère Sauvage. There is psychological suffering too - Boule de suif. Walter Schnaffs is uprooted from home comforts and his wife and family. Second part will depend on the characters chosen but most likely to be those considered most innocent, those least able to control their own destiny.	(45)

Question Number	Answer	Mark
11(b)	The four are billeted on her, a natural part of war. They begin to try to help make her life less harsh by undertaking chores, helping in a variety of ways. She tries to find out if they know the whereabouts of her son who is away at war. They do not but they show understanding, as they think of their own anxious mothers at home. Seems to be a pleasant relationship until la mère Sauvage learns of the death of her son. Outwardly her attitude does not change. She enquires and gets details about their families and then callously plots the horrific murder of burning them alive. When the Prussian soldiers arrive she makes no attempt to conceal the crime. Maupassant is trying to underline the cruel effects of war. It leads to terrible death and suffering. The fact that the four soldiers are such pleasant young men accentuates the horror. War has a terrible effect on character. Impulsions such as vengeance can lead to acts of this nature. Maupassant also keen to show that suffering affects ordinary people on both sides of the conflict.	(45)

Question Number	Answer	Mark
12(a)	Elise - daughter of Harpagon, in love with Valère. Rather timid, nervous, wary and pessimistic about the future. Does stand up to Harpagon at one stage when he says she must marry Anselme but is usually rather passive. Mariane in love with Cléante but destined to marry Harpagon. A dutiful daughter with modest, simple tastes. Appalled by Harpagon's appearance and demeanour when she meets him. Both are not very rounded characters. They provide the love interest. Mariane is the object of antagonism between Harpagon and Cléante. They help bring out Harpagon's character, his autocratic nature, his lack of feelings for his family, his avarice. His grotesque wooing of Mariane shows his unpleasant nature and his gullibility in believing what Frosine says. They also illustrate aspects of 17 th Century society - the power of the father over children, arranged marriages, dowries etc. Revelation of true identities helps to round off the play.	(45)

Question Number	Answer	Mark
12(b)	Anselme arrives to find Harpagon in turmoil over the loss of his money box and the news that Valère and his daughter wish to marry. He insults Valère who says that the whole of Naples can vouch for his nobility. Claims he is the son of Dom Thomas d'Alburcy. He recounts how he was saved from shipwreck. Proves his origins by displaying jewellery which belonged to his parents. Mariane reveals that she is his sister, explains how she and her mother had been saved by pirates who kept them prisoner for 10 years. Anselme then reveals that he is their father. Cléante arrives to say that he knows the whereabouts of the box, he will return it if Harpagon agrees to him marrying Mariane. Anselme encourages Harpagon to consent to the double marriage. He will if he does not have to provide a dowry and if he can have a new suit. Anselme agrees to pay for everything, Harpagon goes off to be reunited with his money. Candidates will no doubt point to the ridiculousness of the ending, an incredible chain of events and coincidences, completely unrealistic. For Molière verisimilitude is not important. The psychological study and social comment are all that count. Some may comment on the last line. With the weddings about to take place there is a happy ending but nothing has really been resolved, Harpagon has not changed.	(45)

Question Number	Answer	Mark
13(a)	Candide is in Surinam waiting for a vessel to take him to France. Advertises that he will pay for someone to accompany him and will finance him as long as he is disillusioned and unhappy. Martin wins the competition and becomes Candide's travel companion. M is an old sage who had been robbed by his wife, beaten by his son and abandoned by his daughter. He had lost his job and had suffered persecution. He represents pessimism, serves to disillusion Candide at every opportunity. The opposite to Pangloss. Demonstrates the absurdity of Leibnitzian optimism.	(45)

Question Number	Answer	Mark
13(b)	<p>Meets up with Cunégonde and la Vieille. Former is now hideously ugly. The group take over a smallholding. Candide again expresses to the Baron his intention of marrying Cunégonde but the Baron refuses his approval, saying that Candide is not worthy of her. The Baron is removed. Cunégonde becomes ill-tempered, the others continue philosophising. Paquette and frère Giroflée join them in a state of extreme misery. They meet a local dervish and ask him about the meaning of life. He says it is none of their business. They meet a wise old man who takes no interest in current affairs, has found satisfaction in work, cultivating a small plot of land. They decide to work, each one develops unexpected, practical skills. Candidates may have a variety of interpretations. Probably two main ways of looking at it, one optimistic, one pessimistic. All speculation is worthless, one may just as well engage in rather pointless occupation. Perhaps more likely, in a world given over to evil, on however modest a scale human beings can improve their lot by their own efforts, create a haven of tranquillity and modest prosperity. Perhaps Voltaire is advocating a middle way between the positive and negative attitudes of Pangloss and Martin.</p>	(45)

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