

Examiners' Report
June 2014

GCE French 6FR04 01

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Introduction

Unit 6FR04 was set in accordance with the Specification guidance and adhered to the format of previous Unit 4 papers. Those who sat this examination were required to complete three exercises, a short translation from English into French, a general essay in French and a Research Based Essay (RBE).

Almost all scripts were completed in the time available of two and a half hours. Both essays have an upper word limit of 270 words and this was respected in almost all cases. Proper nouns are counted as one word in Section B essays. In the RBE direct quotations, footnotes, where they do not seek to add extra information, titles of works, names of characters and dates are not taken into account in the word tally. All candidates have to do Question 1, the translation. Where alternatives were available, the same pattern of choice of questions as in previous sessions was found. In Section B a few more creative pieces were produced with the picture story remaining the most favoured. However, the popularity of discursive essays still far outweighed that of creative writing options. For the RBE the vast majority of candidates chose to write about a book or a film in the Literature and the arts section with historical study second, followed by a geographical region and aspects of contemporary society in that order.

It is pleasing to report that this year only a tiny number of essays had to be given no credit because they did not refer to a francophone context. It is equally gratifying to note that the rather odd practice of studying one of the four possible areas for the RBE and then answering a question taken from a different area, which was alluded to in the last two reports, was hardly encountered this year.

The paper seemed to be accessible to all candidates and produced the normal wide spread of attainment. The average mark gained was similar to that scored on previous occasions. Many individual performances this year, however, were somewhat mixed and inconsistent. For example, the first half of the translation often yielded little credit but once candidates began scoring, they did so very fully. In the Section B essays the wording of the tasks caused no widespread difficulties on this occasion and the terms of the questions were followed very closely. However, in Section C little attention was often paid to the precise questions and candidates tended to write in general terms about their chosen topic or to answer a question they would like to have been asked, rather than the one on the paper. For the RBE many students appear to have a fixed amount of knowledge of their subject which they are determined to use irrespective of what they are asked. It is slightly puzzling to find that some candidates, who obviously see the need to be entirely relevant in one part of the paper, then find it less important in another. This lack of consistency meant that overall very high marks across the paper were relatively rare.

Question 1

Responses to 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. The mean mark, which fell between 4 and 5 out of 10, was very similar to that of 2013. This year the content was taken mainly from The World Around Us General Topic Area and featured material on climate and other environmental issues. As before, the passage was separated into 30 short boxes in the Mark Scheme, each worth one point, if correct, and the total score was divided by three to give an eventual mark out of ten. Inevitably some boxes proved more accessible than others. Those which gave rise to widespread scoring included boxes 2, although *plusieurs* is quite commonly thought to be synonymous with *beaucoup de*, 14, though *Il semble que* was by no means always followed by the subjunctive, 17, particularly since *etre d'accord* was allowed, 20, 22, 25 and 30. Accents, unless they change meaning or are grammatically significant, were largely ignored.

For many candidates this was definitely a passage of two halves. Some pieces hardly scored in the first thirteen sections in the Mark Scheme, but thereafter improved markedly and eventually reached a respectable total. This might just be explained by the suggestion that the first part was the most challenging but it did seem curious that mistakes at the start were often of a basic nature, whereas the same candidates translated much more sophisticated structures towards the end accurately, thus showing their true ability. Perhaps some candidates took a little time to 'warm up' but certainly more careful attention to detail would have improved almost all scores. One very noticeable element was the failure to differentiate between *les* and *des*. In the list of weather features in the first sentence flexibility was allowed. Wrong usage, usually in the form of selecting *les* when *des* was required did have a damaging effect, however, in boxes 4, 13 and 26.

Poor spelling led to many situations in which credit had to be withheld. This was particularly the case with *torrentielles*, *sécheresse*, which often had a final *s* added, *prouvent*, more commonly given as *preuvent*, *groupes*, which lost its *e* in many versions, *quelqu'un*, where the first *u* was omitted, *prenons*, which sprouted an extra middle *n* and *environnement*. Gender mistakes were not very prominent, although *phénomène* was often thought to be feminine. The vocabulary was generally quite well known with some notable exceptions. Many candidates did not appreciate the difference between *savoir* and *connaitre*. *Scientistes* was widely used in box 8 and in this section the verb 'claim' caused major difficulties, almost universally being rendered by the rather weak *disent*. *S'accorder* was not felt suitable in box 17 and quite a number of candidates perversely used *sale* instead of *propre* in the penultimate box. It seems that each year a seemingly straightforward piece of lexis is not well handled and this year 'soon' was the prime example. This was rendered as *tot*. Somewhat less widespread were odd invented versions of merely, such as *merement*. *Inquiéter* was well known but was not made reflexive or not used with the correct reflexive pronoun.

Reactions to the more obvious grammatical elements which were included, all of which form part of the A2 programme of study, were very mixed. The *depuis* construction seemed hardly to be known at all. Box 1 most often included *Pour* plus a length of time and this was followed in box 3 by the past tense of *savoir*. Even when *depuis* was used initially, it was only very rarely accompanied by a present tense. *Tandis que* or a suitable alternative were not often given in box 11, candidates thought that a weak *mais* would suffice. *Il semble que* was well known but not always followed by an appropriate mood. *Peut-etre* was hardly ever followed by inversion or *que*. The future tense of *pouvoir* and *devenir* were formed correctly in many versions but 'whatever' in box 24 was hardly ever done correctly. What seemed like native or near-native speakers commonly gave a variety of strange phonetic versions here. In box 27 *à* or *de* were often preferred to *pour* with the infinitive.

A certain degree of paraphrasing was encountered but perhaps not as much as with previous passages. The only item commonly omitted altogether was 'now' at the very

beginning.

The whole range of attainment was found by examiners. Very few candidates failed to render any of the passage in an acceptable way and a pleasing number of good scores were awarded.

Pour plusieurs années maintenant beaucoup de pays ont connu des conditions de temps extrêmes: des vents forts, de pluie torrentiel, des périodes de . Quelques scientifiques affirment que ces événements montrent que le réchauffement de planète existe, au temps que les autres disent que'ils sont simplement les phénomènes naturels. Il semble que les deux groupes ne peuvent pas se comprendre . Peut-être quelqu'un pourra nous dire bientôt si nous devons s'inquiéter ou pas. N'importe qu'est la vérité, si on prend des mesures pour protéger l'environnement, notre monde deviendra plus claire et plus plaisant.



ResultsPlus Examiner Comments

This piece was typical in many ways of much of the work seen. In the first half credit gained was only sporadic but the second half, although accuracy was still somewhat patchy, yielded significantly more points. The candidate scored in sixteen of the thirty sections, thus gaining an eventual score of 5 out of the possible 10, which was slightly above average. In one section the candidate made no attempt at 'drought' and left a blank which was a relatively rare occurrence. Most candidates offered something when faced with a lexical difficulty. Even in the best stretches this candidate could not quite sustain a high rate of scoring. For example, the most productive sentence was the one beginning 'Perhaps'. Not unusually the candidate could not manage to use *Peut-être* properly but then scored well until *nous devons* was followed by *s'inquiéter*. Apart from the very common *scientistes*, there were some slightly surprising renderings, such as *au temps que* for 'whereas' and *claire* for clean at the end. All in all, however, this was a worthy attempt which revealed many features which were typical of the whole candidature.

Depuis plusieurs années maintenant beaucoup de pays ont connus des conditions de météo extrêmes: du vent fort, des pluies torrentielles, des périodes de sécheresse. ^{Quelques} ~~Des~~ scientifiques disent que ces événements prouvent que le réchauffement climatique existe, alors que d'autres disent que ce sont seulement des phénomènes naturels. Il semble que les deux groupes ne peuvent pas se mettre d'accord. Peut-être que quelqu'un sera capable de nous dire bientôt si nous devons nous inquiéter ou pas. Peu importe la vérité, si nous prenons des mesures pour protéger l'environnement, notre monde deviendra plus propre et plus plaisant.



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Examiner Comments

This is a very good rendering of the original English passage. The candidate scored in 23 of the 30 sections, giving an overall total of 8 out of 10, a very creditable performance which was bettered in only a small number of scripts. Even a candidate as competent as this one is obviously unaware of the construction involving *depuis*. Rather strangely the singular was chosen in box 5, where a plural seems patently necessary. The attempt to transfer 'claim' ended up merely as *disent*, which was typical of so many. The subjunctive was not used after *Il semble que* but otherwise this stretch of the passage was very productive, as was the last sentence, apart from the near miss in box 24. This was one of the few versions which had correct usage with *Peut-etre* but then the effect was rather spoiled by the misspelling of *quelqu'un*. This was a slightly inconsistent piece, therefore, but one which revealed considerable competence and which could have gained even more credit with a little more careful attention to detail.

Pour certaines années, beaucoup de pays ont connu des changements climatiques extrême: fort vents, des pluies torrentiels, des périodes de sécheresse. Quelques scientifiques pensent que cette événements montrent que le chauffage global ^{est réel} exist, tandis que des autres disent qu'ils sont des phénomènes naturels. Il semble que les deux groupes ne sont pas d'accord. Peut être quelqu'un serait capable de nous dire si on doit de nous préoccuper ou non. Soit qui soit ~~est~~ la réalité, si nous faisons des choses pour protéger l'environnement, notre monde serait plus propre et plus plaisable.



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Examiner Comments

This is a less successful response to the question. Only 5 points were scored giving a very below average total of only 2 out of 10. Like many others, this piece had a very unproductive start, only scoring in box 2. *Il semble que les deux groupes* suggested that the second half might be more successful but this was not to be. At first glance the translation does not seem entirely without merit but consistent inattention to detail in the form of incorrect spellings, missed agreements and inappropriate tenses ensured that much potential credit was needlessly lost. The candidate struggled to find the correct vocabulary in a few places and the more challenging items of grammar were not dealt with successfully.

Question 2 (a)

Creative writing as a whole was much less popular than the discursive option but, as in previous sessions, of the three choices offered the picture story was taken up by the largest number.

This is clearly a question which should be chosen by candidates who have some imagination and a reasonably broad vocabulary which can deal with a variety of scenarios. Weaker candidates ended up producing far-fetched stories couched in weak language which prevented them from achieving a good standard. These stories were often not closely linked to the picture which showed a girl rejoicing after success on the tennis court. An essay on swimming evidently did not address the question. In many cases the picture was simply taken as an opportunity to write the life story of the girl with little or no reference to tennis. It is expected that the general tone of the picture, in this case one of joyful victory and elation, would be carried on in the subsequent account but this was rarely the case. Thus, even when some sort of sporting success was described, it was often followed by some catastrophe.

The best essays kept with a story of success in tennis at various levels of competence and tried to continue the atmosphere of satisfaction and delight in the girl's achievement. Such pieces were largely accurate and deployed a range of appropriate vocabulary. Some essays contained isolated passages of extremely flowery French. All too often, however, these did not fit the context.

~~Une fille appelée Maman Fourni~~

Dans un ~~club~~^{grand} club de tennis qui s'appelle TCMB A à Bois D'oray, il y avait une fille qui s'appelle Maman Fourni. Ça faisait six ans qu'elle jouait au tennis au TCMB A. Elle était au sport études à ce club de tennis et son rêve ~~était~~ était d'avoir un bon classement au tennis pour ~~aller aux~~ faire c'est études au ~~Etas~~ États Unis. Maman à l'âge de ~~18~~ 18 ans était dans sa ~~derrière~~ dernière année ~~de~~ de sports études et elle travaillait très dur physiquement et mentalement pour accomplir son goal à la fin de l'année. À la fin de son ~~anné~~ année scolaire ~~le~~ son club de tennis organise un énorme tournoi de tennis. Les gens venaient de partout dans la ~~France~~ France pour participer à ce ~~tournoi~~ tournoi très connu. Ce tournoi était très ~~populaire~~ populaire parce que le gagnant est offert une bourse complète dans un choix de cinq université au États Unis. C'est pour cela que Maman était tellement motivée, elle ~~voulait~~ voulait remporter ce tournoi et réaliser son rêve ~~de~~ de faire c'est études au États Unis. Maman avait de très gros avantages. Par exemple, l'organisateur du tournoi était aussi son

coach, le tournoi se déroule à son propre club de tennis et elle avait tous ces amis qui la supportent.

Il restait une ^{semaine} avant le premier tour de Maman. Elle s'entraîne ~~à~~ à fond jusqu'au jour de son premier tour. Pour arriver à la finale Maman devait passer six tours. Le tournoi commence enfin, Maman son premier tour sans difficulté. Elle continue à passer les tours jusqu'à quelle arrive en finale. ~~Maman~~ Maman montre zéro pitié à ses adversaires. Sa seule envie c'était de gagner. Maman se retrouve en finale contre une fille aussi déterminée ~~elle~~ de gagner ce tournoi ~~elle~~ que elle. Le match finale commence. Les tribunes du terrain de tennis étaient remplies de spectateurs qui ~~étaient~~ étaient tous impatients de voir qui remporterait la victoire. Après un ~~pas~~ long match de trois heures Maman est annoncée victorieuse. Maman jette c'est ~~ses~~ bras à l'air et crie de joie. Elle pouvait pas croire c'est yeux. ~~Maman~~ ~~son~~ ~~visage~~ ~~rempli~~ ~~de~~ ~~joie~~ Après avoir travaillé très dur Maman a enfin réalisé son rêve, son visage rempli de joie elle pouvait ~~pas~~ être si fier et heureuse de se quelle a accompli.



This essay is unfortunately too long, the cut-off point, at which the examiner ceases to consider the material, comes before the climax of the tennis match culminating in victory. Much of the point of the story is, therefore, lost. However, the subject matter of the picture is definitely followed and the girl is given a very plausible reason for wanting to do well and to win the tournament in which victory would obviously be greeted with satisfaction and pleasure. The atmosphere of the original is thus also recreated.

The account becomes a little rambling as it takes us through various rounds and it is this middle section which leads to the excess length and to the lack of a suitable conclusion. The subject matter was felt to be sufficiently relevant and the response to be suitably in keeping with the stimulus for the piece to be placed in the good category and was given 10 for Understanding and Response. The story showed logical progression and was clear but the lack of an outcome compromised the Organisation and Development and for this it was given 9 marks.

The language was very mixed. There is some appropriate vocabulary, some complex structures are attempted but the tenses are used rather haphazardly. The forms of the language are consistently inaccurate. If read aloud, the piece has considerable fluency but at times seems to be very phonetically inspired: *elle avait tout c'est amis qui la supporté*. This essay was awarded 6 for the Range of Language and 3 for Accuracy, certainly the most it could possibly be given in this last category.

The overall total for the essay was thus 28 out of 45. Respect for the word count and more correct language would have helped to improve this piece.

Question 2 (b)

The continuation of a given passage was again the least popular of all the options, only a small number of candidates attempted it and the responses in general were not particularly strong.

A lot of unlikely, tear-jerking stories or events were encountered. The news brought by the father, if eventually given, was invariably bad and depressing. The stimulus makes it fairly clear that the father had already appeared at the holiday venue and candidates were expected to describe what happened after his arrival and in the light of his news but many tended to include events in the wrong time-scale. Such essays described his journey at length and only got to his news, if at all, at the end of the piece. The grandparents mentioned in the stimulus rarely featured.

Obviously candidates can choose to continue the piece as they wish but they should read and pay more careful attention to the original stimulus.

Question 2 (c)

The journalistic piece was once more not attempted by a large number of candidates but most of those who did so had obviously practised this type of writing carefully. A few scripts were truly excellent and could have come straight from an actual French newspaper article with a wealth of relevant and appropriate vocabulary, tone and register.

A few candidates tried to produce an account without knowledge of suitable vocabulary and tended to use anglicised terms which made little sense in French. The articles produced by such candidates failed to convince and were often confusing as the time-line was unclear and a lot of irrelevant material was added.

More successful pieces adopted a suitably neutral tone, gave an account of the discovery of the drugs and included interviews with interested parties.

Question 2 (d)

This discursive essay on social media, which asked if the latter should be viewed as friend or foe, was the second most popular of the four titles and gave rise to many good answers.

Scores for Understanding and Response were often high for this was a subject which candidates felt passionate about, and for which they had a real depth of knowledge and experience to draw on. Many sound points on both sides of the issue were raised. The enthusiasm for social media was obvious but there was also great awareness of definite drawbacks and a note of caution was often struck. Much reference was made to fairly straightforward advantages, such as the ability to communicate cheaply and easily with people all over the world and to exchange information and photographs. Some went a little more deeply into the subject and mentioned the use made of social media by firms for marketing purposes and a few talked of the responsibilities and accountability of the major companies.

The disadvantages centred on child safety and vulnerability and the addictive effects that social media can have. Some discerning candidates spoke of the capacity to influence and mobilise large numbers of people in a short time. This was viewed by some as a good thing, mentioning campaigns on behalf of good causes but others saw it as dangerous and spoke of the organisation of riots, political upheavals and even terrorist threats.

Overall almost all candidates who wrote on this subject showed that a considerable amount of mature thought had gone into their answers. A very small number clearly did not fully understand the real meaning of *réseaux sociaux* since they seemed to believe that these have been around for over thirty years. A somewhat larger number were guilty of writing too generally, their observations being more about the Internet or even merely any use of computers than more precisely about social media.

A good range of appropriate vocabulary was deployed. Essays were often well organised and easy to read. The formulation of the question may have helped in this regard. This can be counted as a successful question as most essays remained entirely relevant and the genuine discussion was usually logical and clear and this is reflected in a relatively high mean mark of nearly 30 out of 45.

Les réseaux sociaux sont un sujet controversé. Ils sont
omniprésents dans notre vie quotidienne et beaucoup de gens y
aiment passer leur temps libre. Cependant, Facebook et ce
contiennent plus de dangers et de risques.

D'un côté, les réseaux sociaux sont très utiles parce qu'ils
sont un moyen de communication facile et rapide.

On peut joindre les amis à l'étranger d'une manière
agréable et on ne gaspille pas son temps en écrivant
des lettres. Établir des ^{nouveaux} liens et rester en contact avec
les vieux amis n'a jamais été si facile. 96

D'un autre côté, il y a beaucoup de problèmes, notamment
en ce qui concerne la sécurité des internautes, qu'on
peut rencontrer sur la toile. Il faut qu'on porte attention
à ce qu'on partage ses ~~données~~ ^{données} puisqu'il y a de plus
en plus de hackers qui font du « phishing », par exemple.

Ce qui s'ajoute à cela sont les pédophiles. Bien qu'il

Il y a des restrictions d'âge sur les sites comme Facebook, il est assez facile pour les enfants de s'y créer un compte. Alors, ils sont exposés aux pédophiles et ils font confiance à des personnes qu'ils ne connaissent même pas en réalité. Les jeunes gens ont aussi la tendance à être plus naïfs et partagent leurs données avec des étrangers.

En conclusion, on peut donc dire que les réseaux sociaux sont en même temps des amis et des ennemis. Ils ont beaucoup d'avantages, comme par exemple la communication rapide, mais il faut aussi qu'on prenne en compte les inconvénients comme les pédophiles et certains risques de sécurité.

269 mots



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This was a very good response to the question and it is pleasing to report that quite a few essays on this subject were of a similar quality. A number of points are made on each side of the issue. No doubt others, and some with greater profundity, could have been found but within the word count a good amount of material has been assembled.

The candidate is arguably guilty at times of writing too generally about the Internet, rather than concentrating very precisely on social media. Nevertheless it was felt that for awareness of the implications of the question and for its reasoned response the essay could just be put in the top box of the Understanding and Response grid, and was awarded 13 marks. The organisation and development of ideas are very clear. The essay has genuine shape with a clear beginning, middle and end. The candidate clearly defines the issue, engages in a logical discussion and comes to a balanced view in a sensible conclusion. The essay is easy to read, the ideas can be followed perfectly well and for Organisation and Development it was given the high mark of 14.

The language is also impressive. A good range of appropriate, varied vocabulary is deployed. Some complex structures are used accurately. These are not included gratuitously in an attempt to impress but are integrated naturally into the argument. The French does not have the natural fluency of a native-speaker but the examination is designed for English-speaking learners of the language and with this in mind a mark of 9 for Range of Language was awarded. As far as errors in the forms of the language are concerned, some can undoubtedly be unearthed but they are certainly few and far between. The French does not have to be 'perfect' for a top mark to be obtained and so 5 for Accuracy was justified. In total this essay had 41 marks, an excellent and deserved score.

Question 2 (e)

Q2e was a quite demanding task which gave rise to a number of sophisticated, mature answers. It produced the highest mean mark amongst the four discursive titles.

A typical response had a good, serious focus on unemployment and other social problems in the failing economies in the West versus a moral obligation to help those in the Third World. Overwhelmingly candidates felt that, while money was needed at home, we should do our best to help others, even if sometimes our aid did not eventually end up helping those in most need in some countries where corruption was widespread. Some thoughtful essays claimed quite convincingly that it is in our long term economic interest to help emerging countries to develop. It was even felt by some that it was good insurance to provide funds since we ourselves might soon require aid.

Some candidates slightly misinterpreted the term *aide* and wrote about military intervention, which was generally met with disapproval, or confined their answers to disaster relief. It is pleasing to note that many essays had good shape, developed logically and had been planned to have a natural flow with a thread running through the work. A few, where the organisation and development were less impressive, contained some sound ideas but they were put together in a rather random fashion.

In most cases the language was sufficiently varied and accurate to communicate some quite profound ideas convincingly.

'Alors que le pays occidentaux ont beaucoup de problèmes chez eux, il est ridicule de continuer à fournir de l'aide aux autres'

Le Plan

Intro

- Quels sont ces problèmes - chômage, les mondations, la sécheresse, la Russie,
- Combien d'aide? - £6.5bn par le Royaume-Uni
- Contexte - la pression sur David Cameron - d'augmenter le niveau d'aide au cible des Nations Unies et de le baisser pour l'autre l'a

32 108.106 246
39
287

Contre (pour l'aide)

- Nos problèmes sont minuscules - E.B. Shin va beaucoup plus loin aux pays en voie de développement
- On a des problèmes de dette? - ~~envoyez~~ les pays en voie de développement
- On a engendré ces problèmes.
- Il faut pousser à ces pays l'argent prim ordiel pour se développer ~~and~~
- Ils demanderaient nos partenaires de commerce qui nous rend plus ϕ riche.

Conclusion

- Ce n'est jamais ridicule d'aider un autre homme
- c'est ridicule de croire que l'on devrait bousier de l'aide
- On devrait changer le type d'aide - plus sur l'infrastructure et l'aide humanitaire les médicaments de SIDA

~~On ne peut pas nier que les pays occidentaux~~
~~On ne peut pas nier que les pays occidentaux~~
aient ~~beaucoup de problèmes chez eux~~ : à savoir
le chômage (11,1% en France en 2013), la dette

On ne peut ~~pas~~ pas nier que les pays occidentaux aient beaucoup de problèmes chez eux, surtout des enjeux économiques. Cependant, est-ce que cela veut

~~dire dire~~ que l'on aurait raison de dire que l'aide est donc ridicule ?

D'une part, nombreux sont ceux qui prétendent que les pays occidentaux n'ont pas les moyens de fournir l'aide aux autres. A ~~cette~~ cause de la crise économique en 2008, la dette ~~publique~~ ^{du gouvernement} du Royaume-Uni ~~est~~ est montée à 88,3% de PIB (Produit Intérieur Brut). Si l'on mettait fin à nos paiements d'aide, on améliorerait nos finances publiques. De surcroît, ~~on~~ le gouvernement a la responsabilité de subvenir aux besoins de ses propres citoyens. Par conséquent, il se peut que la France, par exemple, doive dépenser les 8,5 milliards de livres dont il sert ^{d'aide} qu'elle utilise ^{actuellement} pour l'aide journalière ^{chaque année} à deux autres ~~grands~~ pays, ~~pour~~ ~~des~~ pour augmenter l'allocation de chômage pour ses 3,3 millions de chômeurs. ~~Par ailleurs,~~

En revanche, il faut que l'on reconnaisse le fait que les problèmes des pays occidentaux ~~sont~~ soient minuscules par rapport à ceux des pays en voie de développement. Plus d'un milliard de personnes à ~~travers~~ travers le monde vivent dans la pauvreté absolue — c'est à dire ils ~~gagnent~~ ^{gagnent} ~~peu~~ moins de \$1,25 par jour. Ainsi, l'aide que l'on leur fournit va ~~passer~~ ^{passer} ~~plus~~ ^{plus} loin que si ~~les chômeurs aux~~ ^{l'augmentation} ~~les~~ pays.

d'allocation de chômage dont les chômeurs aux
pays occidentaux se ~~servaient~~^{profiteraient}.⁷³ De surcroît, l'aide
que l'on fournit aux autres n'est pas ridicule puisque
les pays occidentaux ont souvent engendré leurs
problèmes.⁸⁶ De surcroît, si l'on n'avait pas forcé
ces autres pays à acheter leur indépendance au sortir
de la Seconde Guerre Mondiale, ~~comme~~^{tels que} l'Inde et l'Algérie,
ils n'auraient pas besoin de notre aide.

En fin de compte il serait injuste, naïf et
même ridicule de diminuer nos paiements d'aide,
pourvu que l'aide atteigne sa destination. Les pays
occidentaux seraient mieux de lutter contre la corruption
afin que leur aide soit plus efficace.

277 mots (260 avant de la dernière phrase.)



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Examiner Comments

This was an excellent response. It is of an acceptable length. A range of sensible ideas on both sides of the issue are raised and developed within the possibilities imposed by the word count. The only exception to this is perhaps the observation concerning the end of colonialisation towards the end of the essay. The piece has a clear structure and is very easy to read and follow. No doubt the language has a few minor flaws but it is all one can expect of a typical candidate at this level under examination conditions. For its all round competence this response was awarded the near maximum marks of 10 - 5 - 15 - 14.

Question 2 (f)

Question 2f was the least popular of the discursive essay titles and it gave rise to the least successful work in Section B of the paper. Candidates commonly failed to get to grips with the word *l'objectif* and, instead of writing about what should be the aim of TV content, they simply described the provision of programmes, as they exist now. Many wrote about their own viewing habits on a very superficial level.

Several essays were difficult to understand as they were rambling and repetitive. Most candidates could not develop beyond the idea that people deserve to be able to relax after a hard day studying or working, but that TV could help people, particularly children, learn things. A small number expressed the opinion that a well-produced programme could both educate and entertain at the same time.

Essays on this question often had only a narrow range of basic vocabulary.

L'objectif principal de la télé peut être d'instruire ou de divertir. Il dépends sur la émission qu'on regarde.

D'un part, ~~la~~ la télé peut instruire. Pour exemple ~~par~~ les informations ^{sur} recontrent au sujet des événements de la monde.

D'autre part, la télé peut ^{aussi} divertir. Beaucoup de personnes préféreraient regarder regarder la télé réalité ^{car il va de soi que} ~~car~~ c'est objectif principale est divertir. ^{on se que ne frappe le plus et le fait que} Au cours des mes recherches j'ai trouvé que le public soixante-quatre pourcent de douze personnes ~~la~~ ^{le} public ~~aimer~~ la télé réalité regarderont la télé-réalité ~~réalité~~ plutôt que les autres genres. ~~de~~ A cause de cette, ~~alors~~ peut-être l'objectif principal de la TV ~~devra~~ ^{plutôt que d'instruire} devrait être divertir ~~v~~ parce que plus de gens la regarderont.

L'objectif principal de la télé peut être d'instruire ou de divertir. Il dépends sur la émission qu'on regarde. Dans cette dissertation, j'explorerai ~~si~~ si la télé devrait être d'instruire ou de divertir.

D'une part, la télé peut instruire. Pour exemple, les informations, ils nous recortrent au sujet des événements de la monde. Il existe beaucoup de personnes qui croient que la télé devrait instruire parce que les émissions que divertir telles que la télé réalité sont refastes aux jeunes parce qu'elles les fait plus anxieuses avec elles-mêmes.

D'autre part la télé peut aussi divertir. Beaucoup de personnes préféreraient regarder la télé réalité qui il va de soi que c'est objectif principal est divertir. En ce qui me frappe le plus est le fait que au cours de mes recherches, j'ai trouvé que soixante-quatre pourcent ~~de~~ du public regarderaient la télé réalité plutôt que les autres genres. A cause de cette, peut-être l'objectif principal de la TV devrait être divertir plutôt que ~~d'être~~ d'instruire parce que plus de gens la regarderaient.

On ne peut arriver qu'à une ~~et~~ conclusion logique que la majorité de gens estiment que la télé devrait divertir plutôt que d'instruire. ~~En~~ En ce qui me concerne, je crois aussi que l'objectif principal de la télé ^{devrait être} ~~est~~ divertir. J'estime qu'il est essentiel qu'on ~~écoute~~ prenne l'opinion du public et on la utilise parce qu'ils sont les personnes qui regardent la télé.



This essay did not use the full allocation of 270 words. The introduction is very vague and amounts only to a repeat of the question, using up precious capacity.

The essay is rather confusing but one main idea seems to emerge to the effect that, since well-known programmes which seek only to entertain are popular, they should be encouraged. This idea is repeated towards the end but is not any clearer.

There is not a strong shape to the piece, which after the opening few lines is rambling and repetitive. For both Understanding and Response and for Organisation and Development the essay was not felt to be satisfactory and in both categories was awarded a mark of 6.

The language is overall comprehensible but there is a restricted range of lexis and structures and a limited ability to manipulate language is shown. For Range and Application of language a mark of 4 was given. Whilst the French is flawed, some familiar forms are accurate and the inaccurate language does not in itself lead to a widespread loss of communication. For Accuracy this was given 3 marks.

The total was, therefore, 19, which was not particularly rare on this question.

Question 2 (g)

The discursive essay on the suitability of various punishments was the most popular of the options available in this section of the paper. With so many candidates attempting this task, it is not surprising that a wide range of achievement was encountered. Some candidates were confused about what constitutes a *punition sévère* and thought, for example, that thirty years in jail was a light sentence. They often then wrote a piece about the death penalty. While in an answer to this question it was legitimate to consider capital punishment a little, a focus only on this topic meant that the response was very narrow and did not do justice to the implications of the question.

In general candidates saw that stringent penalties should be a deterrent but some questioned whether they actually worked and some thought they were counter-productive, since impressionable and vulnerable people could well be turned into hardened criminals by a lengthy spell in prison. Sympathy was often felt for victims and their families who understandably called for harsh punishments. Some well-argued essays dealt with the need to educate criminals as well as sanction them, many made rehabilitation a major point of discussion. The removal of the causes of crime, which were commonly said to be poverty, deprivation and a lack of education, was considered to be essential by a large number of candidates. Some treatment of this was probably legitimate but a number of candidates were side-tracked into talking about only this aspect. These digressions meant that the real focus of the question was lost.

Very few candidates could come up with any options for punishments or positive measures and many fell back on the common default position that 'the government should do something about it'. This question did prove to be thought-provoking, however, and most of those who attempted it produced, at the very least, a worthwhile and perfectly satisfactory response.

"Le seul moyen de combattre le crime c'est d'imposer des punitions sévères."

Oui

• les gens sont toujours menacés par le fait qu'ils peuvent gagner une vie en prison ou d'être en prison pour longtemps. ça détériore les gens.

• les documentaires ou ils parlent aux criminelles: ils disent que c'est trop facile d'être en prison et c'est comme une vacance. Ils sont toujours en prison, mais juste pour quelques mois par temps.

- present - future / - si, clause
- past - imperfect
- subjunctive - present

Non

• combattre le crime entre les jeunes: les clubs pour des jeunes. ceci évite les arêtes de traîner les rues et de faire des crimes

• la réhabilitation.

• les SDF: un grand nombre de criminelles sont des SDF car ils n'y ont rien à perdre, ils veulent un bon repas, un bon lit, un bon travail etc. On doit aider pour les SDF!

Aujourd'hui, en Angleterre, on parle beaucoup de prisons et de le fait qu'ils ne sont ~~assez~~ pas assez strictes et les punitions ne sont pas assez sévères. Est-ce la cause du niveau du crime dans notre société? (37)

Beaucoup de gens ~~disaient~~ diraient "non", car ils sont de l'opinion que d'imposer des punitions sévères n'est pas le seul moyen de combattre le crime. Ces gens croient qu'on doit aider la société. Un grand nombre de criminelles sont des SDFs, alors on doit aider plus les SDFs avec des organisations caritatives qui les aident à gagner un emploi ou une éducation. Un autre moyen de

combattre le crime est de divertir les jeunes d'une vie criminelle. Beaucoup de jeunes aujourd'hui, surtout ceux qui vivent dans les cités ou des banlieues, n'ont rien à faire et donc ils se tournent au crime. Peut-être leur parents sont ou étaient criminelles. Il existe beaucoup d'organisation en ce moment qui ~~donnent les jeunes~~ ~~les donnent~~ ~~quelque~~ quelque chose à faire et un futur. ⁽¹²³⁾

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Pourtant, beaucoup ne sont pas d'accord avec ces idées.

Ils croient qu'on ~~devrait avoir~~ a devenir faible en ce qui concerne les punitions pour les criminelles et qu'on devrait avoir des punitions plus sévère. ~~pour~~ ~~qu'on~~ Bien que ~~beaucoup~~ qu'un grand nombre de

gens ~~ne~~ soient contre ces punitions plus sévères, comme
les passer plus de temps en prison ou bien la
peine de mort, il semble qu'ils sont le seul
moyen de dissuader les gens au crime et de le
combattre. (24)

Pour conclure, il me semble que le seul moyen de
combattre le crime ~~est~~ ^{est} d'imposer des punitions
plus sévères. Les gens sont toujours menacés par le
prospect de ses punitions. (30)

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ResultsPlus Examiner Comments

This essay was a satisfactory response. It begins quite clearly with the statement that this is a burning issue of the day which is in everyone's thoughts.

The candidate makes some rather sweeping statements, such as the one which contends that a large number of criminals are homeless, a point which is debatable, to say the least. When trying to represent more liberal opinions the candidate is often deflected from the crux of the matter into general social points.

On the other side, the discussion is more patently relevant with treatment of the deterrent aspect of punishment. The essay has definite shape, is logical and quite easy to follow and for subject-matter and organisation was given 10 and 9 respectively.

The language is mixed. There is some quite good, appropriate vocabulary, but with some lexical errors, and some attempt at a range of structures without being adventurous from a linguistic point of view. The forms of the language are flawed in places but not to the extent that communication is lost.

In the two language grids the piece received 7 and 3, giving an overall total of 29 out of 45.

Question 3 (a)

As usual, relatively few candidates chose the geographical option in Section C of the paper and the majority of responses were not strong. A significant number of candidates seem to think that a passing, vague familiarity with a region or city will suffice and it is not necessary to do any detailed research. Candidates, as in previous series, look to include vague generalities they know about their chosen place with scant reference to the precise question.

Very few were able this year to talk with any authority about the impact of recent social or political changes, which is part of the expected programme of study as laid out in the specification. Such vague and general essays cannot gain much credit. The commonest choices of region remained Provence and Brittany. At least one essay tried to treat the whole of France, which could not be considered acceptable, but there were only a couple this year which offered a consideration of a region which could in no way be thought of as francophone. Those who did address the terms of the question usually mentioned recent immigration into the area or other demographic developments. The latest elections were often spoken of and particularly the success of certain right-wing political parties or concerted opposition to the policies of the present French government. Such relevant essays were an exception.

La région Provence-Alpes-Côte d'Azur est une entité administrative créée par une loi de 1956 et dont la Corse fut détachée quelques années après. Ne correspondant pas à une unité naturelle elle intègre divers milieux structurels.

Bien placée dans les domaines des six universités (Nice, Toulon, Avignon) et trois dans l'ensemble de

Aix-Marseille) la Provence compte millions étudiants qui fréquentent les diverses ^{formations régionales} ~~milieux~~ ^{↑ sécurité} ~~travaux~~.

La région est caractérisée par deux grands déséquilibres. D'un part l'opposition entre des marges peuplées et actives et une vaste zone intérieure où les solitudes abandonnées s'étendent entre d'étroits espaces de vie. D'autre part, un faible développement industriel qui laisse aux activités tertiaires une rare domination.

Limitée par le Rhône, la Méditerranée, la frontière italienne et l'ensemble rhônalpin, la région doit à son climat et à l'originalité de ses paysages, son prestige touristique. Mais il ne faut pas oublier de protéger l'environnement et surtout les côtes maritimes, des atteintes portées par l'urbanisation anarchique et le tourisme est vite apparu comme une nécessité. Le Conservatoire du littoral, qui accumule des réserves foncières et ne dispose pas de moyens financiers de juridiques qui ~~le permettent~~ lui permettant d'agir efficacement.

Nouvelles voies de communication, pression immobilière, activités de loisirs non contrôlées, agriculture intensive, exploitation sauvage du littoral, abandon

des pratiques pastorales... en définitif, la Provence souffre à cause des changements récents, sociaux ou politiques. ~~certains~~ des efforts sont consentis, c'est indéniable, mais beaucoup reste à faire et les ~~politiques~~ politiciens doivent agir. Ils doivent motiver la population pour qu'ils aillent un comportement plus respectueux vers leur région. 254



ResultsPlus Examiner Comments

This essay consists almost entirely of generalities. One has to look extremely hard to infer anything which can be remotely considered as relevant. Perhaps with a certain generosity one might point to the rise in student numbers or the list at the bottom of the second page as hinting at recent changes but there can be no real doubt that only minimal understanding of what is required is shown.

A little general knowledge can be credited but for Reading, Research and Understanding the piece was given 4 marks. Even in its own terms the essay is rather rambling and appears to have no particular direction and consequently a mark of 4 was also awarded for Organisation and Development. The language, whilst it is not appropriate to the intended subject matter, communicates satisfactorily and it too received 4 marks, making overall a total of 12 out of 45.

Question 3 (b)

This year much solid work was found in essays on a historical subject. As usual, the most common period chosen was the Second World War and the development chosen was normally the Armistice agreed between Hitler and Pétain. There were also a good number of candidates who had studied the French Revolution, before and/or after, and their essays focused on the public reactions to the policies of Louis XVI or Napoléon's foreign expansion and final defeat. Often a lot of good detail was given. There could have been more precise analysis of whether the development was difficult or easy to accept. Most often the events were allowed to speak for themselves, there was some implicit evaluation in this but candidates in general could have given more explicit treatment of this part of the question. Things were normally put forward which seemed hard, rather than easy, to accept. Occasionally candidates cited the whole period as the development. Thus they nominated the whole Occupation or the Revolution and proceeded to discuss this in very general terms. This was not really what was intended in the question.

Sous l'occupation allemande de 1940 à 1944, la France fut pillée ~~pillée~~ économiquement pour subvenir aux besoins de la machine de guerre allemande, plus du tiers du revenu national revenait à l'Allemagne ainsi que des denrées alimentaires et des ^{matières} ~~matières~~ premières.

Les Français ont ainsi subi la montée vertigineuse des prix, la pratique du marché noir, le rationnement. Il y avait plus des restrictions sur l'alimentation, le tabac, les vêtements,

les chaussures, les combustibles, et les carburants. Tout cela augmenta les inégalités sociale. Les Français souffrirent également des pénuries de biens dues aux destructions, du couvre-feu et de l'oppression de l'ennemi. En outre 1,600,000 de Français travaillaient pour l'Allemagne et chez elle, plus deux million de personnes ^{en France} produisaient pour l'occupant. En 1943 le service de travail obligatoire envoya 650,000 travailleurs en Allemagne. Toutefois la France avait envie d'évasion et de loisirs : on lisait, chantait, dansait, faisait plus de sport, allait plus aux spectacles, surtout au cinéma. L'état favorisa cela et l'occupant l'autorisa.

Cependant, Pétain, chef du gouvernement de Vichy imposa une censure politique et de la presse et instaura une « révolution National » avec la devise « Travail, Famille, Patrie » la famille fut un facteur déterminant de cohésion social. Les femmes jouant donc un rôle important au quotidien mais aussi comme résistantes ou collaborationnistes. La Politique ~~du régime~~ du régime de Vichy fut aussi [^] fut aussi liée à un collaboration d'état menée par Darlan et Laval. Pétain introduisit les lois anti-sémites et ~~des~~ ^{des} mesures d'exclusion. Laval dirigea un régime policier qui fut responsable d'arrestations et deportations de 76.000 juifs.

(253 words)



This essay shows good detailed knowledge of the chosen period but the question could have been answered a little more precisely. Rather than concentrate on one development the candidate has mentioned several tenable things which were presumably not popular with the population. This is not stated very explicitly but can be inferred from the general tenor of the piece. Because of the amount of information given, all of which is generally relevant, it was felt that for Research, Reading and Understanding the essay could be placed in the 'good' category and a mark of 20 was given. If the piece had concentrated on a single development with more precise analysis, the Organisation and Development might have improved somewhat but it was considered to be logical and clear when seen in its own terms and was given 6. The language communicates very easily with few errors and could safely be given 5. Overall the essay reached a total of 31.

Question 3 (c)

Aspects of Contemporary Society' was again the least popular area for the RBEs. Essays were varied on this topic. There was quite an interesting spread of subjects here with immigration, unemployment, conditions in the *banlieues* and the ban on the veil among the most common. In this session the controversial question of gay marriage was treated by a number of candidates, most of whom showed that they had quite a sound awareness of happenings in present-day society. Responses sometimes suffered from a lack of detail and the tendency to write about the subject in a very general manner. Aspects of society tended to be described reasonably well but evaluation was less evident.

destination populaire parmi les immigrants depuis la Deuxième Guerre mondiale. Cependant, la manque de connaissance de la langue chez les enfants d'immigrés ont fait baisser le niveau scolaire. En ~~2000~~ ~~1970~~, les élèves en plus difficulté scolaire a augmenté de 15% en 2000 jusqu'à 20% en 2010³. Ivan Rioufi a débattu que «le problème est cet échec des élèves ~~qui~~ à 20%, ~~qui~~ plombent la France»³

D'un autre côté, on peut facilement argumenter que les immigrants a des effets positifs sur l'économie. En 2009, les immigrants en situation régulière ont reçu 48 milliards d'euros d'allocation. Mais ils ont versé 60 milliards d'euros d'impôts. Donc, les immigrants, en situation ~~regulière~~ ^{régulière} ont apporté 12 milliards d'euros à l'économie.⁴

Croizat
Pourtant, il y a des gens qui ~~croient~~ croient au contraire. Ce ^{point de} ~~leur~~ ~~vue~~ est souvent parmi «les français de souche» et des statistiques montre que 76% ~~de français pense~~ pensent qu'il y a trop d'étrangers et entre eux 46% pensent qu'il faut réduire le ~~nombre~~ nombre d'immigrants à cause du ~~croissance~~ chômage.⁴

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^{croient} Pourtant, il y a des gens qui ~~croient~~ croient
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montre que 76% ~~de français~~ ~~peuvent~~ ^{croient} pensent qu'il y
a trop d'étrangers et entre eux 46% pensent qu'il
faut réduire le ~~nombre~~ ^{nombre} d'immigrants à
cause du ~~croissance~~ ^{croissance} chômage.⁷

l'immigration a beaucoup changé la France politiquement aussi. Cela est indiqué par la montée de La Front National, et ~~leur~~^{son} programme de « Stopper l'immigration [et] renforcer l'identité française ». ⁸

^{dans} Les Derniers élections européennes, le FN a gagné avec plus que 25% de vote?

Pour conclure, ce phénomène sera toujours à l'ordre de jour et controversée. ~~Il y aura toujours de la~~ ~~l'immigration a beaucoup changé la société française~~ dans nombreux ~~no~~ ~~nombreux~~ ^{en} plusieurs domaines, comme l'économie, les ~~politiques~~^{politiques} et la culture. et il y aura toujours des diverses opinions. Mais ce qui est claire est que ~~est~~ une société contemporaine, ~~se~~ ~~existera~~ et ~~augmentera~~ ~~cela~~ ~~ne~~ ~~cessera~~ jamais. expérience toujours la ~~multiculturalisme~~^{multiculturalisme}.

11

Bibliography

~~270~~ 270 words

- ① www.theguardian.com
- ② www.youtube.com/watch=?vxHV
- ③ ~~www~~ ~~has~~ Debat sur RTL
- ④ www.youtube.com/watch=?v1ZDFHofD
- ⑤
- ⑥
- ⑦
- ⑧ www.lefrontnational.com.



ResultsPlus Examiner Comments

This was a sound response to the question. Several features of recent immigration into France are given and there is a definite attempt to analyse and to give opinions. What is said about the impact of immigration is not particularly profound or detailed but it is sensible and perfectly tenable. The essay is well organised with good shape and clear paragraphs devoted to each facet of immigration dealt with in which the point in question is developed logically. The language is not very impressive. There is a range of mistakes some of which are quite serious but they do not in themselves compromise comprehension. This essay was awarded 20 - 7 - 3, a creditable performance.

Question 3 (d)

In every session since this specification began the number of essays on Literature and the arts have outstripped those from other areas put together by a long way and this year was no exception. On each occasion hitherto essays on a film or text have easily produced the highest mean mark but for the first time this was not the case in 2014. This can be attributed to the fact that so many candidates did not answer the question as set.

Often candidates who had just written a Section B essay, in which they had closely followed the terms of the question, failed to do the same in Section C. Examiners felt that the task was straightforward - choose a scene, describe it and link it to a theme of the work studied. Many candidates did not respond closely to the question in several ways. Often a single scene was not selected. Instead candidates chose to talk in very general terms about a theme or themes associated with a book or film referring to the whole work in a non-specific fashion. If a scene was chosen, many candidates did not then describe it. Perhaps students are told not simply to narrate but in this question there was a definite instruction to do so, and this would have given the candidates the opportunity to display detailed knowledge of their chosen work.

Sometimes a candidate nominated a scene and left it at that, presumably expecting the reader to know full well what was in it without being told. Thus one might read 'I have chosen the scene in the train to Dax (*Un sac de billes*), when the boys sing for the Countess (*Les Choristes*), the murder of the Arab on the beach (*L'Etranger*)' and then there was no attempt to say what happened.

Candidates also seem to confuse theme with pure subject matter. In some cases there may be a fine line between the two but it is not very helpful to give as a theme something as broad as 'war' or 'love' or 'education'.

La Haine remained the most popular film and *Intouchables* featured highly this year. *Amélie* made a bit of a come-back, as did *Un sac de billes* amongst the books. *L'Etranger* remained popular but again quite a lot of candidates produced confusing accounts as they tried to discuss the theme of 'the absurd'. There was great variation in the effectiveness of using direct quotation and references. Some are used with great skill to illustrate the point being made very convincingly, but often they are inserted into the essay come what may and end up not illustrating a point.

The quality of language varied a lot. On a considerable number of occasions inappropriate expressions translated from English (*souligner à la lumière, referrer, pointer, concluer*) had a negative impact on communication. Some excellent essays were seen which did exactly as required, but these were encountered less often than usual.

When selecting subjects for study in this section, it should be borne in mind that questions can legitimately be set on character, setting, theme(s) and style and a book or film is only suitable if it contains enough material in these four areas to allow a candidate to answer potential questions.

"Un Sac de Billes" par Joseph Joffo

thème ^{ce} très important
Une scène ~~est~~ de l'œuvre c'est quand Joseph
présente la perte de son enfance.

Au début, Joseph est un enfant innocent qui

va au collège et qui joue des jeux enfants
comme les osselets. Son plus grand ^{chag} ~~chagrin~~ c'est
qu'il se perd de sa bille préférée. « La bille
roule entre mes doigts... que je préfère ».

Mais, au fur et à mesure le garçon qu'il
a été avant n'est plus le même que celui
d'aujourd'hui. « L'enfant que j'étais il y a
dix-huit mois... dans le train qui l'emmenait vers
Dax ». La guerre, la persécution des juifs

et bien ^{sûr} ~~sur~~ l'arrestation de son père lui forcent
à changer et devenir adulte. Petit à ~~peu~~ petit
il s'intéresse plus au travail qu'aux jeux «
les osselets ne me tentaient plus à présent »

et après sa libération par le Gestapo il décide

qu'il va ^{Survivre} ~~survivre~~ la guerre à tout prix.

~~Il se B il se rend compte qu'il a été privé de~~
Nonobstant, ~~il a été privé de son enfance~~ ^{son enfance}

par le Gestapo et pour lui cela est pire ^{que} d'être

~~tué~~ ^{tué} ~~son enfance~~, car c'est la seule période où on

est heureux et on est protégé par nos parents.

On n'a pas vraies responsabilités, alors on ~~on~~ On

n'a pas peur l'avenir. ~~«grandi, j'ai changé» qui~~

«Le Nazis ont privé Joseph de ^{ceci} ~~son enfance~~ ~~«grandi, j'ai changé» qui~~

«grandi, j'ai changé» qui présente son chagrin

profond mais la naissance d'une adulte.

Par moi, la perte de l'enfance est un thème

très important parce qu'il présente un message
d'espoir de tout l'enfants dans la guerre qui
perd leur enfant. À cause de la guerre & il
ne faut pas oublier les milliers de soliers
enfant qui partage cette expérience comme Jatto.
Jatto J. (2004) Routledge.



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Examiner Comments

This is a confusing essay. The candidate is presumably trying to deal with the theme of the loss of innocence and childhood, an important feature of this text, which could have been shown by reference to several individual scenes. However, no single scene is chosen and nothing is described in any coherent detail.

There is a rambling discussion on the theme, some of which has little to do with the text. Other sections are so vague that they are difficult to follow. Inadequate understanding of the implications of the question was shown and general knowledge of the text was not clearly given. For this reason a mark of 12 was given, thus putting it in the less than adequate category.

The essay is rambling and repetitive and for organisation was given 4. The language has many imperfections but is comprehensible overall and for this a mark of 4 was also awarded, thus giving a total of 20.

Dans le film « La Haine » le thème principale c'est la violence, donc je veux ~~le~~ choisir une scène ^{dans} le film où il y a beaucoup de violence physique et violence verbale.

La scène que je choisis c'est la scène où Vinz ~~ensemble~~ avec Hubert et Saïd se battent avec les ~~les~~ skins dans Paris.

Cette scène est très importante parce que beaucoup de violence est présente. Par exemple il y a ~~beaucoup de violence physique~~. Même les deux groupes se battent et ~~en ce moment~~ Vinz veut utiliser le revolver qu'il a trouvé. Même s'il y a beaucoup de violence à travers le film ~~car~~ cela est la première fois quand Vinz veut utiliser le revolver. Aussi dans ~~la~~ cette scène nous pouvons voir que Hubert est très violent aussi. Il a dit à Vinz « Un bon skin est un skin mort ». ~~Cela~~ Cela montre de la violence verbale et aussi de la violence qui se trouve dans le cœur de Hubert.

~~Cette scène est assez utilisée pour montrer la violence de skin aussi et seulement la violence de trois personnages principaux à travers pour la guerre.~~

Pour accentuer la violence et les émotions de ~~de~~ des trois personnages principaux, en cette scène, le directeur a utilisé des techniques de filmer. Par exemple la lumière ~~et~~ c'est trouvée en dessous de leur visage de Vinz et d'Hubert. ~~car~~ ~~est~~ En ce moment leurs expressions ~~de~~ semblent très sérieuses et violentes. ~~car~~

Une autre raison pour laquelle la violence est très importante ~~sur~~ dans cette scène c'est parce que

dans cet scène on peut voir les conséquences de la violence.
 On peut voir quand la caméra fait un zoom sur le
 visage de Vinz qu'il est très à de peur et qu'il ne pouvait
 pas tuer quelqu'un. Tout ça violence a aidé Vinz de réaliser
 qu'il n'est pas un très mal personne. L'expression d'Hubert
 « Le plus dur c'est pas la chute, c'est l'atterissage » peut
 être utiliser en cette situation parce que même si ~~Vinz~~
~~a début Vinz avait beaucoup de violence, à la fin il a~~
~~réalisé son « atterissage »~~ ~~Vinz~~ ^{Vinz} a été violent
 pour l'entiers film, en cet moment la violence serait
 très ~~grande~~ forte et son « atterissage » très dur.



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Examiner Comments

It was felt that this essay could safely be put into the 'very good' category.

In the introduction a theme is given. A single scene which illustrates this theme is then nominated and subsequently described in appropriate detail. The link between the scene and the theme is made very clear.

Cinematographic techniques are mentioned, not gratuitously for their own sake, but as a way of enhancing the discussion of the scene and its link to a theme. There is a clear sense of direction, the essay proceeds clearly and logically.

The language contains a few errors and imperfections but is certainly adequate to convey the desired message.

For these reasons the essay deserved to be given the high scores of 23 - 7 - 5.

Paper Summary

The standard of achievement in this unit was very comparable to previous sessions but marks were probably gained in a slightly different way. Candidates in general did much the same in Question 1 as before. In Section B they did somewhat better but in Section C not as well.

Based on their performance on this paper, candidates are offered the following advice:

- in the translation candidates should check their work carefully and try to ensure that they have not lost credit because of a careless lack of attention to detail
- in both essays they must set out in their planning in French to address the precise wording of the task and not end up answering some slightly different question
- essays should have good shape and points should follow logically from one to another with a thread running through the work
- when selecting topics to be studied in Section C for the RBE candidates and those who guide them should consider carefully whether proposed items really have the material within them to cover all potential questions.

Grade Boundaries

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

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

Ofqual



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