

Examiners' Report
June 2015

GCE French 6FR04 01

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June 2015

Publications Code UA041554

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Introduction

The setting of Unit 4 followed a by now familiar pattern in line with the Specification. Candidates were required to complete a short translation from English into French and to write two essays, one a general piece and one on a topic of their choice which had been researched. The way in which the translation was assessed was changed this year.

Hardly any unfinished scripts were seen, indicating that, in general, candidates had managed their time well. Word limits in the two essays were also respected by the majority of candidates. Those who undertake a piece of creative writing are most likely to exceed the upper word limit and thus impair the mark for Understanding and Response and for Organisation and Development.

The overall performance was very similar to previous sessions, the mean mark on the paper as a whole was virtually identical to that encountered often before. Where choice is offered, a familiar pattern of take-up was found. In Section B, discursive essays were far more popular than creative pieces. Amongst the latter the picture story attracted a reasonable number of candidates but the other two had very few takers. In Section C those who study a book or a film in the Literature and arts realm far outweighed those who research a topic in the other three possibilities put together. Very little work was seen which could be said to be unworthy of the standard expected at this level. There was a pleasing but relatively small number of outstanding performances maintained consistently across all three exercises. The standard of French was almost always at least acceptable at this level and much of it was quite impressive. However, virtually all candidates would benefit from taking a little more time to read the questions carefully, to try to appreciate their implications, to consider all parts of questions and then to set about answering them in a concise, relevant way.

It appears that the need to write about a francophone context in Section C is by now appreciated by just about everyone. Virtually no essays had to be given zero because they referred to a non-francophone subject. The relatively small number of candidates who write about an aspect of contemporary society, however, should remind themselves of this necessity. Much of what some of them write could apply to almost anywhere on earth. The rather strange practice of studying a topic in one area of Section C and then answering a question from a different part was again more in evidence this year. Thus someone who had studied a book or a film eschewed the requirement to write about setting. They chose instead to discuss a figure from the work who had an impact on it, presumably taking the question from Geographical Study, or they discussed their chosen work from the perspective of the question set under the Historical Study banner. As geographical or historical pieces such essays can attract no marks. In these circumstances examiners try their best to find something relevant to the question set on Literature and the Arts but the eventual score is inevitably very low. Such a practice is to be discouraged in the strongest possible terms. All such essays where it occurs are always sent for a second opinion, as are any pieces which are deemed worthy of no credit. Quoting pieces of fiction as illustration in other areas is also not very helpful. Thus *Un Sac de Billes* is sometimes cited in support of points made in historical essays on the Occupation or *La Haine* is mentioned if a candidate is describing social unrest in contemporary francophone society. Such fictional references have to be discounted in these contexts. Centres where candidates performed the best were the ones who had clearly taught their candidates how to plan and structure an essay effectively. With only 270 words to play with, it is important to get to the point quickly. The best essays had concise introductions which did not contain extra background information which had little or no relevance to the question. Each paragraph in such essays began with a key idea which was then exemplified with pertinent and the most appropriate examples rather than peripheral ones. Too many Centres seem to have encouraged or given students generic introductions or even paragraphs. This is obviously unhelpful as the essay does not always effectively address the question. Candidates should be encouraged to think more independently, some of the essays seen had exactly the same structure with the same points in the same order.

Candidates must be convinced of the need to answer the precise question set. All too often they seem to have a fixed amount of knowledge on the topic they have researched and are determined to include it, irrespective of what task is set. However correct the information given is, it cannot be awarded much credit if it is not relevant. Similarly in Section B candidates should not latch on to a question as a vehicle for reproducing well-studied material if it is not pertinent or if it does not fully cover the implications of the question. To consider only homosexual adoption and nothing else did not answer fully this year's Q2e. Similarly a general essay on the environment or one on nuclear and renewable energy did not do complete justice to Q2g on this paper.

Question 1

In response to investigations into the validity of scaling, the marking method for Q1 has been modified for all languages in this suite. The reported mark out of 10 is the true mark and no longer a mark which has been scaled down from 30. The attached mark scheme shows that the passage has been divided into 5 sections only and gives the assessment grid comprising the three possible scores of 2, 1 or 0 for each section, according to which the translation was assessed. The senior examiners have reported that the question continues to discriminate well; statistical evidence shows that candidate outcomes are comparable with previous sessions.

The new method of marking the translation required the passage to be divided into five 'chunks'. The piece conveniently consisted of five sentences and these were adopted as the parts to be awarded 2, 1 or 0 according to the assessment grid. This inevitably meant that some sections were longer and more demanding than others but this happens in any system where a passage is broken down into parts and this was not thought to be in any way undesirable. In practice parts 3 and 4 proved to be the most straightforward and parts 2 and 5 to be the most challenging. The marking grid spoke of essential information to be conveyed and of the correct handling of grammatical elements, both simple and complex, and of lexis. The mark scheme identified both what was considered essential information and the grammatical and lexical items which had been targeted. The descriptor for the award of 2 marks spoke of items being 'generally accurate' and, therefore, a 'chunk' did not have to be totally correct for 2 points to be given.

The vocabulary proved to be mostly accessible. Two items caused particular problems. These were 'chemistry' and 'openings'. Something approximating to *la chimie* was usually offered but a completely correct rendering was rarely found. It was disappointing to see how few knew *débouchés* but good candidates managed some suitable alternatives. A range of grammatical elements featured in the passage. These included the use of the subjunctive after a verb of wishing, quite a lot of Perfect Tenses with a demanding preceding direct object towards the end, the position and formulation of pronouns, partitive articles, the Conditional Tense and expressions such as 'There is no doubt that ...'.

Chunk No 1 was very short, the main feature was the use of the subjunctive and it was felt that this element had to be correct for this bit to qualify for 2 marks. The number of candidates who managed *Mes parents veulent que j'aille* was pleasing. However, a considerable proportion of candidates went for something very anglicised such as *Mes parents me veulent aller ...*. Most translations received at least 1 point for the first part.

Chunk No 2 was the longest and most demanding. Word order towards the end often went astray, *pays* and *conseils* were misspelt, 'town' was quite often given as *village*. The biggest disappointment, however, concerned the pronouns. The indirect pronoun was rarely given, candidates preferred instead *je l'ai demandé* and the position of any pronoun was often wrong as in *il a recommandé moi*. Few candidates managed 2 points here and many versions were so flawed that the message was definitely compromised and no credit could be given.

Conversely chunks 3 and 4 quite often yielded 2 marks each. The conditional was well handled, most candidates went for the acceptable formulation of *il serait mieux pour moi de trouver ...*. 'Some money' caused problems and all sorts of ways of saying 'however' were found. In the fourth sentence the English spelling of 'doubt' was given and the gender of this word was frequently incorrect. Candidates commonly used the subjunctive after 'there is no doubt that ..' rather than the indicative.

The last sentence proved to be difficult for a variety of reasons. Not many candidates spotted the preceding direct object. More surprising were the renderings of 'which' as *qui/dont/laquelle* etc rather than the straightforward *que*. For some reason many translations had *carte* rather than *lettre*. The widespread difficulties with 'openings' have already been mentioned. *En Australie* was far from universal and 'over there' was translated in a variety of improbable ways.

Overall most candidates gave a very acceptable rendering of the piece and there were a few outstanding translations which barely made a mistake in lexis or grammar. The general competence in the manipulation of French to transfer meaning was reflected in a mean mark which stood very good comparison with that of previous years.

Question 1

Translate the following passage into French.

My parents want me to go to university. When I asked him for advice, my father recommended to me the town in the north of the country where he studied chemistry about thirty years ago. However, I think it would be better for me to get a job immediately and earn some money. There is no doubt that it is difficult to find the money for three years of university studies. A letter which I received from my cousin in Australia gave me information about openings over there.

Mes parents veut que ~~je aille~~ ^{faut} je suis allé à l'université. Quand ~~je lui demandais~~ ^{je} je demandais lui pour conseils, mon père a recommandé me recommandé la ville dans l'nord du pays où il étudiait la chimie presque trente années... cependant, je pense que serais meilleur pour moi de d'avoir un travail immédiatement et gagnais un peu d'argent. il y a n'a pas de doute que ~~est~~ ^{c'est} difficile de ~~trouver~~ ^{trouver} l'argent par par trois années années des études de l'université. Une lettre que j'ai reçu de mon ^{dans Australie} a ~~me donner~~ ^{donné} moi ^{les renseignements} l'information sur l'ouvertures la-bis.



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This translation gained a well below average score of 2 out of 10. There is a considerable amount of loss of message and there are many errors, both major and minor ones, in grammatical and lexical elements. The lack of concord between subject and verb, the failure to use the subjunctive and the confusion caused by the past tense of *aller* mean that no credit could be given for the first 'chunk'. Very little is correct in the second sentence, the candidate cannot handle pronouns or the past tenses. There are also lexical mistakes and it is clear that this part is not worthy of reward. Something can be salvaged in both sections 3 and 4. There are several flaws but enough of the message is conveyed and there are definitely sufficient correct language features to reward in order to justify one mark in each case. The last 'chunk' is very unsuccessful, however, and no credit can be given, even after a promising start.

Question 1

Translate the following passage **into French**.

My parents want me to go to university. When I asked him for advice, my father recommended to me the town in the north of the country where he studied chemistry about thirty years ago. However, I think it would be better for me to get a job immediately and earn some money. There is no doubt that it is difficult to find the money for three years of university studies. A letter which I received from my cousin in Australia gave me information about openings over there.

Mes parents veulent que j'aille à l'université. Quand je lui ait demandé des ~~des~~ pour des conseils, mon père m'a conseillé la ville dans le nord du pays où il avait étudié la chimie il y a au moins trente ans. Pourtant, je pense qu'il serait mieux pour moi d'arrêter de trouver un travail immédiatement et gagner de l'argent. Une ~~carte~~ que j'avais j'ai reçu de mon cousin en Australie m'a donné de l'information sur les ouvertures la-bas.



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This is a very commendable translation which does not quite achieve one of the very highest scores but comes out with a well above average tally of 8 marks out of the possible 10. There can be no doubt that the first sentence should gain the maximum of 2 points. There are a few flaws in the second 'chunk' and a certain ambiguity caused by *au moins* which means that a score of 1 is justified. Both of the next two parts have minor blemishes but are still worth the award of 2 points in each case. The preceding direct object is missed in the final piece and there are several lexical oddities. The mark scheme identifies 'openings' as a complex element and this is missed. *Ouvertures* was the most common rendering of this encountered by examiners. However, enough is correct for 1 of the 2 marks to be awarded, giving the eventual very sound total.

Question 1

Translate the following passage into French.

My parents want me to go to university. When I asked him for advice, my father recommended to me the town in the north of the country where he studied chemistry about thirty years ago. However, I think it would be better for me to get a job immediately and earn some money. There is no doubt that it is difficult to find the money for three years of university studies. A letter which I received from my cousin in Australia gave me information about openings over there.

Mes parents ~~wantent~~^{veulent} que j'aille à l'université quand je lui ai demandé des conseils, mon père m'a recommandé ~~à aller~~ la ville au nord du pays où il a ~~fait des études~~^{étudié} la chimie il y a environ trente ans. Cependant, je pense que ce serait ~~pas~~ mieux pour moi d'avoir un travail immédiatement et de gagner de l'argent. Il n'y a ~~pas~~^{pas de} doute qu'il est difficile de trouver l'argent pour trois ans d'études universitaires. Une lettre que j'ai reçue de mon cousin en Australie m'a donné des informations sur les débouchés là-bas.



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This is an excellent rendering and fully deserved the award of the maximum score of 10 marks. It might be argued that *avoir un travail* does not quite translate 'get a job' but there is certainly no loss of message. This candidate is one of the very few to get *débouchés* in the last line. The one error which can in any way be called major is the failure to make the past participle 'received' agree with *une lettre* but everything else in the final part is correct and so, because of the wording of the top box of the grid ('generally accurate'), this section can be given the 2 marks available, leading to an overall perfect tally of 10 for the whole passage. Whilst the impression should not be given that it was in any way easy to gain 10 points, such a score was far from unheard of under the new system. Certainly 10 out of a possible 10 was found more often than in the past.

Question 1

Translate the following passage **into French**.

My parents want me to go to university. When I asked him for advice, my father recommended to me the town in the north of the country where he studied chemistry about thirty years ago. However, I think it would be better for me to get a job immediately and earn some money. There is no doubt that it is difficult to find the money for three years of university studies. A letter which I received from my cousin in Australia gave me information about openings over there.

Mes parents veulent moi d'aller à l'université. Quand j'ai lui demandé de conseil, mon père m'a recommandé le ville dans le ~~nord~~ nord du pays où il ~~étudiait~~ étudiait la chimie. presque trente ans déjà. En revanche, je pense qu'il serait meilleur pour moi de prendre un travail immédiatement et faire un peu d'argent. Une carte que j'ai reçue de mon cousin en Australie m'a donné information sur les ouvertures sur là.



This translation shows that candidates should be advised to check carefully that they have written out a full version of the original passage. In this case sentence No.4 was left out and as a result only a modest total of 4 was achieved. The rendering of the first sentence is typical of many. It completely fails to produce the required construction with *vouloir*. However, the rest is correct and, although it has missed the main feature, it can still score 1 point. Quite a bit of the second sentence is correct but there is ambiguity at the end and the indirect pronoun, identified as a complex element, is not well handled. A mixed performance in this 'chunk' can gain 1 mark. There are a couple of flaws in part 3 but it is still worth a maximum of 2 points for the section. The passage then goes straight to the fifth and final sentence. Here there are several major errors in lexis and grammar, the message is compromised and it does not score. Overall this seems an average performance but, because of the omission, the candidate does not do him or herself justice.

Question 2 (a)

Following the pattern established in previous sessions, creative writing in general was far less popular than the alternative, the production of a discursive essay. Of the three creative options available the picture story remained the most commonly found. When responding to the image, candidates should obviously react closely to the main features of the picture and build a plausible account around them with as much sensible imagination as possible. The key components this year were patently a dog pursuing a man climbing through a window. A number of candidates, however, more or less ignored these aspects and wrote a rambling response, largely of their own choosing. This quite often acted as a long preamble after which a dog and a window were mentioned right at the end. Such essays tended to be rather confusing. There was perhaps on this occasion a little less opportunity to pursue a tone or emotion suggested by the scene depicted but a few candidates tried to produce a humorous piece concentrating on the discomfort of the man and some of these were quite successful. Overall responses to this year's picture were very mixed. Some stories were imaginative, most often involving a burglar thwarted by a heroic dog, and had a plausible outcome. Others were more banal and unimaginative. A couple of essays were seen which were written from the viewpoint of the dog and which proved to be quite entertaining. The best essays were well structured and contained a good range of appropriate, varied vocabulary. It is pleasing to note that fewer candidates this year tried to shoehorn into their tales purple passages of pre-learnt, all-purpose, elegant French which had nothing to do with the context.

Pendant l'été dernier, j'ai visité ma grandmère à l'Angleterre pour deux mois. Puisque ça fait longtemps que je l'ai pas visité dans les ^{deux} dernières années, ma mère ma décidé d'apporter avec moi mon chien qui s'appelle "Coco-Chanel". ~~Ma grand~~ La dernière fois que ma grandmère nous a visité à Paris, mon chien ~~était juste~~ ~~avait juste~~ était juste 2 mois. Ma grandmère à aimer trop le chien et elle lui à aussi lui faire apprendre des trucs pour les chiens.

Quand moi et mon chien ~~se~~ à arriver, le chauffeur de ma grandmère était entrain de nous attendre pour nous prendre. En était super contente de finalement arrivé chez ma grandmère. Coco-Chanel, à immédiatement connus ma grandmère dès qu'il était ~~2m~~ deux mois.

Après une semaine, ma grand-mère me demande si par hasard j'ai vu l'un de ces bijoux chère. Mais j'avais aucune idée ou où il était. Deux jours après, elle me demande la même question. Alors j'ai décidé de ~~être~~ pas dormir pendant la nuit et d'essayer de savoir qui a pris tous les bijoux de ma grand-mère avec mon chien. L'un des nuit quand j'étais réveillé, j'ai entendu de bruits et mon chien était devant la porte ~~garden~~ entrain de me garder. J'ai décidé de sortir à l'extérieur et de savoir d'où ce bruit vient-il. Quelque moments après que je passe la cuisine, je me sens des mouvements dans le couloir vers ~~ma~~ la chambre de ma grand-mère. Dans ce moment mon chien était entrain de crier, alors je lui demande d'attaquer n'importe qui. J'ai commencé de courir vers le chien et la personne qui était chez nous entrain de travailler ~~ma~~ gr. les bijoux de ma grand-mère.

Heureusement, quand le tueur a décidé de sauter vers la fenêtre, mon chien ne lui a pas laissé partir et dès que je tourne vers ma gauche je trouve un téléphone et puis j'appelle ~~la~~ la police pour venir et d'échapper le tueur. Dans ce moment je vois ma grand-mère entrain de lui battre dans l'arrière.

Cinq minutes après, j'entends et le voir de la police et puis de nous chercher. Quand la police entre à la maison forcément, ils nous trouve avec le traître dans une chaise et du scotch autour de lui, pantous pour qu'il puisse pas bouger ou bien de courir. La police était fâché de notre travail et surtout mon chien, Colo-Chanel qui nous sauve de cette horrible personne.



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This response to the picture involves a dog but no window. The account is rambling, taking a long time to get to the point. Because of this initial long-windedness, the essay is far too long, going beyond the upper word limit by well over 100 words. If such an upper word limit is prescribed, to be fair to those who adhere to it, examiners have to react and in this instance ceased to consider anything after the long first paragraph on the second page. The story thus has no outcome. It is quite difficult to follow the part of the actual account which counts but it does not seem to stand up to logical scrutiny. The use of the stimulus is, therefore, incomplete and unimaginative. Because of the length and the confused development of ideas, the organisation of the essay is limited and unimpressive. For both Understanding and Response and for Organisation and Development the piece was not deemed to be satisfactory and in each category was given 6 out of 15. The language is repetitive and some incorrect lexis is used. Very few successful structures are deployed, the ability to manipulate French meaningfully is not evident and for Range of Language the piece was given 3 out of 10. The language is also inaccurate. There are consistently basic errors involving verb forms, agreements, gender and spelling. With these flaws in mind, the essay was given 2 out of 5 for Accuracy. The total score was thus 17 out of a possible 45.

Question 2 (b)

Very few candidates took up the option of continuing a given passage. Most of those who did so failed to produce an impressive sequel. The original stimulus gave the possibility of poisoning either caused accidentally or purposely but most candidates did not pursue this line of thought. In most cases the person in the passage turned out not to be ill at all. Some claimed that he was lovesick and others said that he was pretending to be ill to avoid a test at school. These accounts were mostly banal and showed a lack of imagination. A number of candidates chose to continue the story exclusively with dialogue using only very basic linguistic devices. More successful accounts were a mixture of conversation and narrative.

Question 2 (c)

The opportunity to create a piece of journalistic writing was not taken up by many candidates. Most of those who did so, however, seemed to have been well schooled in this somewhat specialised form of writing and were able to produce authentic sounding articles. The best essays captured a suitably neutral tone, gave factual details of the proposed project and the demonstration against it and, often by including interviews or eye-witness accounts, explained opposed attitudes towards it. Such essays almost always contained a good range of appropriate vocabulary and a suitable register. Unfortunately a small number saw the task as a chance to write an essay on the environment, which ended up sounding more like a discursive piece. Perhaps because a pilots' strike in France was in the news just prior to the examination, a couple of candidates preferred to write about this instead of the proposed development of an airport. Changing the question in this way is never likely to prove successful. It is difficult to draw conclusions when such a small cohort is involved but the highest mean mark for any of the Section B essays was seen in Q2c.

MANIFESTATION A NANTES

- il sont des milliers à protester contre le projet d'aéroport.

■ Hier matin dans le sud de la ville de Nantes, plusieurs milliers de manifestants se sont réunis ~~pour~~ afin de révoquer contre le projet quelque peu polémique. En effet, l'idée de ~~un~~ construire un nouveau terminal d'aéroport dans la ville ne plaît pas à tous les habitants, comme nos journalistes ont pu remarquer. Un des manifestants, Luc Simonet, a dit: « Nous révoquons afin de protéger notre ville et ses précieux espaces verts. » La plupart des habitants ~~se~~ s'engagent ~~avec~~ car le projet ~~est~~ vise à construire le nouveau bâtiment, un terminal de 2000 m², sur le Parc de Meivieux, un espace très utilisé par ~~les~~ ceux qui habitent le quartier aéroportuaire de Nantes. « Ce qui nous embête le plus, c'est que si le projet est poursuivi, nos enfants n'auront plus

d'endroit près de quartiers pour jouer en sécurité, » nous a confié une manifestante.
Il reste à savoir si ceux qui se sont ~~mis~~ ^{révoltés} à protester pour conserver le Parc de Marivaux ont réussi à dissuader le représentant du Ministère du transport à Nantes de ~~son~~ futur ^{projet} plan, - ceci dit, la manifestation a beaucoup touché les employés de l'aéroport. Un d'entre eux a avoué : « Il est évident que le Parc est très important pour les citoyens de Nantes, car c'est le seul grand espace vert ~~restant~~ qui leur reste. Voir un tel nombre de personnes se manifester m'a étonné, mais malheureusement, ~~le débat est clos~~ ^{le débat est clos} ~~et n'est pas ouvert~~ - et l'aéroport est ^{très} trop petit pour accueillir tous les passagers, et devons agir. »

Évidemment, cette manifestation a fait en sorte que ceux qui s'occupent du projet parlent davantage ~~de~~ de l'effet ~~sur~~ ^{sur} l'environnemental - un thème très important de nos jours. ■

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This was an excellent response to the task. The essay was of an appropriate length. The candidate produced a journalistic piece with the genuinely authentic, neutral tone of the sort found in a newspaper. The content is an appropriate mixture of fact concerning the protest and its causes with some technical detail of the proposed development and reported attitudes of opposed sides through the inclusion of apt interviews. The candidate thus shows excellent understanding of the question and has given an imaginative, realistic response to the headline stimulus. The article flows logically, is well developed and is very easy to follow. The only blemish might be considered to be a slightly weak rounding-off in the conclusion. For both Understanding and Response and for Organisation and Development the piece was given 14 out of 15. The language is similarly excellent. There is a wide range of appropriate language and complex structures which are incorporated naturally into the article. For Range of Language the essay was given 9 out of 10. The forms of the language are extremely accurate and the maximum mark of 5 was awarded for Accuracy. This gave a well deserved total score of 42 out of 45.

Question 2 (d)

The discursive essay on celebrity proved quite popular, coming second only to Q2e in terms of the number of candidates attempting it. This task was found to be quite straightforward, lending itself well to a discursive approach. A few candidates did not read the question fully. They wrote at length on various celebrities and the pressures on them. They continued to chronicle the fascination of young people with these figures but they failed to discuss whether interest in the famous was a good or a bad thing, which was the crux of the matter. The majority of candidates, however, wrote relevant, well structured essays with a clear shape. Most agreed that young people are very interested in those who achieve celebrity and contended that social media had increased this interest immensely. They proceeded to find quite a number of positive effects: famous people were an inspiration, they demonstrated the value of hard work, they brought pleasure to many, they promoted a healthy lifestyle and gender equality, they commonly supported good works and charities. Angelina Jolie, Emma Watson and David Beckham were the people most often cited as good role models. On the other hand celebrities all too often led poor lifestyles, their own drug-taking, smoking and drinking influenced impressionable youngsters to copy them, models encouraged eating disorders, easily won fame persuaded young people that making money was the only worthwhile pastime and that it was easy to come by. Kim Kardashian came in for most opprobrium but highly paid footballers, Lance Armstrong, Justin Bieber and all rappers were the other most commonly cited villains. Essays then usually ended with the candidate's own measured opinion as a conclusion. It was a little surprising to note that for the most part candidates saw fame as something positive for young people. To gain at least a satisfactory score for content and organisation was relatively straightforward. Most essays were quite easy to read and there was little widespread irrelevance.

« Les jeunes se montrent de plus en plus fasciné par la célébrité. À votre avis, est-ce une bonne ~~ou~~ ou une mauvaise chose? Justifiez votre réponse. »

Aujourd'hui, il y a beaucoup de personnes connues qui les jeunes aiment. Il y a ~~beaucoup~~ Les célébrités donnent une image sur eux à la publique. Ils ~~font~~ font les choses qu'on veut, sans concerne à leur image. Cela peut influencer les jeunes à faire le même chose. À mon avis, c'est une mauvaise chose parce que les jeunes ~~font~~ ~~les~~ veulent copier les célébrités qu'on aime.

Par exemple, il y a des chanteurs qui chantent les chansons avec les ~~mots~~ mots ~~différents~~ horribles et les jeunes leur

copient. ~~Par~~ La plupart des jeunes aujourd'hui utilisent ces mots dans leurs vies. Il y a ~~des temps~~ Il peut y avoir les temps qu'on ~~les~~ et les ~~utilises~~ avec utilise avec ses parents et ça peut causer une mauvaise ambiance dans la maison. ~~ici~~, avec ~~les~~ gens dans ~~le~~ ~~jeunes~~ ~~deviennent~~ ~~plus~~ Aussi, c'est plus facile ~~de~~ pour les jeunes de disputer quand les mots a utilisé.

Les ~~est~~ célébrités aujourd'hui font les drogues aussi. Il y a plein des vidéos sur l'internet de les personnes connues qui font les drogues. Ça encourage les jeunes de ~~prendre~~ prendre les drogues ~~à~~ et ils deviennent dépendant. Ils échappent leurs vies par ~~les~~ ^{ces} moyens. ~~On~~ On ne fait pas leur ~~devoirs~~ ~~devoirs~~ devoirs et en plus, on ne peut pas ~~réussir~~ succéder à l'école. Quand on a dépendant de la drogues, comme le ~~B~~ tabac, on peut expérimenter les drogues dure, et aussi les drogues illégale. C'est très mauvais pour les corps de la jeunes, on peut mourir plus facilement ou on peut aller au prison ~~par~~ à cause de ~~les~~ ~~par~~ les drogues illégale. Ça peut détruire la vie des jeunes, mais ~~ça~~ ~~réflet~~ il y a aucun effet sur les célébrités.

~~Par~~ Pour conclure, je pense que c'est très mauvaise quand les jeunes sont fasciné par les ~~est~~ célébrités. Il sera

Les conséquences graves ~~s'ils la copient~~ ~~et~~ s'ils continuent de
les copier. On devrait apprendre la vie de leurs parents
au lieu de la célébrité, parce que c'est très difficile
pour les parents quand leurs enfants veulent copier les
personnes connues.



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Examiner Comments

This essay was of a suitable length. It was fairly average in most aspects. There is a rather vague, somewhat confusing opening, which ends by already giving a definitive answer to the question. Having expressed the view that the fact that young people tend to copy the actions of celebrities is a bad thing, the essay then deals only with this side of the issue. No penalty cap is put on a totally one-sided discursive essay. Treated on its merits such an essay can access the whole range of assessment and can gain the highest marks, if the arguments are made extremely well. However, this particular piece is not a convincing exposé of the viewpoint adopted by the candidate. The latter claims that the words of some songs are likely to lead young people to use bad language which can cause problems in the home. Some of this argument is a little difficult to follow. The candidate then puts forward the tenable idea that celebrities can influence young people into taking drugs. However, this then turns into a lengthy discussion of the effects of drug-taking in general with little link to the precise question. The paragraph does end with the slightly odd contention that drug-taking harms young people but has no effect on celebrities. The conclusion returns to the idea that interest in celebrities is a bad thing which can harm relationships between young people and their parents. There is thus some treatment of the subject but it is limited in scope. The essays has some shape but in the middle becomes somewhat rambling with little clear, relevant direction. For both Understanding and Response and Organisation and Development the essay was given a basic satisfactory mark of 8. The language is consistently flawed but it mostly communicates the desired message. The vocabulary is not very varied or ambitious but is adequate for the purpose. The essay consists mostly of simple sentences but there is some subordination and the candidate shows some ability to manipulate the language. There are quite a number of errors in the forms of the language, although these in themselves do not often impair communication. For Range and Application of Language the piece was awarded a mark of 5 and for Accuracy one of 3. The overall score for this essay was 24 out of 45.

Question 2 (e)

Rather surprisingly, since it was in opposition to a discussion on the environment, Q2f proved to be the most popular of the discursive titles. There was a slight fear that candidates might see it as an excuse to write a piece solely on the thorny issue of homosexual adoption, perhaps recycling material used for another part of the examination. Although this subject featured quite highly, not many candidates discussed gay adoption to the exclusion of everything else. Those who did so tended to produce rather limited essays. In advance of the paper being taken it was anticipated that candidates would commonly discuss IVF, unconventional methods of producing children and adoption by same-sex couples. The title was interpreted in other ways, however. Some candidates wrote about overpopulation. There was often a contradiction here. Many said that we needed to procreate for the human race to survive and then went on to describe the problems of overpopulation. China received a lot of mentions in this regard. Examiners were also surprised to find that many candidates took the title as an invitation to discuss some form of eugenics, an interpretation which was thought to be acceptable. Candidates generally accepted the right to have a child and talked of the joy and fulfilment which this could bring. They then contended that certain categories of persons should not be allowed to have children, presumably by government edict but the practicalities of such a ban were rarely discussed. It was alarming to find that collectively candidates would stop the following from procreating: smokers, drug addicts, the obese, women who have had an abortion, those who might pass on hereditary diseases, the poor, the over 50s, gays, single parents, the handicapped, social misfits, terrorists, those with a criminal record, depressed people, young girls, the homeless and those likely to harm children in some way. A few candidates confused the right to have a child with the choice of timing to start a family. This question certainly led to a lot of thought, some of which was rather confused and much of which was unexpected but all approaches were treated on their merits by examiners.

« Tout le monde devrait avoir le droit d'avoir un enfant »

Thèse

→ Nous sommes tous créés avec un instinct animal de nous reproduire

↳ ~~c'est~~ notre contre-nature

→ Avoir un enfant est une question beaucoup ^{trop} plus grande que pour que l'on puisse mettre en place des règles. Cela dépendrait de trop de facteurs.

↳ les enfants peuvent changer les gens, nous ne pouvons pas s'avoir avant qu'ils aient eu leur enfant si ils seront bon parents ou pas.

→ Peut créer beaucoup de peine et de regret

Anti-Thèse

→ Il faut penser à ce qui causera le moins de peine

↳ (famille pauvre, parents alcooliques ou toxicomane)

→ Les orphelinats sont déjà surchargés, si nous pouvons empêcher ~~de~~ d'en ~~pas~~ l'influence continue d'enfant déprivés pourquoi pas le faire ?

→ Partout dans le monde des enfants sont abusés, délaissés, mal nourris et désespérés. Ce sont ~~ce~~ ces enfants qui sont conduits aux crimes etc.

↳ ~~ce~~ les parents doivent pouvoir bien élever leur enfant.

Partout dans le monde des enfants souffrent ~~aux mains~~ de souffrir aux mains de leurs parents. Cette souffrance pourrait-elle être utilisée pour empêcher ~~et~~ certaines personnes d'avoir un enfant → de commencer une famille ?

En premier lieu il est important de ~~tous~~^{se} rappeler que ~~chaque~~ les humains sont tous créés avec un instinct animal de se reproduire. ~~Cette~~^{Cet} instinct est tout aussi ~~puissant et primordial~~^{fondamentale} que l'instinct de se ~~non~~^{non} nourrir, et ~~que~~ donc ~~enlever~~^{irait} le empêcher quelqu'un d'avoir un enfant ~~irait~~^{irait} contre les lois de la nature.

De plus il me semble ~~que~~^{qu'} avoir un enfant est une ~~question~~ décision trop personnelle, comprenant trop de facteurs différents, ~~pour~~ pour que l'on puisse affirmer que quelqu'un a ^{en} a pas le droit. Les circonstances changent ~~tant~~^{tellement} de personne en personne qu'il serait ~~impossible~~^{très difficile} de mettre en place des paramètres pour ^{déterminer} qui peut avoir un enfant et que ne peut pas.

En outre les enfants peuvent changer les gens et nous ne pouvons ^{pas savoir} ~~savoir~~ avant qu'ils aient eu leur enfant comment ils seront en tant que parents. Enlever le droit d'avoir un enfant ~~à~~^à ~~quelqu'un~~^{quelques gens} pourrait créer énormément de ~~dout~~^{douleur} peine chez ~~cette~~^{cette} personnes, et ~~cette~~^{cette} potentiellement pour rien.

Cependant, le ~~dout~~ regret de ne pas avoir eu un enfant et la ~~fondamentalité~~ ^{fondamentalité} de ce droit viennent-ils au-dessus de la qualité de vie de l'enfant ?

Il faut ~~d'abord~~ ^{d'abord} ~~en premier et premier~~ lieu que nous pensions à ce qui causera le moins de peine, ~~à~~ introduire un enfant dans une famille très ~~très~~ pauvre où il n'~~aurait~~ serait à peine ~~notre~~ nouveau, ou dans une famille de parents toxicomanes où il risque d'être maltraité, pourrait avoir de pires conséquences que ne pas ~~l'avoir~~ ^{l'enfant} ~~du tout~~ en premier lieu.

De plus, de nos jours les orphelinats sont surchargés, ~~et le nombre~~ avec une ~~influence~~ ^{influence} continue de ~~enfants~~ d'enfants déprivés et maltraités ~~si nous pouvions ou qui ont~~. Si ~~souffrir~~ nous avons les moyens ~~de~~ de diminuer ~~le~~ le taux d'enfants qui souffrent, pourquoi pas le faire?

Finalement, ce ~~se~~ sont ces enfants ~~déjà~~ délaissés, abusés et déprivés qui sont conduits à une ~~vie~~ vie de clandestinité puisqu'ils n'ont jamais connu de mieux. ~~Le fait~~ ~~qu'il existe~~ des parents qui élèvent ~~leur~~ enfant à penser que le crime est la seule ~~solution~~ suggère ~~que~~ ~~que~~ tout le monde ne devrait pas avoir le droit d'avoir un enfant. ~~Si~~ tout de

Si nous pouvions mieux contrôler qui a droit à un enfant, nous pourrions peut-être baisser ^{non seulement} ~~le~~ ~~taux~~ la souffrance infantile mais aussi ~~le~~ le taux de crime.

Pour en conclure, ~~bien~~ ~~pas~~ ~~avoir~~ ~~qu'il~~ ~~soit~~ ~~un~~ ~~enfant~~ est un droit bien que empêcher quelqu'un d'avoir un enfant va contre les lois de la nature,

~~pas tout le monde est capable d'élever un enfant~~
~~le fait que qu'il existe des parents qui élèvent leur~~
~~enfant à penser que le cas les parents doivent~~
être capable d'élever leur enfants dans de bonnes
conditions pour qu'il ne souffre pas, et qu'il ne soit
pas à mener à des activités clandestines quand
il grandit.



ResultsPlus
Examiner Comments

This is an example of an essay which concentrates on the idea that certain people should be prevented from having children. Unfortunately the essay is too long and the conclusion is lost. The candidate is moved by the suffering of some children to wonder whether parenthood should be denied to some people. Such a ban would be unnatural and difficult to implement. One can't decide if individuals will make good parents until they have children. This section becomes a bit repetitive and is probably responsible for the overall excess length. The safety of the child is paramount over the rights of adults, however, and the candidate mentions several undesirables who should perhaps not have children in the interests of the offspring they might create. The candidate has thus produced a balanced piece with some well expressed, cogent views on both sides and was awarded a mark of 12 for Understanding and Response. The essay is very logical and clear and, in spite of the fact that there is no conclusion which counts, a similar score was given for Organisation and Development. The language is very sound. The use of complex structures is ambitious, although a little clumsy in places. The vocabulary is varied and suited to the task. The forms of the French are very accurate. On the language grids the essay was awarded 8 and 4 respectively, giving a good overall total of 36 out of 45.

Un ^{des} arguments les plus communs contre l'idée que tout le monde devrait avoir le droit d'avoir un enfant est qu'une influence masculine et ~~un~~ féminine est essentielle pour l'épanouissement d'un enfant. Par exemple, si les couples homosexuels ~~personnes~~, garder ^{pourraient}

un enfant, ~~l'enfant~~ ^{l'enfant} n'aurait pas les deux influences. Cela pourrait ^{être un problème} surtout pour les filles avec deux parents masculins car les hommes ne peuvent pas ^{toujours} s'identifier avec les ^{problèmes des} filles alors c'est important pour elles d'avoir une mère.

~~De plus, l'Église Catholique croit qu'on ne faut pas qu'on~~
De plus, permettre tout le monde d'avoir un bébé n'est pas naturel. L'Église Catholique est d'accord avec cette opinion et elle ~~penche~~ ^{est} contre le VIF et la paternité ^{parentalité}, homosexuelle pour cette raison.

Cela dit, il est essentiel que tout le monde ait le droit d'avoir un enfant pour promouvoir une société égale. ~~Nous~~

~~avant~~ Il y a cinquante ans ~~notre~~
le monde était beaucoup moins ouvert
d'esprit alors interdire la ^{parentalité} paternité pour
tous serait une faire marche arrière.

En outre, bien que certains soient de
l'opinion que un bébé d'un couple
homosexuel ne ~~sera~~ grandira si bien

qu'un bébé d'un couple hétérosexuel
car il ~~trav~~^{n'a} pas les deux influences,
environ quarante pourcent de mariages
hétérosexuels se terminent en divorce et
il a été prouvé que les gens homosexuels
ont des relations plus stables. Donc
contrairement à l'idée répandue, un enfant
d'un couple homosexuel pourrait être
plus stable émotionnellement.

J'en viens à conclure que les avantages
de donner tout le monde le droit
d'avoir un enfant surpassent les
inconvenients. Il faut qu'on fasse tous
qu'on peut faire pour créer une société
égale pour s'assurer que notre monde continue
d'avancer.



This essay is of an appropriate length. It talks mostly about homosexual adoption but not exclusively, other relevant aspects are considered. The piece starts rather abruptly, going straight into a reason often put forward against the encouragement of gay adoption. The candidate mentions some other objections to everyone having children but does not really develop these points. On the other side of the issue the right to have children is seen as crucial in the desire to create an equal society. The argument then sticks mostly to reasons why homosexual couples should be allowed to adopt and some tenable ideas are put forward. The essay is a little limited but not totally one-tracked and for Understanding and Response it was felt that a mark of 12 in the 'good' category was justified. For Organisation and Development it was given 11. The essay is logical and clear, although it could have been structured and developed a little better in places. The vocabulary used is quite varied and appropriate. Some complex structures are deployed successfully. For Range and Application of Language the essay was awarded 8. The forms of the language are good for the most part, a few more frequent mistakes appear towards the end and overall for Accuracy the essay was thought to be worth 4 out of 5. A total of 35 was given to the essay as a whole.

Question 2 (f)

As expected, because of the specialist nature of the subject, Q2f proved to be the least popular of the four discursive essay possibilities. In fact, compared to the other three options, very few candidates attempted it. However, amongst the small number of essays seen there were some really excellent ones. It was generally accepted that works of art are part of the culture and heritage of the country of origin and perhaps should be returned there. However, recent examples of the destruction of art and architecture in the Middle East gave an opportunity for well-informed candidates to make a coherent case for keeping valuable, irreplaceable items in safer countries. In such places they were also likely to be enjoyed by a greater number of people. The Elgin Marbles were mentioned frequently but some candidates managed to illustrate their arguments with other examples of works of art. Many dealt succinctly with complex issues such as colonialism and the booty of war and they usually did so with insight and in appropriate language. Examiners expressed regret that they did not see more discussions of this subject. They had the impression that this question was usually tackled by more mature students. On the other hand it was also noted that works of art were often primarily seen as a source of profit through tourism, a sign perhaps of a predominantly materialist age.

De nos jours beaucoup de pays du monde, principalement les plus riches, possèdent ~~quelques~~ certains œuvres et trésors qui sont originellement d'autres pays. ~~ils~~ ~~peuvent être~~ Parfois ils sont reçus comme des cadeaux, pourtant un nombre significatif a été obtenu pendant les colonisations ~~comme~~ comme un symbole de victoire. ~~d'une~~ ~~guerre~~. Sans doute c'est un des thèmes les plus délicats d'aujourd'hui, parce qu'il existe un argument fort pour les retourner à ~~leur~~ leurs pays d'origine.

En premier lieu certaines personnes affirmeraient que les pays ont toujours leur culture et leur histoire, ~~est~~ même ~~si~~ s'ils ne possèdent pas ~~seulement~~ les objets représentatifs. En plus on ne doit pas oublier ~~les~~ ~~avantages~~ que c'est une bonne chose que les pays étrangers aient ces objets

pour montrer dans leurs musées, parce que par conséquent les gens d'autres pays peuvent apprendre de la culture et de l'histoire ~~de ces~~ ^{de ces} pays, sans avoir y aller.

D'autre part, il faut qu'on considère que les chef-^{artistiques}œuvres représentent une ~~aspect~~ dimension fondamentale de la ~~identité nationale~~ ^{culture} d'un pays, donc sans eux, un pays perd un aspect de sa ~~identité~~ identité nationale. En plus, ~~le~~ ^{le} tourisme grâce au patrimoine national constitue une source cruciale de fonds ^{gouvernementaux} ~~pour le~~ ~~gouvernement~~. c'est en fait exactement la raison ~~pour~~ pour laquelle les pays ne veulent pas le rendre, parce qu'ils en profitent. - Quelle injustice!

Pour conclure, je suis personnellement persuadée que la réponse dépend de chaque instance. Cela veut dire qu'alors que d'un point de vue moral on ~~devrait~~ ^{devrait} rendre ~~les~~ ~~trésors~~ ^{les} ~~trésors~~ ^{actuellement situés dans les musées anglais,} anciens d'Egypte, la Statue de la Liberté à New York ^{qui a été} un cadeau de la France, maintenant forme ^{une} partie de la culture et ~~américaine~~ du patrimoine : américain.



This essay was of an appropriate length. This was not one of the very best responses to this questions seen by examiners but it is very worthy. In the introduction the candidate states how some of the treasures in question have come to be in a country other than that of their origin and is aware that they pose a tricky dilemma. A couple of reasons are then given for leaving the objects where they are, the first one seems slightly tenuous. A similar number of reasons for sending them back, including the idea of generating revenue, are then put forward. The candidate gives a personal opinion in the conclusion and quotes a couple of examples, although not many would consider that an object given as a gift falls into the same category as those taken arbitrarily. The essay is logical and certainly has a clear shape, which makes it easy to follow. The points made are sound but could have been developed more tellingly. For Organisation and Development the essay was placed squarely in the 'good' category at 11. A similar score was awarded for Understanding and Response. The candidate certainly understands the question and its implications, even if the arguments could have been made more convincingly. The forms of the language are virtually without blemish and so the essay thoroughly deserves the award of the maximum score of 5 for Accuracy. The vocabulary is also quite impressive, it is appropriate to the subject matter and the candidate regularly finds exactly the right term. The French is perhaps not as naturally fluent as it might be but for Range and Application of Language the piece received 8 marks, giving a respectable, overall total of 35 out of 45.

Question 2 (g)

Whenever a question is set on the environment, many candidates are attracted by it and this year's Q2g was no exception. However, many did not study the wording of this specific question carefully enough. There were quite a few general essays on the environment and how it might be protected. Some essays discussed global warming at length, trying to assess whether it is a myth or reality. On the other hand, some candidates wrote exclusively about transport. Whilst this was reasonably relevant, such essays did not really respond to *avant tout* in the wording of the question. Cars commonly received most attention but there were quite a few considerations of air transport, particularly the growth of low-cost airlines. The clearest answers, which seemed to do full justice to the question, were those which agreed that transport, whilst having many advantages in the modern world, was a threat to the environment and then talked of possible measures to minimise these effects. They then proceeded to say that this was only half the picture and that other things needed to be done. Deforestation must be halted, industry had to be cleaned up and more efficient forms of energy had to be found, even small initiatives by individuals could make a difference. Linguists are not always scientists and some of the claims would not stand up to technical scrutiny. As always with this sort of question, a good deal of topic-appropriate lexis was deployed.

L'environnement est une chose très important
à la vie est nous devons protéger pour
faire les choses ~~correctement~~ correctement.
Une chose que tout le monde devrait faire est
repenser les attitudes de chacun envers les
transports, parce que les transports est la cause
principale de la pollution à les grandes
villes de tout le monde.

Personnellement, je crois que tout le
monde devrait faire choses pour éviter
la pollution et aussi pour vivre dans un
~~environnement~~ environnement plus sain
et meilleur. Par exemple, une chose que la
gens peut faire pour améliorer l'environnement
est le covoiture, le covoiture est un manière
très bon pour réduire la pollution, le covoiture
est avoir un voiture avec un autre personne
~~pour réduire la pollution~~. Un voiture pour deux
personnes est meilleur que deux voitures pour

deux personnes.

Une autre manière de protéger l'environnement est d'aller à pied ou en vélo, je pense que aller à pied ou en vélo a des avantages pour l'environnement et pour la santé. Si tu vas à pied tu fais le sport et aussi il n'y a rien de pollution pour l'environnement et en vélo aussi. C'est un bon idée pour les jeunes de faire une campagne pour inciter à les jeunes d'aller à pied ou en vélo à l'école ou avec les amis dans la rue.

Finalement, je crois que protéger l'environnement est ~~essentiel~~ essentiel pour l'avenir et pour la génération prochains, si les jeunes protège l'environnement, à l'avenir ce sera plus facile et tout le monde va ~~pour~~ aller à pied par la rue sans sans problème.



The length of this essay was at the lower end of the prescribed word count and a little more material could have been used. The content is very limited. The candidate contends that transport is very polluting and suggests two rather superficial remedies, car-sharing (presumably what is meant by *le covoiture*) and going by bicycle or on foot. There is nothing other than these vague recommendations, which are expressed in a laboured way. The conclusion puts forward the view that protecting the environment for the future is very important and opines that this can be done if everyone walks everywhere. The argument is just about relevant but it is limited, facile and shallow. For Understanding and Response this essay gained only 7 marks. The piece has a certain shape with a beginning, a middle consisting of two main points in two paragraphs and an end in a somewhat repetitive conclusion. Points are not well developed, however, and the ideas are expressed in a rambling fashion. For Organisation and Development the essay received a mark of 8. The forms of the language are consistently flawed and mistakes do at times compromise communication. For Accuracy a mark of 2 was awarded. There is a little useful vocabulary but quite a lot of lexical errors and repetition. The candidate demonstrates little ability to manipulate French successfully and for Range and Application of Language the essay received 4 marks, giving a modest overall total of 21 out of 45.

Question 3 (a)

As usual, relatively few candidates took up the Geographical Study option. It has been reported in the past that some who write on this topic have often not done sufficient detailed research and this was again the case this year. The specification clearly states that students are expected to demonstrate understanding of 'key people, events and issues that have impacted or are having an impact on the area'. It was obvious that quite a few students had done little or no work on a person who had had such an impact. A small number could say nothing at all on such a figure. Several others nominated someone but then could say nothing useful about any impact on the region. For instance, Zinedine Zidane was said to have been born in Marseille. There then followed a biography of the man chronicling all sorts of footballing achievements without a single further reference to his home city. More successful essays tended to write about local politicians and what they had done for their region. This sometimes became an account of everything which had happened in the area at a particular time without establishing much link to the figure under review. Attempts to answer the question using a literary or historical personality from a distant past were usually less successful.

A l'île Maurice, depuis l'indépendance en 1967, il y avait beaucoup de personnages importants, mais pour moi, il y a un personnage qui a eu le plus grand impact, positif et négatif. Naveen Ramgoolam, le ministre de l'île Maurice ^{entre} depuis 2006 et 2014. Les choses que il a fait pour le pays et magnifique cependant il est aussi un mauvaise personne.

Depuis 2006, Naveen Ramgoolam aide le pays beaucoup. ~~En 2007, il y avait une grande cyclone qui endommage le pays et tué quatre personnes et Ramgoolam aide beaucoup pour la réparation de les secteurs endommagés.~~ En l'île Maurice, il n'y a pas une religion actuelle pour le pays donc il y a une mélange des cultures et traditions dans le pays. 49% de habitants et hindou, 26% ^{sont} est christianisme et, 17% sont Islam musulmans et il y a

80% sont les autres religions. Il était difficile
mais Ramgoolam ~~créés~~^{apportés} beaucoup de paix
entre les religions. Il créé beaucoup des sites
religieuses pour tout les religions. Pour le hindous,
il ya le Shiv Mantra, une grande temple
pour les musulmans, il ya les masjid et
Al-Aqsa et il ya aussi beaucoup d'églises
~~en environ~~ autour de l'île Maurice. ~~Les~~
Ramgoolam a donné tout le religion un
site religieuses parce que il est essentiel que
~~to~~ ils gagnent la même benefits, pour
evader la guerre. ~~entre~~

Mais en 2013, le gouvernement, et les
habitants de l'île Maurice trouvent que
Ramgoolam prene plus de trente million
~~Ramgoolam~~ rupees sans permission. Immédiatement
la policiere a commencé à investigé la
problème. ^{et} En 2013 tôt de 2014, Ramgoolam
était aller au prison. Anerood Jugnauth
gagné les elections et beaucoup des gens à
l'île Maurice pense que il ameliorera les
pays massivement dans le futur.

Ramgoolam aide les pays beaucoup entre
les temps que il était ministre. Il apporte
beaucoup de paix entre une grande mélange
de religion dans le pays. ~~mais~~, A la même temps,
il n'aide pas.



If one discounts proper nouns and dates, as is done in Section C essays, this piece is slightly short. The candidate has chosen a suitable figure connected to a chosen region which has a sizeable francophone community. This person's efforts to bring religious harmony are dealt with, albeit in a way which might have been more concise. The essay then tends to become narration of a biographical nature which centres on the person's demise as a result of involvement in corruption. The impact on the region is, therefore, a little limited in scope but some tenable information is given and for Reading, Research and Understanding the piece was felt to be adequate and a mark of 17 out of 30 was given. The essay was reasonably well ordered, if somewhat patchy. Points could certainly have been made more cogently. For Organisation and Development the essay was awarded 6 out of 9. The language is patently not without fault but it conveys the message adequately and for Quality of Language a mark of 4 out of 6 was deemed appropriate. This gives a total of 27 out of 45.

Question 3 (b)

Of the first three areas of study possible in Section C of the paper, History was again the most popular but it was still way behind Literature and the Arts in terms of numbers of subscribers. The Occupation was once more overwhelmingly the most common period of history chosen. Whatever question is set in the area of Historical Study, the vast majority of candidates who study the Occupation choose to write about the armistice signed by Pétain and Hitler. They then proceed to write about the whole of the Occupation in very general terms, an approach which leads to superficial treatment. In this instance the signing of the armistice was an event, not strictly a political or social problem in itself. Better essays focussed on a more specific aspect of the era which could properly be described as an issue or problem. Candidates were then able to go into more depth and detail as opposed to those who included a general list of hardships with no development. Relatively few candidates wrote very explicitly about impact on the population, most were content to let the reader infer the effects on people from the narration of the problems. Candidates should not acquire a fixed amount of knowledge of a period and expect to tailor this body of information to any question they might encounter.

" Décrivez et commentez l'impact d'un problème politique ou social sur la population pendant la période que vous avez étudiée. "

L'exode ~~Le STO~~ ~~Pétain~~
 8-10 million 110 000 morts militaires enrôlement
 10 mai - 14 juin 1940 Décrivez →
 Strasbourg Commentez →
 Germanisation de l'Alsace
 soif, faim

Intro: justifier ; contexte ; exode ; Seconde Guerre Mond.

P1: contexte - 10 mai - 14 juin 1940 s'échapper à la Wehrmacht / occupation nazie

P2: effets se divisent en deux cat. 1ère - morts, faim, précarité, pauvreté
 2ème - effets sur la pop. qui restait - difficile de gérer la population
 1. Sud 2. Nord.

P3: commentaire: désastre national
 déplacement à une échelle inédite

"Décrivez et commentez l'impact d'un problème politique ou social sur la population pendant la période que vous avez étudiée."

Dans le contexte de la Seconde Guerre Mondiale, l'événement de l'Exode a été un des problèmes sociaux les plus difficiles pour la population française.

L'Exode ^{était} un mouvement de peuple à une échelle énorme pendant la Débâcle, qui a duré du 10 mai 1940 à 14 juin 1940. Environ 8-10 millions de personnes se sont ~~mis~~ exilées du nord de la France et de la Belgique vers le sud. La plupart d'entre eux essayait d'échapper à la ~~libération~~ Wehrmacht et souvent ils n'avaient pas de but.

L'impact de l'Exode ^{sur la} ~~de~~ population se divise en ^{trois} ~~deux~~ catégories. Premièrement, les effets directs sur les exodés étaient tragiques. Presque chacun vivait sous le seuil de la pauvreté et beaucoup d'entre eux mourraient de faim et de soif. Si on y ajoute le fait que la Blitzkrieg, la stratégie allemande était brutale et efficace, les exodés en général étaient la démographie française ~~la plus~~ qui a souffert le plus de ~~la~~ précarité.

La deuxième catégorie sont les effets sur les habitants du sud de la France. Le sud a été touché socialement par une surpopulation et ainsi par le manque des ressources. ~~par un excès de réfugiés du nord. Il était difficile pour le gouvernement de gérer~~ Troisièmement, le manque de population dans les


régions du nord de la France a facilité ~~leur~~ à l'occupation nazie d'en mieux profiter de ces régions. Par exemple, l'Alsace a été soumise à une germanisation forcée, et à l'enrôlement dans la Wehrmacht. Les départements du Nord et de Pas-de-Calais ont rejoint le gouvernement de la Belgique. Comme résultat, la région d'Alsace a de nos jours plus d'influence allemande qu'avant la guerre.

~~Cet impact sur la population française signifie ^{un} le changement social dans la population de la France à une échelle sans précédent. À mon avis, le déplacement d'un quart de la population l'exode et ses effets malheureux sont une tragédie française les plus grandes tragédies dans l'histoire de la France.~~

L'Exode L'Exodo

L'Exode français du nord vers le sud

L'impact de l'Exode sur la population française signifie un changement dans la population à une échelle sans précédent. En plus, ces changements ont touché la France partout, non seulement dans la zone occupée. Comme résultat, je considère les effets de l'Exode comme la transformation sociale la plus importante dans l'histoire de la France.



ResultsPlus
Examiner Comments

This is a very direct answer to the question. The introduction nominates the 'exode' as the aspect under consideration, perhaps strictly an event by the candidate's own admission but one which certainly gave rise to several issues. These are dealt with systematically by the candidate in a very clear way. The candidate shows good knowledge and the essay is organised and developed very effectively. There are a few minor blemishes in the language but it communicates completely. The essay was awarded the excellent score of 27 - 9 - 6.

Question 3 (c)

The option of studying Aspects of Contemporary Francophone Society was again taken up by very few students. 'Contemporary' has been defined in various previous reports as pertaining to approximately the last twenty years. A few candidates wrote about subjects which could more properly be termed historical. Immigration remained the favourite topic amongst the relatively small number of candidates who selected this area of study. Other subjects included laicity, euthanasia, the electoral success of the Front National, unemployment and gay marriage. It is very easy for such material to develop into a discursive essay which could apply to anywhere. Candidates who select this option should be constantly reminded of the need to link it to a francophone context and to illustrate it with references to the same context. Examiners often got the impression this year that some of the subjects had not been researched through French material or in relation to France or to another francophone community.

L'aspect de la société contemporaine francophone contemporaine que nous allons étudier est "le mariage pour tous", qui a causé beaucoup de débats et de controverses, notamment des points de vue politique, religieux, et même éthique.

Tout d'abord le sujet a beaucoup été critiqué d'une part et accepté d'autre part sur la scène politique française. Le président actuel (français hollandais) en a même fait un élément majeur de sa campagne électorale, en promettant donc que le mariage pour tous serait accepté si celui-ci était accepté. S'assurant ainsi un grand nombre de voix.

Ensuite le mariage pour tous a créé beaucoup de polémiques et a fait causer beaucoup d'émotions par rapport à la religion. En effet pour beaucoup de personnes croyantes, il est impensable que deux personnes du même sexe s'unissent pour

la vie, et que cela soit fait de manière légale. Ceci vaait totalement à l'encontre de tous feates religieux, qu'ils soient musulmans, juifs, orthodoxes ou chrétiens. Ceci a donc causé beaucoup de manifestations à travers la France, afin de s'opposer à cette décision.

Enfin, le mariage pour tous a également soulevé des questions éthiques. Du fait que nous vivons dans une société où l'homme se marie avec la femme et vice versa, il était donc impossible pour bon nombre de citoyens français de déroger à la règle. Cela lui étant donc fermés par rapport à leur type de visions de la vie. Pour grand nombre de personnes, ce n'était ni une question politique, ni une question religieuse mais uniquement une raison éthique, dans laquelle par exemple un enfant doit avoir une mère et un père.



ResultsPlus

Examiner Comments

This essay obeys the rubric concerning word count. The subject matter chosen is very suitable for study in this area. The introduction rightly says that gay marriage has proved to be very controversial in France. The second paragraph repeats this idea, adding that support for it was included in the socialist manifesto in the presidential elections. The essay carries on in the same vein, constantly claiming that gay marriage has divided opinion but giving virtually no detail of the support for both sides of the argument in France. Protests and demonstrations are mentioned but without any development as to their nature in France. As the essay progresses it takes on more and more the attributes of a discursive essay. Any linking to France and contemporary society there has all but disappeared. As a Section C essay this was considered to be limited with little evidence of appropriate reading and research apparent. For Reading, Research and Understanding a mark of 12, at the top end of 'limited' was given. On its own terms the essay has some shape, the material is organised and developed in an adequate way and a mark of 6 was awarded. The language used is excellent and a maximum mark of 6 was given, in spite of shortcomings in other areas. Overall the essay received a mark of 24 out of a possible 45.

Question 3 (d)

The Literature and the Arts part of Section C was again by far the most popular. There was about an equal split between books and films. Amongst the latter *La Haine*, *Intouchables*, *Les Choristes*, *Au Revoir les Enfants* and *Amélie* featured quite highly. *Un Sac de Billes*, *L'Etranger* and *L'Avare* were the most commonly offered texts.

This year's question was designed to target 'setting' one of the four areas on which questions can legitimately be set. Of course other aspects, such as characterisation, theme and style could also be mentioned, as long as they were linked to setting, and were indeed welcomed.

In practice this question did not turn out to be particularly felicitous, since there were commonly several interpretations made by candidates, other than the one intended. There was no instruction in the question to choose a particular scene or to concentrate on special passages but some candidates elected to do this, instead of focussing on the whole work. This was accepted as long as the main attention was directed at setting.

Some texts lent themselves to socio-historical treatment of background, such as colonial Algeria in *L'Etranger*, the state of the banlieue in *La Haine*, World War Two Occupation in a series of books and films and 17th century France in Moliere plays. This was also felt to be legitimate, if concentration was on the work, and this approach led to some very good essays.

A considerable number of candidates centred their attention on the word action in the title. They tried to say where this takes place in the work, as if action does not constantly occur. These essays often tended to deteriorate into aimless narrative. Examiners were fairly tolerant of various responses to the question but it could not be ignored that a key word, (perhaps the key word in the wording of the question) was 'where'.

Whichever approach was adopted, candidates were also required to analyse the success of the illustration. All too often the evaluation amounted to the bald claim that the illustration was well done with no further development or treatment.

The best essays were again those which showed good quality of illustration, where references were used appositely to illustrate points and not inserted haphazardly in a spurious attempt to demonstrate gratuitous knowledge. The language used was on the whole perfectly acceptable. It was in a correct register and it was accurate and fluent enough to convey the desired message readily.

Cette année j'ai étudié le film
~~Intouchables~~
'Intouchables', écrit et réalisé par Olivier
Nakache. Le film se déroule à
Paris où l'on découvre les deux
styles de vies très différents de Philippe

et Driss.

h

La majorité du film ~~est basé~~ est basé dans l'appartement de Philippe, un tétraplégique qui vit au centre de Paris.

Pendant la deuxième séance du film, Magalie, ~~fait~~ une des ^{aides soignantes} ~~servantes~~ de Philippe,

fait visiter l'appartement à Driss. On y découvre énormément de tableaux ~~et~~ des salles de bains luxueuses et de grands salons

où on lieu les concerts privés de musique

classiques ~~pour~~ Philippe. Aux alentours de

~~la~~ ^{en} quarantième minutes du film, Philippe

se réveille la nuit ^{hautant} ~~souffrant~~ ~~de~~ ~~de~~

~~pour~~ et en réclament "de l'air!". Driss

l'emmène se promener au centre de Paris

où son ~~député~~ Nakache nous ~~montrant~~ présente

encore ^{la ville} ~~Paris~~ d'un point de vu 'riche' en

montrant des femmes rentrant en taxi à

quatre heures du matin et des restaurants

classe servant des ^{fondants} ~~bonbons~~ au chocolat. ~~et~~

Cependant, la vie que mène Driss en ^{banlieue} ~~banlieue~~ parisienne est complètement différente.

Nakache ~~plus~~ dévoile ~~par~~ la pauvreté qui

qu'il existe aussi dans ^{la} ~~cette~~ capitale

Française en montrant ~~la~~ ~~différence~~ l'appartement

minuscule dans lequel vit Driss

avec ses nombreux cousins ^{cousines} ~~et~~ ~~cousines~~

depuis qu'il a été ^{adopté} adopté par sa tante.

Il n'y a pas assez de places, ni d'eau
chaude, ni de nourriture. On y dit Nakache
problèmes
montre aussi les dangers qui ~~se~~ ^{pe} qui
font parti de la vie quotidienne des ~~ceux~~ ^{habitants de} comme
la banlieue
Driss, comme la drogue et les sectes.

Pour conclure Je trouve qu'Oliver Nakache illustre
très bien les lieux au ~~se~~ ^{du} ~~début~~ ^{de} ~~de~~ ^{film}
en montrant la différence extrême
que l'argent ^{peut créer} ~~crée~~ dans la vie de deux
personnes qui vivent ~~au même~~ dans la même
ville. Néanmoins, le réalisateur prouve que
l'argent ne comble pas le vide dans la
vie de Philippe depuis qu'il a perdu sa femme
malgré tout
et que Driss a nettement plus de joie de vivre.



This essay is of an appropriate length. The essay is on *Intouchables*, a film which has enjoyed increasing popularity with candidates over the last couple of years. The succinct introduction explains the dual setting on which the candidate intends to concentrate. The essay then proceeds to deal in some detail with the two contrasting worlds in which the main protagonists move. What is said is very relevant and the comparison is well brought out. There is a little linking with theme and finally the candidate states that the difference in milieux has been well handled. Apart from this rather bald statement, there is no other treatment of how the setting has been dealt with. The weakness in the essay is this lack of analysis of the illustration. However, good detailed knowledge of the film is shown, which deals pertinently with the question of setting. It was felt that for Reading, Research and Understanding it could just get into the 'good' category and the essay was given 19. The essay is very logical and clear. It deals with one setting and then the contrasting other one, and this is very easy to follow. The essay also has good shape and for Organisation and Development it received 7 out of 9. The language has a few errors but they do not in any way detract from communication and for Quality of Language the piece gained 5, giving a total for the essay of 31.

L'action, dans L'Étranger d'Albert Camus, se déroule dans la ville d'Alger. Capitale de l'Algérie française de l'époque, la ville se caractérise par sa plage, ses maisons blanches, sa chaleur, étouffante et la cohabitation de deux populations : les Arabes d'un côté et les Français, colons, de l'autre.

Le lieu d'ancrage de l'action a beaucoup d'importance dans le roman et Camus exploite largement les caractéristiques de la Ville

Blanche dans son œuvre. Tout d'abord parce qu'il met ~~en~~ ^{l'absurde} service le fait ~~que~~ ~~est~~ l'existence d'Alger elle-même, îlot français à l'écart de la France métropolitaine ~~est~~ ~~au~~ service d'un thème du roman qui est l'Existentialisme. Pour les existentialistes (dont Meursault, le personnage principal, est un parfait représentant), la vie n'a pas de sens, et les sentiments d'ambition et d'élevation spirituelle n'ont pas de réel lieu d'être au vu de l'échec.

La plage et la chaleur en elles-mêmes sont déjà exploitées doublement. Leur premier usage est qu'elles symbolisent le plaisir et la jouissance des sens, seuls buts de la vie selon la philosophie existentialiste dont ce roman se veut ~~le~~ représentant. C'est en effet sur cette plage et baigné dans cette chaleur que Meursault raconte éprouve du plaisir lorsqu'il se baigne avec son "amante qu'il n'aime pas", (encore une fois, l'amour ne veut rien dire pour les existentialistes) Marie Cardona.

Dans le roman, les moments sur la plage sont toujours décrits de façon centrée sur les sensations physiques. Mais la plage et la chaleur revêtissent aussi une portée narrative importante car c'est "l'air enflammé" et "le reflet du glaive [de l'Arabe] qui fouille [ses] yeux

douloureux" qui vont, pour Meursault, déclencher ^{le} ~~son~~ passage de la gachette et la meurtre de l'Arabe. Cet événement, qui marque la fin de la Première Partie du livre, constitue la pierre angulaire narrative du roman et par conséquent est très important.

D'un autre côté, la cohabitation des populations de colons et colonisés revêt aussi une importance capitale dans le roman.

D'abord, parce que cette cohabitation pas toujours facile cause des remous et des rebondissement dans l'action, comme la brutalisation de la prostituée arabe par Raymond Sintes ou encore les altercations avec les Arabes sur la plage. Ces événements sont clé à l'action et n'auraient jamais pu se passer en France, par exemple, ou, en tout cas, ils n'auraient pas eu la même valeur. De fait que aucun Arabe n'est désigné par un nom propre, mais toujours sous le nom générique d'Arabe participe aussi à la dénonciation par Camus du colonialisme et du mépris des colons sur les populations colonisées.

En conclusion, nous pouvons dire que dans son roman L'Étranger, Albert Camus fait bon usage de sa connaissance de sa ville natale d'Alger pour ~~être~~ agrémenter son roman de symboles ~~et~~ d'éléments narratifs puissants, et de dénonces des injustices et problèmes sociaux propres à la ville d'Alger et à l'empire colonial français en général.



Without counting direct quotations and proper nouns, this essay is still unfortunately a little long, which means that it loses its conclusion. Otherwise this is a very good response to the question. The setting is clearly described in the introduction. The candidate has a mature appreciation of the dual effect on Meursault of the sun, the beach and the sea. It then adopts a socio-historical approach which is closely linked to the work. As in virtually all other essays seen on this text, the change of setting to the courtroom and the prison in the second half is not documented. Analysis of the illustration is implicit, rather than explicit. However, notwithstanding these slight imperfections and, conscious of the limited space available, it was felt that this essay could be placed in the top box of the first assessment grid and gained 26 for Reading, Research and Understanding. The missing conclusion detracted a little from the essay but it read very fluently up to this point and was given 8 out of 9 for Organisation and Development. The French is very good, it communicated well and, in spite of a small number of blemishes, it was awarded 5 out of 6. This essay, therefore, gained the very good score of 39 out of 45.

Paper Summary

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

- Try to identify major grammatical elements used in Q1 and render them correctly.
- Convey the essential meaning of the passage in Q1.
- Check their work carefully for errors.
- Pay attention to the presentation of their written work to ensure that the forms of the language are clear and that lengthy pieces of French are easy to follow.
- Read the essay titles very carefully to appreciate the implications of the question and respond to the full question, if there are several parts to it.
- Obey the word counts in both types of essay.
- Resist the temptation to 'mix and match' questions in Section C, ie, not to study a topic in one area and try to answer a question on it taken from a different area.
- Not to attempt a type of essay for which candidates have not been prepared.

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>

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