

Examiners' Report
June 2012

GCE French 6FR04 01

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Introduction

Unit 6FR04 was sat for the third time in June 2012 and is by now a well-established paper. The Unit is not available in the winter series. The paper consisted of the same three exercises, a short translation from English into French, a general essay in French and a Research Based Essay (RBE). Very few unfinished scripts were seen, the two and a half hours available for the completion of the paper thus seems realistic. It was pleasing to note that the rubric concerning word counts in the two essays was mostly followed. Candidates are discouraged from writing a long introduction containing a general background about the chosen topic or biographical details of an author or film director, as it takes up too much of the word limit. The same can be said when candidates in both essays repeat the question, either verbatim or in different terms, and explain the way they are going to answer it, before setting about doing so.

Alternatives are provided in Sections B and C and the pattern of selection of the options was very much the same as in previous sessions. In Section B the discursive essays were far more popular than the creative pieces. Amongst the latter, the story based on a picture attracted some interest but the other two possibilities were rarely chosen. All four discursive titles were treated in similar numbers, 2f proved to be the most popular and 2g the least but not by any great margins. In Section C the Literature and the arts section was handled by far more candidates than the other three areas put together. Films and books were given just about equal coverage. *La Haine*, *Au revoir les enfants* and *Amélie* were the most watched films. Popular books included old favourites such as *L'Etranger*, *Un sac de billes* and *L'Avare*.

There were a number of practices which lead to the withholding of all credit - a significant numbers of essays still had to be given no marks. In Section C there is the requirement that the chosen subject must refer to a francophone context. Candidates who express the inclination to treat something which does not relate to a French-speaking community must be discouraged from doing so. A few essays in both sections were found to not fit the criteria and therefore could not score. Unfortunately in Q2d the expression *espérance de vie* was misinterpreted by some candidates. It was taken to mean dreams and aspirations or standard of living. Quite a few candidates wrote exclusively about new technology and were only awarded a small number of marks. In the 2011 report it was noted that a very small number of candidates in that year had answered a question from one area of Section C based on research from a different area. This is an unhelpful practice which was more widespread this year. Confusion between Q3b and Q3d was most common. Thus, candidates saw the question on an interesting character in an historical period, preferred it to Q3d and set about answering it with reference to a fictional character in a book or film. *Amélie*, *Harpagon*, *Meursault* and *Clément Mathieu* amongst others were all used in this way. These were not suitable as 3b essays and were therefore treated as 3d answers. Sometimes it was possible to infer some relevance to good and bad characteristics in a person and some credit could be given for Knowledge and Understanding. Once a score had been registered in this area of assessment, the others could be treated on their merits and usually marks could be awarded. Candidates are discouraged against falling into the trap of 'mixing and matching' the questions and the RBE areas of study in this way.

Overall the performance was similar to the previous two years. There was a small amount of truly excellent work at the top end and some weaker scripts at the other end. The majority of the work was in the middle category, being satisfactory. Most of the candidates could argue abstract points in French reasonably well, but some lacked the perception of the implication of the question.

Question 1

The transfer of meaning exercise, consisting of a short passage of about 80 words of English to be translated into French, proved to be of a comparable standard to that of previous sessions. This year the content was rooted mainly in The World Around Us General Topic Area. As before, the passage was separated into 30 short boxes, each worth one point if correct, and the total gained was divided by three to give an eventual mark out of ten. The whole range of performance was encountered.

In the English passage section some candidates struggled with 'get to work'. The use of the word 'get' led to many candidates rendering it with *obtenir* or *trouver du travail*. Other words which candidates were unable to translate included 'arrival', 'heat' and 'spring'. To translate the latter different seasons were commonly used, substitutes such as *Pâques* were deployed and several foreign words were quite often seen. 'Country' was given by many as *paysage*.

The use of verbs, tenses and moods was very mixed. The perfect subjunctive of a reflexive verb in box 13 was pleasingly correct on many occasions. The pluperfect passive in box 17 was often accurately formed but on occasion the past participle did not agree. The present participle in *en jouant* was generally handled with ease. 'Could' in box 20 was commonly put into the conditional rather than the imperfect tense. The correct use of the nous form of the imperative was not widely known, many wrote *espérons nous* or preferred to use *on espère*. Concord of subject and verb was mostly accurate except that 'schools' in the plural was followed quite commonly by the verb in the singular. *Tout le monde* more often than not had a plural verb after it and this in turn was almost universally followed by *pour*.

Careless spelling caused a few candidates to lose marks, this was often seen with *travail*. Candidates who did get the word *printemps* sometimes added a g between the two syllables. The middle vowels in *neige* were commonly transposed and hardly any could give *impatiemment* or *suffisamment* accurately. *Campagne* sometimes became *compagne*. Many of these errors could have been prevented by a critical re-read and check.

In a couple of places candidates needed to be very careful not to commit consequential errors. For example, if *les vieilles personnes* or *les personnes âgées* had been used in box 18, they had to remember to use *elles* in box 20. Many candidates forgot to do this.

Boxes which were generally well handled included 'Because of the dreadful conditions' (6), although some did try to use *parce que* here, 'many people' (7), 'although young people' (10), although some forgot to use the subjunctive later in (13), 'by playing' (14), 'in the snow' (15). A number of marks were usually scored for the sentence beginning 'They could not go out', although 'heat' was often rendered as *rechauffer* and there were problems forming the final adverb. Boxes 28 and 29 scored more often than not.

The majority of candidates managed this question satisfactorily; most scores could have been improved with a little more care.

Question 1

Translate the following passage **into French**.

After a very hard winter everyone is waiting impatiently for the arrival of spring. Because of the dreadful conditions many people found it hard to get to work. Although young people, especially those who live in the country, enjoyed themselves by playing in the snow, because their schools had been shut, the elderly had great difficulties. They could not go out to buy provisions and often they did not have enough money to heat their houses sufficiently. Let's hope that the summer will be more pleasant.

Après un hiver très sévère, tous les personnes attendent sans la patience pour le printemps d'arriver. Par conséquence des conditions aggrava, beaucoup de personnes ont trouvé que c'était difficile pour aller en travail. Pourvu que les jeunes, particulièrement ceux qui habitent à la campagne, ont ces temps agréables par jouant dans la neige, car leurs écoles ont été fermés, les personnes âgés avaient beaucoup de difficultés. Ils ne pouvaient pas sortir pour ^{acheter} les provisions et ~~elle~~ souvent ils n'ont pas assez d'argent pour faire leur ^{maisons plus chauds} ~~leac maisons~~ biens. Nous espérons que l'été sera plus plaisant.



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Examiner Comments

This is a rather inconsistent translation which is typical of much of the work seen. The first half gains few marks. At the very beginning there is a problem with accents and then there are several missed agreements. The influence of English leads to some very clumsy attempts. *Pourvu que* is wrongly thought to mean 'Although' but the translation does improve. The second half of the translation is stronger however, there are a few issues with the use of the past tense. The circumlocution for 'heat' does not work and, a common error is seen here in being unable to translate 'Let's hope'. Largely as a result of an improved second half, thirteen ticks were recorded, leading to a slightly below average score of 4 out of the possible 10.

Question 1

Translate the following passage **into French**.

After a very hard winter everyone is waiting impatiently for the arrival of spring. Because of the dreadful conditions many people found it hard to get to work. Although young people, especially those who live in the country, enjoyed themselves by playing in the snow, because their schools had been shut, the elderly had great difficulties. They could not go out to buy provisions and often they did not have enough money to heat their houses sufficiently. Let's hope that the summer will be more pleasant.

Après un hiver très dur tout le monde

attend sans patience pour l'arrivée de l'été.

Alors des conditions terribles beaucoup de gens

l'ont trouvé difficile d'aller au travail.

Bien que les jeunes, surtout ceux qui vivent

dans la campagne, se ^{soient} amusés en

jouant dans la neige, car leurs écoles

ont été fermés, les gens ^{les} plus âgés avaient

des grandes difficultés. Ils ne pouvaient pas

sortir pour acheter des provisions et

souvent ils n'^{avaient} ~~est~~ pas assez d'argent
pour chauffer ^{bien} leurs maisons. Espérons
que l'été sera plus agréable.



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Examiner Comments

This is a very competent translation. Twenty one boxes are correctly rendered, giving a total of 7 out of 10, a very sound above average score. Nevertheless there are problems at the beginning. *Attendre* is followed by *pour*, as in most translations, *arrivée* is misspelt and the seasons are confused. Box 13 is given successfully but unfortunately in the equally challenging box 17 the wrong tense of the passive is given and there is a missed agreement. Careless spelling leads to the loss of the 'provisions' mark. A good final stretch contributes to the pleasing total.

Question 1

Translate the following passage **into French**.

After a very hard winter everyone is waiting impatiently for the arrival of spring. Because of the dreadful conditions many people found it hard to get to work. Although young people, especially those who live in the country, enjoyed themselves by playing in the snow, because their schools had been shut, the elderly had great difficulties. They could not go out to buy provisions and often they did not have enough money to heat their houses sufficiently. Let's hope that the summer will be more pleasant.

Après un hiver très ^{dur} difficile, tout le monde attend avec impatience
l'arrivée du printemps. À cause des conditions terribles, beaucoup
de gens ~~ont eu des difficultés en arrivant~~ ^{l'ont trouvé difficile d'aller} au travail. Bien que
les jeunes, surtout ceux qui vivent dans la campagne, se soient
amusés en jouant dans la neige, parce que leurs écoles ont été
~~fermées~~ ^{fermées}, les personnes âgées ont eu de grandes difficultés. Ils ne
pouvaient pas sortir pour acheter des provisions et souvent ils n'avaient
pas assez d'argent pour ^{assez} ~~assez~~ ^{assez} ~~suffisamment~~ chauffer leurs maisons ~~suffisamment~~.
Espérons que l'été sera plus plaisant.



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This is an excellent piece of work which gains 9 marks out of the possible 10. Rather surprisingly, such a competent candidate seems to believe that 'arrival' is a genuine French word, perhaps a slip of the pen. Box 17 is in all ways correct, except that unfortunately the perfect tense has been used instead of the pluperfect, a very common error. Because *personnes* has been used, the candidate should have had *elles* in box 20. This is of course not penalised for a second time in box 23. The common use of *rechauffer* in box 25 is the only other error.

Question 2 (a)

Of the three creative options the story based on a picture was the most popular but there were still relatively few candidates who took up this possibility well. The picture is supposed to be a springboard for an account but its detail should not be ignored. Candidates are not free to write whatever they like. In this case the centre point of the scene is a car and water but some stories either did not involve these at all or made only passing reference to them. Fortunately there were not many accounts which stretched the bounds of credibility. Some essays in answer to this question were inordinately long and rambling. Some showed evidence of a rich and varied vocabulary but this was sometimes used in descriptions which had little to do with the central situation.

~~Il y a des jours, certains nous font à chaque fois la même chose. Je viens à la maison très tard, elle commence à crier et puis je quitte la maison. Je retourne à l'école et je suis fatigué. Je ne suis pas en forme et je ne puis pas aller à l'école. Je suis fatigué et je ne puis pas aller à l'école.~~

Depuis 10 ans je travaille dans cette compagnie, et enfin en me promettant ~~pour avoir~~ la compagnie j'ai passé toute ma vie pour obtenir ça, donc pourquoi ne pas aller à la fête pour ma promotion? Je suis sûr que ma femme me comprendra, même si elle me demande de retourner à la maison à neuf heures pour l'aider à décorer la nouvelle chambre.

C'est maintenant la sixième fois qu'elle m'appelle il faut mieux que je y aille. À chaque fois que je conduis ~~en~~ pour retourner à la maison, je vois se ~~lancer~~ lac, je le trouve magnifique si seulement ma vie ~~était~~ ^{était} si calme.

Je suis enfin à la maison et je vien de me rendre
compte que j'ai oublier ma clé. Ma femme ne reprends
pas a sont téléphone et je sais qu'elle dors pas car
la lumière de notre chambre est allumer.

A lieu d'attendre je trouve ça a être une opportunité
pour repartir a la fête. C'est difficile de conduire
qu'on tu as bu un peu et aussi quand tu réfléchi trop.
Je sais pas pourquoi elle ne pas ouvert la porte, c'est
la premier fois quelle me fait sa, ~~elle est si fatigué~~
~~qu'elle ne peut pas ouvrir la porte~~

J'ai maintenant l'impression que le lac est plus proche
que d'habitude, J'ai du peut-être beaucoup bu,
c'est la que je vois une voiture foncer sur
moi, j'avait le choix entre le mur ou le lac, mes
reaction en choisi le lac. la voiture a commencer
a s'envoyer plus dans le lac, mais je n'aver pas
être effrayé par peur, car cette situation n'était pas
plus grande que la situation entre ~~moi et~~ ma
femme est moi.

~~Je pense que~~ ~~je n'ai pas~~ ~~pu~~ ~~voir~~ ~~ce~~ ~~qui~~ ~~se~~ ~~passait~~ ~~à~~ ~~ce~~ ~~moment~~
que ~~je~~ ~~me~~ ~~trouvais~~ ~~à~~ ~~ce~~ ~~moment~~ ~~là~~ ~~et~~ ~~je~~ ~~n'ai~~ ~~pas~~ ~~pu~~ ~~voir~~ ~~ce~~ ~~qui~~ ~~se~~ ~~passait~~
mais il est dit de lui

Voici mon histoire, ~~parce que~~ vous penser peut être,
vas t'il être sauver? sa je sais pas mais je sais
que j'ai appris ma leçon et j'espère que dieu me
donne la chance a monter a ma femme que j'ai changer.

~~298 mots~~
279 mots



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This is a typical answer to the picture question. A car and water feature but only in passing, as a backcloth to a rambling story of personal conflict. It is difficult to follow the course of events with many questions remaining unanswered, the thread of the story is unclear and there is no plausible outcome. The language is quite poor. It is phonetic if read aloud. Some familiar forms of the language are correct but spelling is poor and there is a restricted range of accurate vocabulary. Some use of structure is attempted. This essay was given 7 for Understanding and Response, 6 for Organisation and Development, 4 for Range and Application of Language and 2 for Accuracy, giving an overall total of 19 out of 45.

Question 2 (b)

Since this specification has been running the continuing passage of written French has not been well answered. In a certain proportion of the small number of essays seen, there seemed to be some misinterpretation of the stimulus. Although in the passage Mayliss is said to be arriving for a rendez-vous outside the cinema, in some versions the pair had already been inside and had watched a film which may or may not have had an effect on the proceedings. The original extract finishes with emphasis on the distress showed by the newly arrived Mayliss but in some continuations this was ignored. When attempts were made to account for the discomfort felt, the explanations had a very wide range. Most candidates, however, managed to follow the established time frame and many included some appropriate, natural sounding dialogue in their answers. The secret of success in this exercise is to try to capture the atmosphere of the prescribed passage and to create a plausible outcome

Question 2 (c)

The few candidates who attempted this exercise completed it quite effectively. This year details which would appear in a genuine journalistic piece on the subject matter were commonly given. For example, reasons for the escaped prisoners' original incarceration were provided. Candidates were perhaps sometimes guilty of over-elaboration here for much space was on occasions devoted to lurid and gruesome accounts of the crimes which had been committed. The method of escape was described, often with the suspicion expressed that accomplices had been involved. What was being done to recapture the fugitives was explained, descriptions of the men were issued and advice to the public from the police on how to react was offered. A few pieces provided eye-witness accounts and interviews with those involved. Most essays were able to capture a suitably neutral tone. Candidates who choose this question must ensure that it is not one taken up on the day of the examination on a whim, without thorough, prior preparation.

Deux prisonniers s'évadent de la prison de
St Martin en Retz.

La prison de St Martin en Retz a déclaré
l'évasion de 2 prisonniers ce samedi.

Les 2 hommes, identifiés en tant que George
Renoir et Philippe Lemonc ont fui le pénitencier
samedi soir, vers 18 heures.

Le directeur de la prison, Jacques Moncombe
a expliqué ceci: "Vers 18 heures moins quart,
une émeute a commencé dans l'aile B.

Messieurs Renoir et Lemonc étaient en train
d'achever leurs visites avec leurs familles. Vu

qu'il ne restait qu'eux nous avons décidé
d'envoyer quelques gardes de la suite de visite
pour aller aider à contrôler l'émeute.

Ceci était une erreur, car George Renoir et

Philippe Lemonc ont saisi l'opportunité pour
incapaciter les gardes restants et se sont enfuis."

Mr. Moncombe a pressé le fait que ces 2 hommes ont tous les 2 été accusés de plusieurs vols et meurtres, et ils sont donc très dangereux. Des caméras de sécurité ont aperçus les 2 hors-la-loi s'enfuir par voiture sur la route menant au Nord. Cette voiture appartient au frère de Mr. Renoir, qui est en train d'être interrogé par les autorités sur ~~son~~ ^{son} frère et son complice. Mais à ce moment aucune trace de la voiture ou des 2 évadés n'a été trouvée. Toutes les ~~gares~~ ^{gares} et ~~aéroports~~ ^{aéroports} sont sous surveillance. Les photos ~~de~~ ^{de} Mr. Renoir et Mr. Lemon et de la voiture sont ci-dessous. Toutes informations concernant et qui pourrait aider à leur capture est demandée d'être adressée à la gendarmerie nationale, ou au Commissariat de St Marc en Retz.



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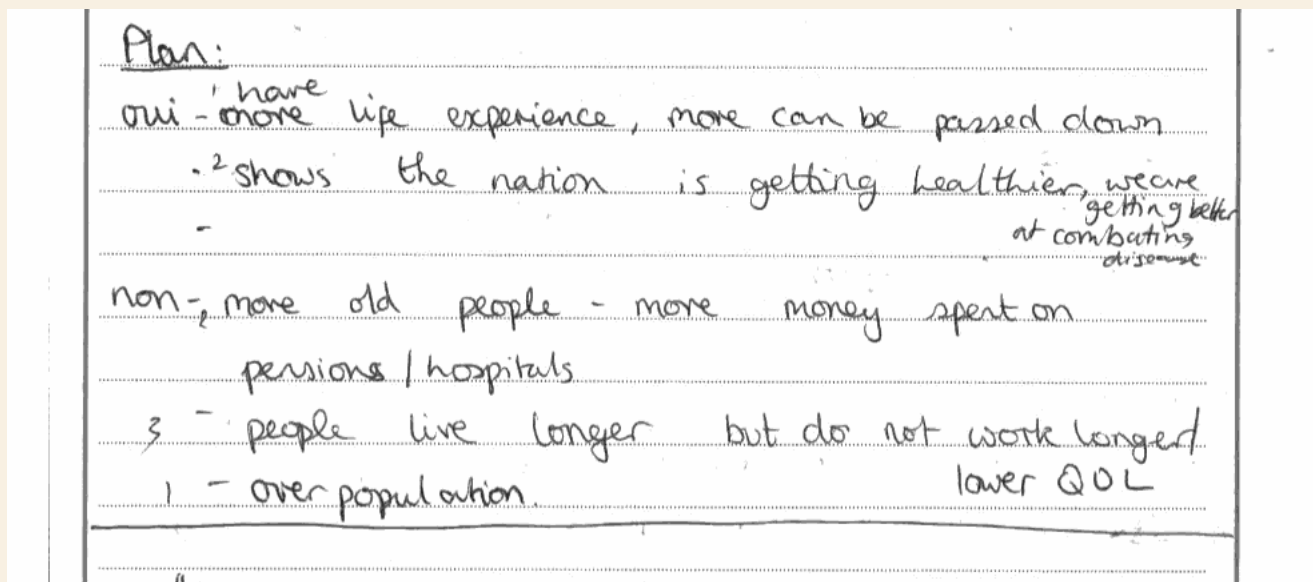
Examiner Comments

This piece includes much of the essential detail arising from the scenario suggested by the stimulus. The prisoners are named and some of their background is forthcoming, which is very relevant to the situation. Perhaps a little too much space is devoted to the description of the escape but to be given this information in an interview with the Governor is a nice, natural touch. Possible whereabouts are discussed and public involvement is sought. Such an account would not be out of place in a real life newspaper. The article stays relevant and is well focussed, the development is perfectly logical. There are a few errors in the forms of the language but these are mostly minor ones. The lexis used is a little mixed, some of it is entirely appropriate for the subject matter but there is also a little misuse. Structures are for the most part well used but there is some rather anglicised syntax. This response to Q2c was awarded 12 for Understanding and Response, 12 for Organisation and Development, 7 for Range and Application of Language and 4 for Accuracy, making a very creditable total of 35 out of the possible 45.

Question 2 (d)

The discursive essays in general were very popular. Almost without exception candidates appreciated the need to deal with both sides of an issue though inevitably some essays were unbalanced. All-purpose, set phrases were still much in evidence but they seemed to be a little less widespread this year and, where they were deployed, they were used quite sensibly.

Reference has already been made to the fact that unfortunately the key phrase *espérance de vie* was fairly widely misinterpreted. Those who did understand the full implications of the question correctly managed to write a genuinely discursive piece. However, candidates struggled to find many arguments in favour of increased longevity. A few spoke of personal godsend in the shape of opportunities for travel and other areas of self-fulfilment. The joys of seeing grandchildren and even great-grandchildren grow and prosper were mentioned. Most of the benefits, however, were seen as advantages for other people. The elderly could pass on their wisdom and experience, they might have savings which could help cash-strapped younger members of the family and, above all, they could provide free child care. On the other hand ever increasing life expectancy was seen in a very negative light. It would lead to world over-population and would be a major factor in unemployment, pollution, global warming, famine and all other modern vicissitudes. On an individual level old age meant an inevitable descent into poverty, failing health, decrepitude and a loss of faculties and dignity. The elderly were commonly felt likely to be a drain on world resources and on the assets of the state and family. A dwindling number of taxpayers would find it difficult to support their elders. All in all it was felt that those living longer should move aside to give opportunities to younger generations. Euthanasia should be legalised as soon as possible. When the subject of euthanasia was raised, it was sensibly integrated into a more generally relevant discussion. Much of the work in this section made for rather depressing reading however it was a question which aroused some lively, pertinent debate.



"Au cours des dernières années, l'espérance de vie a beaucoup augmenté et elle continuera à monter sans doute, mais est-ce nécessairement une bonne chose?"

De nos jours, il est évident que la population peut vivre pour une période de temps ~~()~~ plus longue. Cependant, certains peuvent dire que ce fait n'est pas toujours une bonne situation. Dans cet essai on discutera les points positifs et ~~()~~ négatifs sur le sujet.

Tout d'abord, on peut dire que

le fait que l'espérance de vie ^a augmenté est clairement positif, car il montre que notre ~~()~~ population devient ~~()~~ plus ~~()~~ ~~()~~ sain, et donc on ~~()~~ peut lutter des maladies dangereuses mieux. En plus, une vie plus ~~()~~ longue veut dire qu'on ~~()~~ puisse avoir plus ~~()~~ d'expériences dans la vie, apprendre plus, et donc transmettre plus de connaissance à la ~~()~~ génération prochaine.

D'un autre côté, certains peuvent dire ~~()~~ qu'une population plus âgée n'est pas nécessairement une bonne situation pour la société. Premièrement, il y a le problème ~~()~~ de la surpopulation, qui mène à un manque du travail. Deuxièmement, ~~()~~ quand une population a plus de gens âgée, plus ~~()~~ d'argent de l'état est dépensé aux pensionnats et

avec hôpitaux. Enfin, le fait que la vie d'une personne soit plus longue n'est pas toujours ~~meilleure~~ mieux. Par exemple, ~~des~~ des gens très âgés ne peuvent pas faire ~~tous~~ les choses qu'ils veulent, comme les jeunes, et donc leur qualité de la vie pourrait diminuer. [Aussi, la grande majorité des gens âgés ne travaillent pas, ainsi ils

~~ne contribuent pas à l'économie]~~

En fin de compte, il est clair qu'il y a des bons arguments à chaque point de vue. Selon moi, je crois qu'il est toujours une bonne chose quand l'espérance de vie a augmenté, car il veut dire que nous connaissons comment d'être plus sain. Mais, la situation pose la question:

~~Quand l'espérance de vie augmente-t-elle?~~
est-ce qu'il y a un fin de la croissance de l'espérance de vie?

Word Count: 270



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Examiner Comments

This is a very straightforward response to the question which does as required in a simple way. There is a clear introduction, the last sentence, laying out what is going to happen in the essay, is perhaps not necessary. A couple of points in favour of increased longevity are put forward, a little more might have been said. Without painting too black a picture, some good points are made about the drawbacks of increasing life expectancy. There is a clear conclusion with a personal viewpoint cogently expressed. The last sentence raises a question which is left hanging and not pursued. The shape of the essay is very obvious, there is fairly good balance. Some ideas might have been developed a little more expertly but one always has to bear in mind the constraints of the word count. There are a few mistakes in the forms of the language but they are mostly not glaring errors. The language is quite simple and is not particularly fluent but there is a reasonable range of vocabulary and structures. This essay gained 12 for Understanding and Response, 13 for some very clear Organisation and Development, 6 for Range and Application of Language and 4 for Accuracy.

Question 2 (e)

There were few problems with understanding this question and its implications. Many candidates began immediately with an opinion as to whether it is better to conform or to be individual, which might have been better left to a conclusion. Some of the essays were on fashion and copying the 'celebs'. The dangers of anorexia were aired in a pertinent way. Some candidates discussed racism and immigration. There were a few quite profound essays on group dynamics, the need to belong and the fear of being picked on if one doesn't conform. The general consensus was that it was better to be one's self if at all possible.

Ça va sans dire que tout le monde est différent. Même si les personnes portent les mêmes vêtements, leurs personnalités sont différentes. Certains veulent ressembler aux autres mais les autres veulent être uniques.

Souvent les jeunes veulent ressembler des amis ou des célébrités. Quelquefois les jeunes n'ont pas le moyen d'acheter les mêmes vêtements par exemple les vêtements de marque sont très chers. Comme jeune, beaucoup d'eux veulent seulement copier leurs amis afin qu'ils ne soient pas différents. En ce qui concerne les célébrités, les copier peut être dangereux. Beaucoup de célébrités sont trop minces et ils sont toujours suivre une régime. Ceci seraient très dangereux pour ces jeunes parce que les célébrités souvent font les choses stupides.

En revanche, certains préfèrent d'être uniques. Ils choisissent porter les vêtements que montrer leur personnalité. Ils ne veulent pas apparaître comme tout leurs amis. Quand on grandit, on a la chance de montrer leur vraie personnalité, il n'est pas le choix de leur parents. Pour certains être différents ce n'est pas un choix, les vêtements de marque sont chers donc doivent acheter les vêtements normaux. La majorité des adultes ne veulent pas copier les autres parce qu'ils sont plus mature mais beaucoup de jeunes pensent que d'être le même comme un amis est la chose plus important dans le monde.

En conclusion, je pense que tout le monde devrait une ~~bonne~~ opportunité d'être unique ~~personnellement~~ personnellement je ne crois pas soit juste à copier un person tout le temps. Je suis unique est mes vêtements aident montrer ma vraie personnalité.



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Examiner Comments

This essay answers the question and is a satisfactory example. There is a rather simplistic introduction which gives a general view of the situation. In the body of the essay the treatment is genuinely discursive in the sense that two sides of the issue are dealt with. However, the discussion never goes much beyond fashion and tends to be a superficial and somewhat factual description of the way people commonly behave with little attempt to express which approach is preferable. The ideas are a bit repetitive. The conclusion gives mainly a personal choice. There is some discernible order and shape to the essay but the ideas are not developed to any great extent. In the French there are several quite serious mistakes but the forms of the language overall are reasonably accurate, the errors do not really impede communication. The range of vocabulary used is adequate to convey the desired message. There is little complexity in the manipulation of the language; the candidate is content for the most part to use a series of short, basic sentences. This piece of work gained 8 for Understanding and Response, 8 for Organisation and Development, 5 for Range and Application of Language and 3 for Accuracy. The total was thus 24, an average score.

Question 2 (f)

Question 2f was the most popular of the discursive titles and, therefore, the most subscribed in Section B, but it was not necessarily the most competently handled. Many candidates could not see their way through the implications and demands of the question. All sorts of issues were raised which could have been made relevant perhaps by being integrated into a coherent whole answer to the question but this was rarely done convincingly. Such items included the distribution of wealth in society, inherited wealth, public and private education, the merits of Communism, single-parent families and their difficulties, particularly in the field of employment, unemployment and other benefits, equal pay for women and so on. A large number compared the salaries of footballers with the ones of doctors and teachers. The first of these groups mostly received a very bad press. This viewpoint was shared by almost all who wrote on this subject, although there were a couple of well-argued, spirited defences of professional sportsmen. The other two were still given a lot more support. Unexpectedly bankers were hardly ever given a mention. Some essays digressed into vague discussions on happiness and money. There was relatively little coordinated development to make a coherent response to the original specific question.

Je partage ce point de vue, que les gens qui travaillent le plus devraient gagner le plus dans tous les métiers du secteur privé. Par exemple un homme qui se monte son propre entreprise de plomberie a d'abord, premièrement faire toutes les études nécessaires. Ensuite il a trouver une région et de la clientèle pour avoir du travail toute l'année. Puis finalement il doit faire les heures lui-même et donc logiquement le plus de travail qu'il fait le plus il sera payé.

Malheureusement ce n'est pas le cas partout, je prend comme exemple les sportifs de haut niveau. Ces personnes gagnent des sommes incroyables étant payé entre 50,000 et 300,000 euros par semaine pour être compétitif dans un sport. Dans la semaine ils travaillent deux heures par jour et avec les matchs un grand maximum 15 heures par semaine. La plupart s'entraîne de 11h à 13h les libérant pour la reste de la journée. Si on compare ceci avec le plupart des gens dans le monde qui travaillent 35 heures juste pour vivre, c'est payable.

Personnellement je pense que ce sont les gens qui travaillent dans le secteur public plus précisément les médecins, les policiers, les pompiers et les policiers qui devraient être le mieux payés dans notre société. Ces gens la se mettent constamment soit en dangers pour nous ou nous sauvent et je trouve que ils devrait être fortement récompensés.

Finalement cette phrase est juste pour la plupart d'entre nous mais certains devrait être plus récompensés pour avoir une société équitable.



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Examiner Comments

This essay was rather inconsistent but a perfectly satisfactory reaction to the question. The overall tone is certainly of a suitably discursive nature. At times the question seems to be turned into a debate on the merits of the public and private sectors. The introduction is somewhat abrupt. Those amongst the ranks of the self-employed who work hard and who are a success are certainly seen to be deserving of high reward - a very tenable argument. Footballers, however, certainly do not deserve the same, the amount they are paid is considered to be entirely disproportionate to the amount they work. There is then a paragraph in favour of public sector workers. The conclusion is not particularly clear. The organisation is, therefore, somewhat piecemeal. There is enough relevant discussion of the central issue for it to be considered a good reaction. The language is comprehensible but not fluent or consistently accurate. This essay was given 11 for Understanding and Response, 9 for Organisation and Development, 6 for Range and Application of Language and 3 for Accuracy. The total of 29 is an above average score.

Question 2 (g)

Many candidates failed to see the full implications of this question. They saw what the general subject matter was and launched straight in to a response to an imaginary question such as 'Is it a good idea to lead a healthy lifestyle?' The 'kill-joy' factor, which was the essential element in this question, was not addressed. The end result was often more like a GCSE level response about healthy living. There was a widespread tendency to ignore the need to discuss 'those who recommend ...', often no mention was made at all of specialists, experts or the 'nanny state' depriving us of pleasure, as had been intended. A few more perceptive candidates spoke of the rationale behind government measures, the smoking ban and efforts to curb the consumption of alcohol. This was balanced by discussion of free will and the role of individual responsibility and choice. This was the best example on the paper to illustrate a piece of guidance which we issue every year: candidates should read the questions very carefully and ensure that they are aware of all the ramifications of them before they embark on providing an answer. Underlining or highlighting key words might help in this respect.

De nos jours, tout le monde recommande ~~que nous menons~~ qu'on mène une vie assez saine pour améliorer la santé et l'espérance de vie. Quelques personnes pensent ~~que mener~~ qu'une vie saine veut dire une vie ennuyeuse et sans plaisir. ~~Mais~~ Personnellement, je ~~peux~~ suis d'accord que quelquefois une vie très saine ~~n'était pas~~ intéressante. On doit manger les repas équilibrés.

À mon avis Personnellement, je ne suis pas d'accord avec cette opinion. J'aime bien la nourriture et je fais le cuisine tous les jours, mais j'essaie de manger ~~le~~ sainement, et ce n'est pas ~~la~~ la nourriture ennuyeuse. Il ne faut pas manger seulement les fruits et les légumes - on doit manger les repas équilibrés et peut-être ~~le~~ un peu moins. Il existe beaucoup de repas avec plus de goûts mais moins de calories comme la bolognaise végétarienne. ^{Surtout,} je trouve qu'il est plus important de ne ^{pas gringoter.} ~~gringoter pas~~ entre.

À question du sport, oui ceux qui recommandent un mode de vie sain encouragent le sport, mais ce n'est pas toujours nécessaire. Moi, je déteste le sport mais je ne suis pas gros! Je fais de l'exercice - ~~comme~~ par exemple je vais au lycée à pied et j'utilise l'escalier au lieu d'un élévator.

Il ne faut pas arrêter les activités comme la lecture ou la télévision - on doit ~~faire~~ faire l'exercice aussi.

Les docteurs, les professeurs et les parents veulent que la population ait une bonne santé, mais il ne suggère pas d'arrêter ou priver tous les plaisirs. Il est important de se souvenir que tout le monde (les docteurs etc aussi) ~~est~~ veut la plaisir dans la vie comme le chocolat ^{aux} ~~aux~~ soirs ou de regarder un certain film à la télé - ils sont humains aussi! Ils recommandent tous. Cependant, ils doivent ~~faire~~ faire ^{aussi} ce qu'ils recommandent leurs-mêmes.



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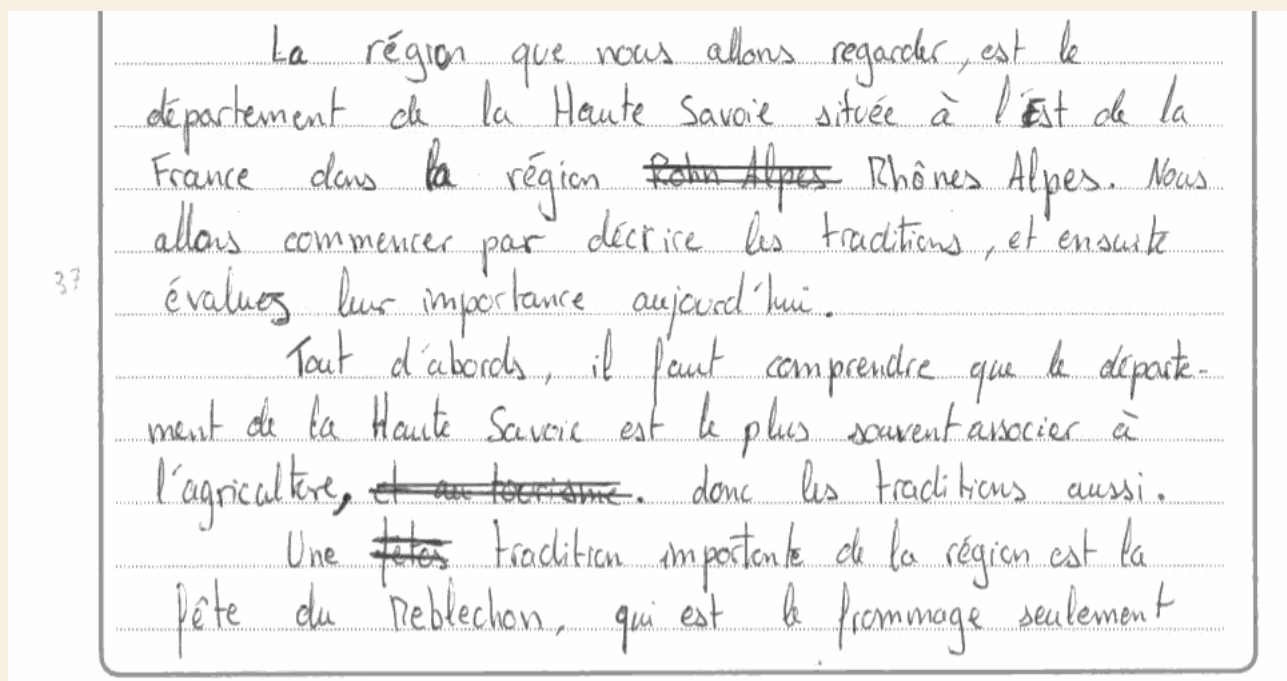
Examiner Comments

This is an inconsistent response to the question. There are just a couple of allusions to those who recommend certain ways of living but these are not pursued. The bulk of the essay is a somewhat shallow consideration of lifestyle issues and is very typical of much of the work seen. There is quite a lot of personal anecdote which is not very helpful and does not enhance the discussion. The essay is relevant to the general subject matter and is satisfactory but, because it does not address the key point, it cannot be considered any better than this. In its own terms there is some order and a thread of argument runs through it but the ideas are not developed at all expertly. The French is also strangely mixed. If looked at in isolation, the forms are extremely accurate. However, the vocabulary is very standard and there is some misuse. There is little complexity in the way in which the language is put together. This essay was awarded 7 for Understanding and Response, 8 for Organisation and Development, 5 for Range and Application of Language but a maximum 5 for Accuracy. This gave a total of 25, the result of not addressing the heart of the question.

Question 3 (a)

There were relatively few candidates who had studied a geographical area and the essays they produced were in general not particularly impressive. The most commonly studied areas were La Bretagne, La Normandie and La Provence but a range of other locations was met. Some candidates choose a city, which is perfectly legitimate, but often there is not enough material to sustain a full treatment. The Geographical Area option for the RBE is the one in which candidates show a tendency to try to include all their research, irrespective of the question set and this year was no exception. There is also a common habit of starting off with a fairly lengthy opening paragraph which gives very general information about the chosen region. Candidates would be better advised to get straight to the specific question.

In answer to this question there was a broad interpretation of 'traditions'. Some chose traditional industries, such as fishing or agriculture, and proceeded to talk of nothing else, thus perhaps answering a question they would like to have been set. Better essays mentioned festivals, regional languages, some art and literature, religious events and ceremonies and the associated costumes. Gastronomic traditions received a lot of attention but often in a superficial way. Some candidates did not attempt to analyse 'importance' at all. The majority made a link between maintaining traditions and economic benefit, usually in the form of a boost for tourism, but could not go much further. A small number made some perceptive points about passing on the culture to younger generations, giving them an idea of their background and heritage. Some intimated, rather pessimistically, that traditions were unlikely to survive much longer.



produit dans le département. On le fête tous les ans, souvent au mois de Juillet, pendant la période que les vaches produisent le plus de lait. La fête permet aux touristes et aux habitants de la région de comprendre comment ce fromage, représentatif de la région, est fabriqué, et son histoire à travers ~~les siècles~~ le temps.

Une autre tradition, qui est organisée tout les ans pendant l'hiver est les Championnats de Paret. Le Paret ~~une~~ est une luge en bois fabriqué en Haute Savoie, par des artisans connus dans la région. Les Championnats de Paret consiste non seulement à faire des courses de Paret mais à ~~comprendre~~ comprendre comment il est fabriqué et comment s'en servir.

Ses traditions sont importantes aujourd'hui car elles permettent ~~aux touristes de comprendre~~ aux habitants de se rappeler de leur histoire, et comprendre la valeur du Reblechen, ~~qui~~ par exemple, qui est vendu localement et qui attire une clientèle importante. Elles sont aussi importantes aujourd'hui pour les touristes qui ~~ont~~ ^{sont} un grand facteur économique de la région, et ~~qu'ils~~ ^{qui} veulent apprendre et connaître les traditions anciennes de la région.

En conclusion, nous pouvons voir que ses traditions jouent un rôle important car elle favorise le plus grand secteur économique qui est le tourisme.

Word count: 277

Bibliography:

- [www.conseilgeneral.fr/haute Savoie](http://www.conseilgeneral.fr/haute-savoie)
- [www.wikipedia/haute Savoie/](http://www.wikipedia/haute-savoie/)
- www.INSEE.com
- Office du Tourisme d'Annecy
- Livre: "Montagne Tourisme - Haute Savoie"



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Examiner Comments

This is a sound attempt to address the task. The first paragraph, in which the region is identified and the question is reworked, is largely a waste of precious space within the word count. After that, however, the essay improves. A couple of traditions are identified and described with some detail. The candidate deals with the importance of the traditions and manages to say a little more than just that they benefit from tourism. There is a suitable summarising conclusion. This is not a particularly striking essay but it is workmanlike and answers the question in a straightforward way. It was awarded 19 for Reading, Research and Understanding, 7 for Organisation and Development and 4 for Quality of Language.

Question 3 (b)

Historical study for the RBE attracted some interest and there was a variety of choice of historical characters, the most popular being Pétain, de Gaulle and Jean Moulin, reflecting the enduring selection of the Occupation as a period to consider. It has already been pointed out that nominating a fictional character was not a legitimate procedure. There were some good biographies with lots of sound detail. The analytical part of the question proved quite difficult but the best candidates spoke of the way in which a personality was interesting both on a personal and a historical level. Much of the attempted evaluation, however, was rather unconvincing. Candidates were often content to leave the fact that the person was interesting or not implicitly within the detail of what had been done or achieved. The analysis sought in many cases, sometimes quite openly, to establish whether the chosen character was important rather than interesting, an echo of a previous question perhaps.

Plan: - Intro: Charles De Gaulle fought in 2nd world war,
significant figure

P1: ^{acted as spokesperson for the A.M.E.} symbole of free france, exiled himself to UK,
collaborated with leaders of the Alliance to keep France in conflict

P2: did not have as much experience as other leaders ^{who already had confidence of France} as PP, le président. His views were often ignored by the government. However he became the president.
- interesting because he kept his views solide under occupied government

"Quel personnage associé à la période que vous avez étudiée trouvez-vous le plus intéressant?"

Pendant la deuxième ~~g~~ guerre mondiale, il y avait plein de figures d'importance qui ^{affectaient} ~~concernaient~~ l'événements entre 1944 ~~à~~ à 1948. Selon moi, une personnage très intéressante ^{était} ~~est~~ Charles de Gaulle, qui ^{jouait,} ~~est~~ un rôle significatif pendant cette guerre.

Charles de Gaulle était un symbole de France libre pour la population française. Pendant la guerre, il était basé en Angleterre,

ou il a coordonné l'armée française en exil. Il a pris la responsabilité d'être comme un porte-parole pour la France libre, ~~même~~ même quand le gouvernement français ^{est} devenu occupé, et il collaborait avec les leaders de l'Alliance pour s'assurer que la France ~~restait~~ restait dans le conflit.

Cependant, il n'a pas eu beaucoup d'expérience avec la guerre, comme le président ^{du temps,} actuel, Philippe Pétain. En conséquence, quelques vues et opinions ont été ~~ignorées~~ ignorées, non seulement par le gouvernement français mais ~~aussi~~

quelquefois aussi par la population française, qui a la confiance en Philippe Pétain, l'héros de la première guerre mondiale. Mais, De Gaulle a gardé ses opinions, il a continué à lutter, et après la guerre il ^{est} devenu le ~~premier~~ nouveau président de France. Il a représenté la résistance contre le gouvernement Vichy, et alors en combinant à lutter ~~pour~~ pour la liberté et en coordonnant l'armée exilée, il a gardé non ^{seulement} son espoir propre, mais aussi l'espoir de la population d'être victorieux contre les Allemands.

En fin de compte, je trouvais que Charles de Gaulle ^{était} un homme très intéressant pendant la deuxième guerre mondiale, car il a gardé ses vues solides

2.8

jusqu'à le fin, même sous un gouvernement occupé, et il a lutté pour le justice du peuple, qui est un éthique ~~avec~~ avec rélevance même aujourd'hui. Apres tout il a montré qu'il était vaut la peine, quand il a ~~été~~ ^{été} nommé le ~~le~~ président de la France.

Word count: 267



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Charles de Gaulle was the favourite subject matter in response to this question. This is an average answer. A few biographical features are given but not with any telling detail. Unfortunately the candidate does not give the key dates of the period correctly. De Gaulle's activities during the war are given some treatment but it is very generalised and shallow. Implicitly within this there is a little material which could be said to treat the idea of 'interesting' and there is a paragraph wholly dedicated to this but overall the analysis is thin and unconvincing. In-depth research does not appear to have taken place. There is some order and shape to the essay but the ideas are not developed in any profound way. The language is mostly comprehensible, although there are sections in which inaccuracy and misused vocabulary make it less so. This essay was felt to be in the middle of the adequate range and received 16 for Reading, Research and Understanding, 6 for Organisation and Development and 3 for Quality of Language, giving a total of 25.

Question 3 (c)

'Aspects of Contemporary Society' was the area of study for the RBE which produced the smallest number of essays. Common subject matter included immigration, the controversy over the wearing of the burqa and laws which had been introduced to deal with it, riots in the suburbs and measures to safeguard public health. Recent elections and the euro crisis were also given some airing but not always with much convincing success. Candidates who offered these subjects were perhaps relying on general awareness of current affairs, rather than genuine research. Essays which tried, contrary to the question, to deal with several aspects of modern society, such as immigration, laïcité and the economy together, were also less successful. Most candidates could describe the chosen social or political development well but some struggled to evaluate various reactions to it. All too often the reader was left to infer some analytical treatment from what was said in the description.

En ce qui concerne la société francophone, l'immigration est un des plus grands développements sociaux qui a eu des impacts positifs et négatifs. Au cours des années récentes, ces effets ont considérablement changé la vie moderne en France.

En 2010, Eurostat a estimé que 7,2 millions d'immigrants d'origine étrangère

vivaient en France, correspondant à 11,1% de la population totale. Également on estime que entre 20,000 et 40,000 d'immigrants arrivent en France chaque année et ces immigrants représentent un quart de la croissance démographique de la France métropolitaine.

L'immigration a permis de freiner le vieillissement de la population et de maintenir la natalité qui est nécessaire en raison de la faible taux de fécondité des femmes françaises.

Cependant, le surpeuplement a eu lieu dans certaines banlieues, surtout à Paris, ce qui résulte d'un manque de logements. Cela signifie que ~~des~~ les mauvaises conditions de vie sont un vrai problème.

En outre, il y a parfois des problèmes dans les écoles de certaines régions où la majorité des enfants n'ont pas le français comme langue maternelle. Ceci pose des problèmes aux enseignants et aussi entre des enfants du pays

d'accueil et des enfants étrangers qui peut provoquer des tensions et des préjugés.

En 2005, l'ancien président, Jacques Chirac a déclaré un état d'urgence parce que des émeutes ont éclaté dans les banlieues de Paris comme Clichy-sous-bois et d'autres régions ~~des~~ ^{en} France.

La plupart des émeutiers étaient des immigrés d'origine maghrébine qui avaient trouvé difficile de s'intégrer à la société française et aussi le manque de logements et d'emplois avaient mené à la violence. On estime qu'il y avait vers 200 millions d'euros des dommages.

Bien qu'il y ait des disputes qui ~~est~~ sont provoquer par le sujet de l'immigration en France, il est évident que la France continuera à ~~essayer~~ développer à un pays qui ~~prévoit~~ veut promouvoir la multiculturalisme.

Bibliographie:

www.lefigaro.fr

fr.wikipedia.org/immigration



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Examiner Comments

This is quite a good response and typical in the way in which immigration is described fairly well but there is little explicit treatment of various reactions to it. There is a clear and straightforward introduction. The factual side of immigration is handled reasonably well, statistics are given and repercussions are reviewed. One can infer from the latter certain degrees of approval and disapproval but the source of such reactions is not given. The evaluation is tenuous at best. The essay reads well and there is some clear order and shape. The ideas are developed with some logic. The language too is clear, it is accurate for the most part with only occasional blemishes, there could perhaps be a greater degree of complexity and sophistication. Marks were awarded as follows: 20 for Reading, Research and Understanding, 6 for Organisation and Development and 4 for Quality of Language, making a total of 30.

Question 3 (d)

The 'Literature and the arts' section of the RBE gave rise to far and away the majority of the essays seen. Films and texts had about equal popularity. There was a whole variety of works studied but old favourites such as *Amélie*, *la Haine*, *Un sac de billes* and *L'Etranger* were much in evidence. Inevitably some lent themselves slightly better to the question but all works involved characters and thus none should have left candidates with little or nothing to say. A few candidates had studied *En attendant Godot* and these students struggled to say a great deal. Questions can be asked in four areas: setting, themes, style and characters. One should remember when deciding which work to adopt that it should lend itself to study in all four areas.

The question seemed very straightforward and almost planned itself with the emphasis on good or bad characteristics. Some candidates got too involved in trying to assess whether a character was a hero or not. Others wrote general character sketches and left the reader to pick out traits relevant to the question. A certain number of essays seemed mostly intent on trying to show what the author's or director's intentions were in depicting a character. Another set of scripts concentrated on describing one character's relationship with another in the same work which was again not the precise question set. This is further evidence to suggest that the best piece of advice one can offer those preparing for the RBE is to answer the question as laid out and not a different one, however congenial it might seem.

On the other hand the precise terms of this question and the reference to good and bad sides to a personality became in some cases a mantra that the candidate felt the need to hold on to and this sometimes led to a distorted attempt to find more balance in the chosen character than was actually justified. Of course it was perfectly legitimate to argue that a character was wholly good or bad. Indeed it was a pleasure to read pieces from candidates who had the confidence to reject the thesis of the question and assert that their chosen person did **not** have two distinct sides to their character. In this regard some good essays were seen on Pere Jean, Clement Mathieu, Amelie, Harpagon and other Moliere figures. With very complex characters, such as Emma Bovary, some candidates struggled to cover the question properly within the word limit. As usual, the best essays illustrated their points with precise references to the text or film. *La Haine* is by far the most popular choice but often, when dealing with this film, candidates gave little direct reference to specific scenes by way of example. Fortunately only a few candidates shoe-horned quotations (sometimes somewhat flawed) into their answer at any cost. It is worthwhile advising candidates, once more, to back up assertions with references to events in the text or film in order to demonstrate evidence of reading and understanding. We advise centres again that in this section we consider the film or the text itself to be wholly the research material.

However, there were some quite outstanding essays in terms of precise use of memorised quotations and references. Weaker candidates had often learnt a number of important general points about a character but did not manage to produce enough examples and references to support these observations and lift the essay higher than a merely adequate level. Bearing in mind the word limit it was a pity to see candidates spending too many words on their introductory paragraph, giving background information about the author or director, giving his dates and other little details that were not really necessary in order to answer the set question.

It was felt that this particular question encouraged good essay-writing technique, requiring a basic plan of introduction, good qualities, bad qualities, conclusion, with a series of points to be supported with evidence/detail/quotation from the work.

- Opening paragraph - parle d'Amélie et pourquoi elle est différente ~~et so~~
- Pourquoi le réalisateur a choisi Amélie d'être
- les choses que Amélie fait
- Her decisions and motivations, is she strange
- what makes her have good or bad judgement
- le caractère de Amélie est vraiment un chose qu'on a jamais vu - ~~le fait~~ sans ~~pareil~~ what we learn from n'importe qui.

Le Destin d'Amélie Poin est un film qui va ~~rest~~ ~~charmer~~ charmer n'importe qui regardent. J'aime comme le réalisateur - Jean-Pierre Jeunet a incorporer les éléments ~~de~~ sérieux et ~~de~~ les éléments parfaits. Selon moi, Amélie est un personnage unique, elle ne pas ~~les~~ la femme typique que ~~on~~ vous voyez d'habitude dans les films. Pour jouer le rôle de l'aimable et intéressant Amélie le réalisateur a choisi Audrey Tautou, une actrice pas vraiment connue ~~de~~ du grand public. Le caractère d'Amélie est sans ~~pareil~~ pareil - un chose qu'on a jamais vu. ~~le fait~~ En tant que ~~le~~

En tant que le film passe nous devenons rapidement captivé par l'histoire d'Amélie et ~~avec~~ sur ses objectifs de rendre les autres personnages à trouver le bonheur. Quant à moi je pense que Amélie est courageuse, elle se met à la position de l'ange-gardien, et dans un cas comme l'avocat de diable - quelque fois ~~on~~ nous sommes curieuse à ce qu'elle ~~va~~ passe, et à ce qu'elle va faire. À mon part je ne sais pas

si j'aurais contenté ~~de~~ de découvrir que quelqu'un
un ~~peu~~ peu puisse avoir ~~ces grandes~~ interféré avec
ma vie - ~~est trop~~ trop épiègle? & changer ma vie
sans que je sache. Amélie est vraiment espiègle;
& sa ~~judgement~~ ^{jugement} ~~à~~ ~~le~~ monde jugement

Sur le monde est un peu gâché; ~~et je~~
cependant je pense ~~que~~ ~~qu'on~~ qu'on à besoin
de ça; d'ailleurs je ~~crois~~ aussi que ce la
raison que sa personnage ~~et~~ et le film
peut être aimé par les jeunes. Ses yeux
reflète la matière; cependant je pense qu'on
à besoin de ça, d'ailleurs imagination débordante.
La chose qui m'a impressionné et que les éléments
fauteux du film n'a pas gâché le caractère
d'Amélie; elle à réussi ~~à~~ à trouvé son destin.

~~Et~~ Finalement, je suis convaincu que Jeunet à
écrit un personnage comme Amélie parce ~~qu'il~~
qu'il voulait que nous sachions que la bonté est
une vertu si ~~oubliée~~ ~~oubli~~ ^{souvent} ~~oubli~~ oubliée dans
cette société ^{où} ~~que~~ nous vivons; et que ~~peut être~~
nous ~~peut~~ pouvons être notre propre version
d'Amélie.



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Examiner Comments

This is a below average piece of work. It does not quite reach the maximum allowable word count; a little more space could have been used. The opening paragraph consists of rambling generalities which have nothing to do with the specific question. In the middle section a few things are said about the central character's personality but there is no attempt to make this relevant to the precise question. The conclusion reverts to generalities about Jeunet's intentions and again this seems to have little relevance to the precise question. There is some idea of shape within the essay but otherwise it is rambling and repetitive with no clear and effective development of ideas. The language is also unimpressive. Inaccuracy of forms and misuse of terms combine to add to the confusion of ideas. Not everything is readily comprehensible. Examiners were only able to give this piece of work 7 for Reading, Research and Understanding, 4 for Organisation and Development and 2 for Quality of Language, making an unsatisfactory score of 13.

Dans "L'Étranger" d'Albert Camus, le personnage principal, Meursault, ~~à des aspects positifs~~ n'est pas un héros traditionnel. En effet son caractère est très compliqué, avec des aspects ~~positifs et négatifs~~ positives et négatives.

Meursault est un être indifférent, pour qui "[sont] ses besoins physiques [dérangent] souvent ses sentiments". À cause de cela, parfois il paraît froid et insensible. Par exemple à l'enterrement de sa mère il boit "du café au lait", et il dort. Le lendemain il prend "des bains" à la plage, il regarde "un film comique" et il couche avec Marie. Cela paraît être le portrait d'un homme sans morale, qui

se préoccupe seulement de ses propres désirs. Pour lui la vie se déroule comme un "jeu".

~~telles choses gardées~~

Cependant nous ~~de~~ gardons toujours un certain ^{pour lui} estime, puisque nous connaissons les nuisances ^{de son} caractère ~~de Meursault~~. Celui-ci semble avoir un très grand talent pour se ^{trouver} des "copains". Dans son procès nous pouvons voir qu'il en a un grand nombre : Celerte, Salamano, Raymond, et puis bien sûr Marie. D'ailleurs Salamano dit aux jurés qu'"il faut comprendre", mais eux ne "paraissent" pas comprendre. Camus suggère ici que l'indifférence et le non-conformisme de Meursault ne sont donc pas des défauts, mais qu'ils demandent un effort ~~non~~ de compréhension, que beaucoup ne sont pas capables de ~~fournir~~ fournir.

Mais il ne faut pas oublier que Meursault est "coupable", comme lui-même l'admet. C'est lui qui demande à Raymond de lui "donner son revolver" et c'est lui qui approche "l'Arabe", avant que celui-ci "[tire] son couteau". Son crime est aussi singulièrement violent puisque "il tire" ^{trois} "ou quatre fois" sur "l'Arabe" ~~offici~~, ce qui suggère une certaine tendance criminelle. ~~Si~~ ~~l'on~~ ~~réfléchit~~ ~~à~~ ~~notre~~ ~~intimité~~ ~~avec~~ Meursault, il nous reste impossible ~~de~~ d'excuser ce crime ignoble et

vident, même si nous connaissons sa similitude envers le "chaud" et le "soleil".
Le fait qu'il ait "chaud" n'excuse pas ses actions.

Meursault est l'un des symboles des héros modernes, avec tout ses
qualités et défauts qui le rendent humain. ~~Certe, il incarne une philosophie
d'indifférence et d'absurdité, mais il garde son réalisme parce qu'il~~

~~est pas parfait~~ Certes, il n'est pas parfait, mais cela ajoute un
réalisme au récit.



ResultsPlus

Examiner Comments

This is an excellent reaction to the task. The candidate uses the space available to great effect. The introduction is to the point and effective. The candidate obviously knows the text extremely well and uses this to good effect. Quotations and references are not used gratuitously; they are skilfully integrated into the whole to illustrate the points being made. Negative and positive traits of character are put forward. The candidate, unlike many others, does not allow us to lose sight of the fact that Meursault has committed a very serious crime. There is a short, useful conclusion. The essay is well organised and developed with a logical thread of argument running through it. The language is clear and accurate, entirely suitable to convey the desired message. No doubt one could find a lot more to say about such a complex character as the 'hero' of this novel but, bearing in mind the constraints of the upper word limit, examiners felt that one could not expect a great deal more in answer to this question and awarded 27 for Reading, Research and Understanding, 9 for Organisation and Development and 6 for Quality of Language, giving an excellent overall score of 42 out of 45.

Paper Summary

The standard of achievement in this unit was very comparable to previous sessions and advice for future improvement remains similar to that issued before:

- Candidates should check all their work very carefully. In the translation in particular this should lead to an improved score.
- In essay writing sections candidates must take a little more time to read and think clearly about the questions before rushing into an answer. Examiners realise that time is short in this unit but a few moments spent in this way would surely help candidates appreciate the full implications of a question and in turn should ensure that they satisfy the demands of the task more relevantly.
- Where there are two sides or parts to a question, candidates should make sure that both facets are addressed with as much balance as possible. They must continue to respect word limits and manage their time effectively to give the amount of coverage necessary in three demanding tasks. It is pleasing to note that by and large candidates do these last two things well and this is to be applauded.
- Time spent practising planning in French would surely pay off in this unit.
- It is a good practice for candidates to plan essays carefully and have written of the belief that this is best done in French. There were many more plans and preliminary notes that were written in English than usual. This is seen to be counter-productive and could contribute to some of the linguistic shortcomings and transmission of ideas which were found in many of the essays.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

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