



Pearson

# **Mark Scheme (Results)**

Summer 2018

Pearson Edexcel GCE  
In Russian (9FR0) Paper 3A

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please visit our website at [www.edexcel.com](http://www.edexcel.com).

Our website subject pages hold useful resources, support material and live feeds from our subject advisors giving you access to a portal of information. If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask the Expert email service helpful.

[www.edexcel.com/contactus](http://www.edexcel.com/contactus)

### **Pearson: helping people progress, everywhere**

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2018

Publications Code 9FR0\_3A\_1806\_MS

All the material in this publication is copyright

© Pearson Education Ltd 2018

### **General Marking Guidance**

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

## GCE A Level French

### Paper 3 mark scheme

For this paper, there are a number of levels-based mark schemes to be applied to each task.

#### General guidance on using levels-based mark schemes

##### Step 1 Decide on a band

- You should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the level and then use the variability of the response to help decide the mark within the level, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

##### Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

#### Guidance on timing of the speaking assessment

The speaking assessment should last between 16 to 18 minutes. The timing of the assessment begins with the candidate's first utterance in relation to Task 1. Once the maximum stipulated assessment time has passed, the teacher-examiner must bring the assessment to a natural end, allowing the candidate to complete their last sentence.

You must **stop** marking at the end of the sentence once the maximum assessment time has passed, even if the recorded conversation has gone beyond the maximum time

## Task 1 – Discussion on a theme

Three mark grids are applied to task 1:

- knowledge and understanding of society and culture (AO4)
- accuracy and range of language (AO3)
- interaction (AO1).

**The knowledge and understanding of society and culture mark grid** assesses the students' ability to communicate information about and demonstrate appreciation of different aspects of culture and society related to the countries/communities where the language is spoken. They are also assessed on their ability to respond critically and analytically to different aspects of the culture and society by selecting relevant material, presenting and justifying points of view, developing arguments, drawing conclusions based on understanding and evaluating issues, themes and cultural and social contexts.

When deciding how to reward an answer, examiners should consult both this mark grid as well as the **AL speaking task 1: indicative content** at the end of the mark scheme, which is associated with each question. Indicative content contains points that students are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points, as long as students provide alternative responses that fulfil the requirements of the question.

### Knowledge and understanding of society and culture (AO4)

| Marks | Description  |
|-------|--|
| 0     | No rewardable material.  |
| 1–3   | <ul style="list-style-type: none"><li>• Occasionally relevant, straightforward ideas, mostly generalised, occasionally supported by information/examples/references; frequent loss of focus on the cultural and social context.</li><li>• Occasional evidence of analysis; points of view are given with limited justification, arguments may be made but not developed, occasionally leading to straightforward conclusions that may be contradictory; mainly relies on description rather than analysis.</li></ul> |
| 4–6   | <ul style="list-style-type: none"><li>• Relevant, straightforward ideas sometimes supported by information/examples/references; some loss of focus on the cultural and social context.</li><li>• Some analysis of the cultural and social context is evident, with straightforward arguments and points of view which are sometimes developed and justified, sometimes drawing straightforward conclusions; relies on description rather than analysis in places.</li></ul>  |
| Marks | Description  |

|       |   |
|-------|---|
| 7-9   | <ul style="list-style-type: none"> <li>• Relevant, occasionally perceptive ideas frequently supported by pertinent information/examples/references; focus predominantly maintained on the cultural and social context.</li> <li>• Analysis of cultural and social context demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions.</li> </ul> |
| 10-12 | <ul style="list-style-type: none"> <li>• Relevant, perceptive ideas consistently supported by pertinent information/examples/references; consistently focused on the cultural and social context.</li> <li>• Analysis of cultural and social context demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions.</li> </ul>                          |

### **Additional guidance**

***Perceptive:*** demonstrates an in-depth understanding by making connections between ideas and information; goes beyond the standard, predictable response; shows insight/originality.

***Ideas*** include thoughts, feelings, impressions, opinions.

***Straightforward ideas, arguments, conclusions,*** are deemed to be those that give the standard, predictable response.

## Accuracy and range of language mark grid

This mark grid assesses students' ability to use a range of grammatical structures and vocabulary in order to produce articulate communication with a range of expression. It also assesses students' ability to apply grammar and syntax accurately and accuracy of pronunciation.

### Accuracy and range of language (A03)

| Marks | Description   |
|-------|---|
| 0     | No rewardable language.   |
| 1-3   | <ul style="list-style-type: none"><li>Limited variation in the use of grammatical structures and vocabulary, limited or repetitive use of complex and idiomatic language, occasional variation of expression; communication is sometimes restricted/stilted.</li><li>Limited sequences of accurate language; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed.</li><li>Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.</li></ul> |
| 4-6   | <ul style="list-style-type: none"><li>Some variation in the use of grammatical structures and vocabulary, with use of some repetitive complex and idiomatic language, resulting in some variation of expression; some sequences of articulate communication.</li><li>Accurate sequences of language, resulting in some coherent speech; sometimes errors occur that hinder clarity of communication.</li><li>Pronunciation and intonation are intelligible though sometimes inaccurate.</li></ul>   |
| 7-9   | <ul style="list-style-type: none"><li>Frequent variation in use of grammatical structures and vocabulary, including examples of complex and idiomatic language, resulting in frequent variation of expression and frequent sequences of articulate communication.</li><li>Accurate language throughout most of the conversation, resulting in generally coherent speech; errors occur but rarely hinder clarity of communication.</li><li>Pronunciation and intonation are intelligible and mostly accurate.</li></ul>                    |
| 10-12 | <ul style="list-style-type: none"><li>Consistent variation in use of grammatical structures and vocabulary, including different types of complex structures and idiomatic language, expressing ideas in a variety of ways, resulting in articulate communication.</li><li>Accurate language throughout resulting in coherent speech that is immediately understandable; any errors do not hinder clarity of the communication.</li><li>Pronunciation and intonation are accurate, intelligible and authentic sounding.</li></ul>          |

## Additional guidance

**Complex language** is considered to include the following:

- conceptually challenging tenses such as the pluperfect, future perfect
- passive voice
- subjunctive mood
- use of relative pronouns
- using extended sentences to express abstract ideas/convey justified arguments that require a range of lexis and structures, for example conjunctions and pronouns
- using synonyms and a variety of expressions to say things in different ways
- all grammar and structures included in the grammar list that are specific to A Level.

**Variation in use of grammatical structures and vocabulary:** the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. Examiners should judge in which mark band to place students and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become, (see definition of *articulate* below).

Examples of a variety of grammatical structures and vocabulary are: a selection of different verbs, tenses, adjectives, vocabulary and complex language (see above for definition of complex language) for a variety of purposes such as to present and justify points of view, develop arguments, draw conclusions based on understanding and evaluating issues.

**Articulate:** articulate communication is fluent, effective and coherent as students control/manipulate the language to express with some ease what they want to say for a number of different purposes. If students are restricted by their language skills they may not be able to express themselves for all purposes, for example to develop arguments.

**Errors:** students are not expected to produce perfect, error-free speech in order to access the top band. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity:**

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood) or errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.



Errors that **prevent meaning being conveyed**:

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person or the verb
- mother-tongue interference.

**NB:** these are provided as examples only and do not constitute a finite list.

## Interaction mark grid

This mark grid assesses students' ability to interact with the examiner by giving relevant responses based on what they have heard, by initiating communication and eliciting points of view.

### Interaction (AO1)

| Marks | Description  |
|-------|--|
| 0     | No rewardable material.  |
| 1-2   | <ul style="list-style-type: none"><li>• Interacts with occasional spontaneity to some questions and statements, but requires frequent prompting; occasionally able to sustain the conversation, using communication strategies if necessary; frequent hesitation.</li><li>• Occasionally initiates communication but development often relies on the examiner's lead; may elicit points of view/check for understanding, though this may appear contrived.</li></ul>                                 |
| 3-4   | <ul style="list-style-type: none"><li>• Interacts spontaneously for extended sections of the conversation, responding mostly with assurance but needing occasional prompting; able to sustain most of the conversation, using communication strategies if necessary; occasional hesitation.</li><li>• Initiates communication by frequently taking the lead to develop the conversation; elicits points of view/checks for understanding although occasionally at an inappropriate moment.</li></ul> |
| 5-6   | <ul style="list-style-type: none"><li>• Interacts spontaneously throughout, responding with assurance to questions and statements; able to sustain conversation throughout, using communication strategies if necessary; minimal hesitation.</li><li>• Initiates communication by consistently taking the lead to develop the conversation; elicits points of view/checks for understanding naturally and appropriately at different points in the conversation.</li></ul>                           |

### Additional guidance

***Interacts spontaneously:*** responds to questions and statements that arise as a natural part of the conversation; gives a relevant, impromptu response based on what they have heard.

***Communication strategies:*** strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

**Elicit points of view/check for understanding:** as part of the language of genuine discourse, students are required to engage the examiner in the conversation by asking for their points of view and checking that their own point of view has been understood. They are expected to do this throughout the oral assessment at appropriate points during the conversation. This constitutes questions such as:

- *'Seriez-vous d'accord avec moi?'*
- *'N'est-il pas correct de penser que...?'*
- *'Peut-on dire que...?'*
- *'Que pensez-vous de...?'*
- *'Est-ce que vous me comprenez?'*

**Speaking Task 1 – Indicative content** Indicative content is not exhaustive. Students should be rewarded for any valid response and may draw on a wide range of ideas or opinions.

**Task 1 Stimulus FR1**

| Statement | Indicative content  |
|-----------|---|
| <b>A</b>  | <ul style="list-style-type: none"> <li>• Women have the vote and can stand for political office.</li> <li>• Their role is no longer determined by their biology thanks to the pill and abortion laws.</li> <li>• They are not as dependent on men, thanks to increased educational and work opportunities; also, divorce has become easier to obtain.</li> <li>• They can have their own bank accounts and can make decisions regarding family money matters.</li> </ul>  |
| <b>B</b>  | <ul style="list-style-type: none"> <li>• Gay couples can marry but not in church.</li> <li>• They can adopt but problems surrounding assisted parenthood or surrogacy are still to be solved.</li> <li>• Opponents want the EU to rule that marriage can only be between a man and a woman and that a family is based on biological links.</li> <li>• They are fearful it could open the door to “incestuous” marriages and polygamy, saying, “if marriage between 2 men is justified on the basis of love why not between a father and daughter or brother and sister?”</li> </ul> |

## Task 1 Stimulus FR2

| Statement | Indicative content   |
|-----------|--|
| <b>A</b>  | <ul style="list-style-type: none"><li>• Students have to repeat the year they have just completed if their marks are not good enough to proceed.</li><li>• Their self-esteem may be affected and they may even drop out.</li><li>• Opinion is divided – <i>redoublement</i> is popular with parents and teachers but not with educationists.</li><li>• In general, it is not seen as a bad thing by the majority of students but a sizeable minority of those who went through <i>redoublement</i> admit they thought about giving up altogether.</li></ul>  |
| <b>B</b>  | <ul style="list-style-type: none"><li>• France was out of step with the rest of the developed world with a working day that was too long and days worked too few – 7 weeks on 2 weeks off.</li><li>• France has a poor ranking compared to other OECD countries in respect of reading at CM1.</li><li>• Reaction is divided. The children of single-parent families are adversely affected and there are complaints that 5 days of early rising affects children’s health and the extra-curricular activities add to this tiredness.</li><li>• Most criticism is around how the measure was introduced; highlighting the lack of competent personnel, inappropriate premises, under-investment and the fact that the measure was not applied everywhere.</li></ul> |

### Task 1 Stimulus FR3

| Statement | Indicative content   |
|-----------|--|
| <b>A</b>  | <ul style="list-style-type: none"><li>• They are mostly employed in lower status jobs, especially if they have children or are not very well qualified.</li><li>• The work is often part-time because of their other responsibilities.</li><li>• Their career pathway is adversely affected by having children and other family responsibilities.</li><li>• Their working life is generally shorter overall than the men's, affecting their pension.</li></ul>   |
| <b>B</b>  | <ul style="list-style-type: none"><li>• It was claimed that the measure would create more jobs, especially in the leisure industries and the work/life balance would be better, benefitting younger families.</li><li>• However, generally productivity has suffered because although productivity per worker has gone up fewer hours are worked overall.</li><li>• There is a problem regarding overtime being restricted.</li><li>• Opponents say there are better ways of creating more jobs such as making it easier to get into work and reducing employers costs by reducing wages and on-costs.</li></ul> |

## Task 1 Stimulus FR4

| Statement | Indicative content   |
|-----------|--|
| <b>A</b>  | <ul style="list-style-type: none"><li>• It is mostly popular with the young and various styles of "rap" are popular with different demographics in France.</li><li>• "Rap" in France is largely associated with disaffected youth who want to overthrow the system and is particularly critical of the police.</li><li>• It creates division between youngsters from an immigrant background and those from the native population.</li><li>• It represents a rejection of French cultural values through its support for violence, misogyny, egocentricity, materialism (bling).</li></ul>   |
| <b>B</b>  | <ul style="list-style-type: none"><li>• The French "chanson" - traditionally a poem set to music conveying an individual response to problems of a universal existential nature - is in decline. The goal of this type of song is not so much commercial success but more recognition as an artist.</li><li>• Most music is commercially oriented - an imitation of Anglo-Saxon pop songs (for teenagers) Jennifer etc. / R'n B / Rock (Johnny Halliday etc.) / Heavy Metal / (students)</li><li>• Themes are typically universal - teenage angst/lost love/unrequited love etc.</li><li>• "rap" and "rai" have influenced French music.</li><li>• Regional music festivals are very popular</li></ul> |

## Task 1 Stimulus FR5

| Statement | Indicative content   |
|-----------|--|
| <b>A</b>  | <ul style="list-style-type: none"><li>• In France, every person has the right to say what he or she thinks and to communicate their ideas freely, within limits.</li><li>• Certain restrictions exist, for example, where national security is concerned, law and order is threatened, individual privacy is involved and incitement to hatred or acts of terrorism is practised.</li><li>• Journalists agree to work within a certain ethical code – Munich charter.</li><li>• Freedom of the press and free speech are essential in a democracy but it is not without its consequences as Charlie Hebdo and the comedian Dieudonné show.</li></ul> |
| <b>B</b>  | <ul style="list-style-type: none"><li>• They promote communication and bring families together.</li><li>• They can influence political life as the Arab spring, the election of Presidents Obama and Trump showed.</li><li>• They make some things such as schoolwork and shopping easier.</li><li>• They expose people to undesirable attention/influences such as false news and create opportunities for criminal activity such as hacking, identity theft and grooming for sexual purposes.</li></ul>  |



## Task 1 Stimulus FR6

| Statement | Indicative content  |
|-----------|---|
| <b>A</b>  | <ul style="list-style-type: none"><li>• There can be a variety of reasons - commercial, cultural, political, recreational and educational.</li><li>• They can revive moribund areas or towns, especially rural ones, by creating jobs.</li><li>• They help to preserve local customs and traditions.</li><li>• Some of the features that may explain the success of a particular festival could be:- targeted appeal and marketing; quality performers; attractive, well-run and easily accessible sites; good administration and organisation.</li></ul>   |
| <b>B</b>  | <ul style="list-style-type: none"><li>• It destroys cultural identity – imposing foreign philosophies and practices such as fast food, 24/7 society, Sunday working, gig economy and zero hour contracts and disrupts traditional practices such as family meals and proper working hours.</li><li>• However, it brings wealth, leading to better education, health and raised standards of living with the result that people accept it.</li><li>• Some however reject it and this can lead to a backlash and an attempt to return to the good old days, examples of which might be folk groups, "l'exception culturelle française", Islamic fundamentalism.</li><li>• Laws can be brought in to protect people, such as the French decision to prohibit work-based emails after 6 o'clock at night.</li></ul> |

## Task 1 Stimulus FR7

| Statement       | Indicative content  |
|-----------------|---|
| <p><b>A</b></p> | <ul style="list-style-type: none"> <li>• Immigrants invigorate society, bringing fresh perspectives.</li> <li>• They provide younger, healthier workers, increasing the tax take whilst making fewer demands on public services.</li> <li>• Immigrants take on low paid essential work the French do not want to do in areas such as construction, road building, portering in hospitals, cleaning, factory work, hospitality all of which would struggle if there were no immigrants.</li> <li>• Immigrant influence is seen in the world of: <ul style="list-style-type: none"> <li><b>Food</b> (couscous / tagine etc.)</li> <li><b>Entertainment</b> (Raï / Rap - Gad El Maleh / Djamel Debouze / Isabelle Adjani / Charles Aznavour / Serge Gainsbourg / Coluche / Yves Montand / Serge Reggiani)</li> <li><b>Politics</b> (Nicolas Sarkozy / Rachida Dati / Myriamm El Khomri/Christiane Taubira / Pierre Moscovici)</li> <li><b>Sport</b> (Jo-Wilfrid Tsonga / Thierry Henri / Jean Tigana / Zinedine Zidane / Michel Platini)</li> <li><b>Arts</b> (Guillaume Apollinaire / Emile Zola / Paul Verlaine / Georges Pérec).</li> </ul> </li> </ul> |
| <p><b>B</b></p> | <ul style="list-style-type: none"> <li>• Their influence on entertainment in France is widespread: <ul style="list-style-type: none"> <li><b>Comedy</b> : Coluche / Gad el Madeh</li> <li><b>Film</b>: Isabelle Adjani / Djamel Debouze / Kad Merad</li> <li><b>Music</b>: Serge Gainsbourg / Charles Aznavour / Raï.</li> </ul> </li> <li>• Although they are visible in politics, they are missing from the upper levels of civil society, for example in the judiciary, police and politics.</li> <li>• The success of the immigrants mentioned above is due to their natural ability and talent as they come to prominence in fields where these attributes can flourish almost outside society (e.g. diplomas not needed) and where success depends more on individual talent and effort, rather than qualifications or networks.</li> </ul>   |

## Task 1 Stimulus FR8

| Statement | Indicative content   |
|-----------|--|
| <b>A</b>  | <ul style="list-style-type: none"> <li>• At the beginning of North-African immigration, attempts were made to integrate the new arrivals – Valéry Giscard D’Estaing set up the National Office for promotion of immigrant cultures; the “loi Stasi” encouraged integration; <i>Zones d’Éducation Prioritaires</i> were set up; Prime Minister Rocard offered an “integration contract”.</li> <li>• In the face of an apparent refusal to integrate, republican values have been imposed, reinforcing the principles of “laïcité” through restricting the wearing of the veil or the burqa and the ostentatious wearing of religious symbols, banning halal meat in school canteens, forbidding praying in the street, promoting sexual equality and banning sharia law.</li> <li>• Some say various governments have allowed immigrants to remain different and this has led to “communautarisme” with groups living apart and isolated in “ghettos” which creates ideal conditions for “radicalisation”.</li> </ul> |
| <b>B</b>  | <ul style="list-style-type: none"> <li>• Immigrants encounter various forms of discrimination when attempting to find a job, get an apartment or obtain work because of their name.</li> <li>• They suffer disproportionately from police harassment.</li> <li>• They are often employed at a level below their qualifications or overlooked for promotion.</li> <li>• As the largest employer, the government could set an example through the public sector and require employers to follow anti-discrimination laws that are in place but not necessarily pursued effectively.</li> <li>• They could improve housing and renovate/revive “ghettos.</li> <li>• They could improve education possibly by introducing immigrant children into middle-class schools, providing language and culture classes especially for women.</li> </ul>  |

## Task 1 Stimulus FR9

| Statement | Indicative content   |
|-----------|--|
| <b>A</b>  | <ul style="list-style-type: none"><li>• The FN has drawn people away from their traditional political allegiances which, over time, have become discredited as being ineffectual.</li><li>• It has polarised society over immigration, Europe and the euro and raised levels of inter-community antagonism by promoting nationalism, thereby creating division in society.</li><li>• A typical FN voter is worried about France becoming Muslim, losing influence in the world, losing control over domestic policies by being part of the European Union and losing control over job creation through globalisation.</li><li>• He/she also believes that the current political set-up has failed and that the present crop of politicians are crooks.</li></ul> |
| <b>B</b>  | <ul style="list-style-type: none"><li>• She made a break with the past by ousting her father.</li><li>• She claims to be more tolerant by accepting the right to abortion and same sex marriage and says she is in favour of Islam but in a French version.</li><li>• She adopts a populist "France first" appeal, giving priority to native French in respect of housing and family benefits etc. and saying she will stop benefits for immigrants, not allow "regroupement familial", "droit du sol" or double-nationality and not take in refugees.</li><li>• She is against "communautarisme".</li><li>• The people who vote FN believe in these things.</li></ul>   |

## Task 1 Stimulus FR10

| Statement | Indicative content  |
|-----------|---|
| <b>A</b>  | <ul style="list-style-type: none"><li>• Jews (only foreign ones to begin with) were excluded from public services and could not work in commerce or trade.</li><li>• Foreigners of the Jewish race were interned or placed under house arrest and later rounded up and sent to concentration camps like Gurs before being deported to Drancy and thence to death camps.</li><li>• All Jewish organisations were dissolved and their goods and monies passed to the General Union of Israelites.</li><li>• Nationality was withdrawn from Jews – 22 July 1940.</li></ul> |
| <b>B</b>  | <ul style="list-style-type: none"><li>• Some believed that the Germans would win and wanted to be in a position to benefit from their collaboration.</li><li>• Some believed that this was an opportunity to change the political order for good.</li><li>• Some believed France would be stronger in the New Europe if she helped Germany. Collaboration took many forms, mostly denouncing resistants and Jews.</li><li>• Enacting Nazi policies.</li></ul>   |

## Task 1 Stimulus FR11

| Statement | Indicative content  |
|-----------|---|
| <b>A</b>  | <ul style="list-style-type: none"> <li>• The regime wanted France to be a nationalist, Roman Catholic society under a federated monarchy with a rural economy, based on natural elites that would self-elect and run affairs through talent and hard work.</li> <li>• It rejected the liberal state of the French Revolution.</li> <li>• In the main, the French were at first very fond of Petain because of his WW1 background and paid little attention to the politics of Vichy but as the situation worsened and Vichy became more and more oppressive feelings turned against the regime.</li> </ul>  |
| <b>B</b>  | <ul style="list-style-type: none"> <li>• The objectives were a return to a form of monarchy in a federated state underpinned by the Roman Catholic Church (all other beliefs excluded) with the motto Travail, Famille, Patrie but equality was not something to be sought because the individual is more important than the state and democracy works against the individual.</li> <li>• It introduced many things that are still current in French society such as the <i>Charte du Travail</i> October 1941; the theory of corporate management (economic co-operation between bosses, employees and the state to settle matters relative to a particular profession); the requirement for companies were to have administrative boards with CEOs to promote accountability and efficiency; the creation of <i>comités d'entreprise</i> that did away with unions but oversaw canteens, co-ops/allotments/crèches/holiday camps; a National economic plan; the creation of semi-autonomous regions.</li> <li>• It launched the idea of a national minimum wage (by region at first), introduced a modern pension system and extended social benefits to all classes.</li> <li>• It introduced the modern hospital (concentrating on the sick and not the poor) – still not free.</li> <li>• Created the RATP / CREPS.</li> </ul> |

## Task 1 Stimulus FR12

| Statement | Indicative content  |
|-----------|---|
| <b>A</b>  | <ul style="list-style-type: none"> <li>• Their action consisted mostly of acts of sabotage – of the national grid, the railway and communications networks; cutting phone wires, tearing up German or Vichy posters, publishing tracts, slashing tyres, assassinations and guerrilla warfare.</li> <li>• They also provided intelligence on troop movements and operated escape networks.</li> <li>• They were involved in Operation Overlord through the <i>Plan Tortue</i> which used roadblocks effectively and limited the occupying forces to only 25% of their normal speed of movement.</li> <li>• People came from all levels and backgrounds of society – émigrés / priests / liberals / anarchists / communists –and had many different reasons for resisting: simple patriotism; political change (preparing for a new world by destroying the old order); philosophical motivation (anti-fascist/pro-democracy).</li> </ul>   |
| <b>B</b>  | <ul style="list-style-type: none"> <li>• Women comprised 15% -20% of resistance fighters.</li> <li>• Their role has been systematically under-estimated and whilst it was very much secondary to that of men, many of these would not have been able to operate so effectively without their help as typists, letterbox couriers, providers of safe havens and liaison agents.</li> <li>• Many of them were captured and either interned in Germany or even executed.</li> <li>• Possible examples:             <ul style="list-style-type: none"> <li>- Bertie Albrecht (companion of Henri Frenay with whom she founded <i>Combat</i>) organised networks and escape routes, was arrested in 1942 but escaped only to be recaptured May 28 1943 and found hanged the same day.</li> <li>- Lucie Aubrac was from a very modest family. She tried primary school training but gave up to do a <i>licence ès lettres</i> and then an <i>agrégation</i> in history. From a Quaker background, she moved to Communist Youth. Once married she organised her husband's escape from prison and moved to Lyon where she collaborated with "la dernière Colonne", publishing and posting clandestine tracts. In May 1941 she founded <i>Libération-Sud</i>, which was to become the second most influential paper in the south after <i>Combat</i>. She went to London in 1944 and worked with the BBC broadcasting to France. She returned to France to act as a liaison officer and later published</li> </ul> </li> </ul> |

|  |   |
|--|---|
|  | <p>her account of the struggle in La Résistance. Her life after the war was spent in politics.</p> <ul style="list-style-type: none"><li>- Marie-Madeleine Fourcade was the only woman to have controlled a large resistance network. She organised the escape in a submarine of General Giraud; was arrested twice and escaped each time. She was awarded the <i>Légion d'honneur</i>.</li></ul> |
|--|---|