



AS French

7651/2-Paper 2 Writing
Mark scheme

June 2018

Version/Stage: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

Section A

Guidance on level of accuracy in translations into the target language

Errors of accent

Errors of accent are accepted unless (a) they are grammatical or (b) the inclusion of the accent(s) causes ambiguity.

Errors of spelling

Errors of spelling will not be tolerated.

Tense endings, irregular verb forms and adjective endings must be correct.

Errors of gender

Errors of gender will not be tolerated. Genders of nouns are clearly an area where guidance can be provided in the passage that supports the translation task.

Alternative answers

Alternative answers offered by the candidate – even if one is in brackets – will be rejected unless both answers are correct.

A successful translation

A successful translation is one which includes each element of the text to be translated and where there is no omission or paraphrase.

Repeated errors

Where a candidate repeats the same error within a question, no further penalty will be imposed in awarding the mark.

The table below shows the type of answer that is acceptable for each section of the text. Award one tick per correct section then divide the total for each sentence by two and round up half-marks. Enter a mark on 3 for each sentence.

Question	English	Possible answer	Other acceptable answers	Unacceptable answers
01.1	In most French films	Dans la plupart des films français	Dans la majorité des films	Dans beaucoup de films /plusieurs films Français
	parts like	les /des rôles comme	les / des rôles tels que	parties ; parts ; personnages
	waitresses	(les/des) serveuses		garçonnes
	or nurses	ou (les/des) infirmières		Infirmiers où
	are played	sont joués	interprétés	feminine plural agreement Tenses other than present
	by younger women.	par des femmes plus jeunes / moins âgées	par de / des plus jeunes femmes par les femmes plus jeunes	Moins âgées before the noun Omission of article would be NFP

Question	English	Possible answer	Other acceptable answers	Unacceptable answers
01.2	Many actresses who	Beaucoup d'actrices / de comédiennes qui	Bien des	Beaucoup des
	are older	ont passé	ont plus de	sont plus âgées
	than forty	la quarantaine	quarante / 40 ans	que quarante ans
	find it difficult	trouvent difficile de	ont de la difficulté à trouvent que c'est difficile de trouvent la continuation de leur carrière difficile = 3	le trouvent difficile de
	to continue	continuer	poursuivre	
	their career.	leur carrière.		sa carrière leurs carrières

Question	English	Possible answer	Other acceptable answers	Unacceptable answers
01.3	It seems to me that men	Il me semble que les hommes	Il me paraît que les hommes	Il semble que
	want	veulent que	souhaitent que/ désirent que	Omission of que
	this industry	cette industrie	ce secteur	
	to remain	reste	demeure	continue à être Infinitive of the verb
	dominated	dominée	If secteur above then dominé possible NFP if industrie is masculine	
	by them	par eux.	par eux-mêmes	par les par ils

Question	English	Possible answer	Other acceptable answers	Unacceptable answers
01.4	In my opinion it is very important	À mon avis il est très important	dans mon opinion selon moi d'après moi c'est très important vraiment	je suis d'avis que / je suis de l'opinion que
	there is	qu'il n'y ait	qu'il n'existe	Omission of que Omission of subjunctive
	no more	plus de		plus t.c. / de la ne...pas plus de
	discrimination	discrimination		
	between	entre		parmi
	the sexes	les sexes.	les deux sexes	hommes et femmes

Question	English	Possible answer	Other acceptable answers	Unacceptable answers
01.5	If there was	S'il y avait	S'il existait	Si on avait si il
	less inequality	moins d'inégalité	moins d'inégalités	plus d'égalité
	the cinema	le cinéma		
	would reflect	reflèterait		
	better real life.	mieux la vraie vie.	any position la vie réelle / la réalité	meilleur

[15 marks]

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in 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 levels 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, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Section B**Questions 02 – 17 Assessment criteria**

Each assessment objective should be assessed independently.

Students are advised to write approximately 250 words. Everything that students write must be assessed; there is no word limit. Students writing the recommended length have access to the full range of marks.

AO3	
13-15	The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately. The student uses a good range of vocabulary appropriate to the context and the task.
10-12	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex structures accurately. The student uses a reasonable range of vocabulary appropriate to the context and the task.
7-9	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex structures accurately. The student uses a sufficient range of vocabulary appropriate to the context and the task.
4-6	The language produced contains many errors, some of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex structures accurately. The student uses a limited range of vocabulary appropriate to the context and the task.
1-3	The language produced contains many errors, most of a basic nature. The student shows very little grasp of grammar and is very rarely able to manipulate complex structures accurately. The student uses a very limited range of vocabulary appropriate to the context and the task.
0	The student produces nothing worthy of credit.

Minor errors are defined as those which do not affect communication.

Serious errors are defined as those which adversely affect communication.

Minor errors include:

incorrect but close to correct spellings
 incorrect genders and consequential errors of agreement
 incorrect or missing accents unless these alter the meaning.

Serious errors include:

incorrect verb forms especially irregular forms
 incorrect use of pronouns
 missing or incorrect agreements of adjectives or past participles.

Complex language includes:

use of pronouns of all types
 tenses that support conceptual complexity (as in *si* sentences)
 connectives supporting a range of subordinate clauses including those requiring subjunctive constructions with verbs and verbs followed by infinitive with correct preposition
 use of present and past participles.

The above examples are neither prescriptive nor exhaustive.

AO4	
17-20	Very good critical response to the question set Knowledge of the text or film is consistently accurate and detailed. Students consistently use appropriate evidence to justify their points of view, develop arguments and draw conclusions based on their understanding of the text or film.
13-16	Good critical response to the question set Knowledge of the text or film is usually accurate and detailed. Students usually use appropriate evidence to justify their points of view, develop arguments and draw conclusions based on their understanding of the text or film.
9-12	Reasonable critical response to the question set Knowledge of the text or film is sometimes accurate and detailed. Students sometimes use appropriate evidence to justify their points of view, develop arguments and draw conclusions based on their understanding of the text or film.
5- 8	Limited critical response to the question set Some knowledge of the text or film is demonstrated. Students occasionally use appropriate evidence to justify their points of view, develop arguments and draw conclusions based on their understanding of the text or film.
1-4	Very limited critical response to the question set A little knowledge of the text or film is demonstrated. Students very occasionally use appropriate evidence to justify their points of view, develop arguments and draw conclusions based on their understanding of the text or film.
0	The student produces nothing worthy of credit in response to the question.

Annotations for essay marking:

Tick = content point considered in award of AO4 mark

REP = repetition

?

IRRL = irrelevant

Use a tick to show you have seen a page where no other annotations appear

0 2 **Molière : Le Tartuffe**

0 2. **1** Examinez les rapports entre les personnages féminins et masculins dans **Le Tartuffe**.

Vous pouvez utiliser les points suivants :

- les rapports entre Orgon et Elmire
- les rapports entre Orgon et Madame Pernelle
- les rapports entre Tartuffe et Elmire
- les rapports entre Valère et Mariane.

[35 marks]

Possible content

- The relationship between Orgon and Elmire

Elmire is more perceptive than Orgon. She aims to expose Tartuffe for the fraud that he is.

Elmire's love for Orgon is unaffected by his obsession with Tartuffe.

Elmire has a stronger bond with her family than Orgon.

- The relationship between Orgon and Madame Pernelle

Madame Pernelle and Orgon are equally as devoted to Tartuffe as each other.

Both Madame Pernelle and Orgon are obsessed by social status.

Madame Pernelle acts as a domineering mother to Orgon.

- The relationship between Tartuffe and Elmire

Tartuffe attempts to seduce Elmire.

Elmire uses Tartuffe's seduction of her to expose him as a fraud.

Elmire using Tartuffe's seduction to expose him as a fraud shows her to be more intelligent and more powerful.

- The relationship between Valère et Mariane

The relationship between Valère and Mariane is a genuinely loving relationship.

They both try to stop the marriage to Tartuffe.

They represent idealised young love in the play, not cynical love used for personal gain.

Any other acceptable responses.

0 2 . 2

Examinez le thème de la réputation et son effet sur le comportement des personnages dans **Le Tartuffe**.

Vous pouvez utiliser les points suivants :

- l'effet sur le comportement d'Elmire
- l'effet sur le comportement d'Orgon
- l'effet sur le comportement de Mariane
- l'effet sur le comportement de Tartuffe.

[35 marks]

Possible content

- The effect on the behaviour of Elmire

Elmire understands how other characters' obsession with reputation has a damaging effect on her family.

She is aware of others' obsession with reputation and how it can lead to false piety.

She is more concerned with the truth than with reputation.

- The effect on the behaviour of Orgon

Orgon's obsession with reputation and social standing force him to believe in Tartuffe's false piety.

His obsession with reputation has a damaging effect on his family.

When Orgon becomes aware of Tartuffe's duplicity, he fears for his reputation and social standing.

Orgon wants Mariane to marry Tartuffe to ensure the family reputation.

- The effect on the behaviour of Mariane

Mariane knows Orgon is wrong but she cannot deny her father's wishes.

She is forced to reconcile her true love for Valère with the forced marriage to Tartuffe.

- The effect on the behaviour of Tartuffe

Tartuffe uses others' obsession with reputation for personal gain.

He uses false piety to give himself a sense of importance and superiority.

His pious appearance is a cover for his immoral designs.

Any other acceptable responses.

0 3

Voltaire : Candide

0 3 . 1

Examinez l'importance de la fin du conte et du message « Il faut cultiver notre jardin. »

Vous pouvez utiliser les points suivants :

- ce que dit le derviche à Pangloss, Martin et Candide
- les avantages du travail selon le bon vieillard
- la conclusion que Candide tire du bon vieillard
- comment la vie des personnages change par la suite.

[35 marks]

Possible content

- What the dervish tells Pangloss, Martin and Candide

Boredom and idleness of the characters at the end of their adventures.

Searching for answers about human condition.

Dervish tells them not to bother with philosophical questions.

- The benefits of work according to the old man

Old man is modestly prosperous and independent.

Works on a modest plot of land with his children.

Work keeps away three evils: boredom, vice and need.

- The conclusion Candide draws from the old man

Candide's conclusion is : *il faut cultiver notre jardin.*

Candide sees the sense of this practical advice.

Contrast with all the previous philosophising.

- How the characters' lives change thereafter

All starts to go well within the small community.

New talents and skills emerge – with examples.

Some reconciliation between Pangloss and Martin.

Any other acceptable responses.

0	3	.	2
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 Examinez comment l'attitude de Candide envers l'optimisme change au cours du conte.

Vous pouvez utiliser les points suivants :

- le paradis terrestre que Candide connaît au début du conte
- les expériences qui lui font douter de l'optimisme de Pangloss
- les expériences qui lui font accepter l'optimisme
- son attitude à la fin du conte.

[35 marks]

Possible content

- The earthly paradise on earth that Candide experiences at the start of the story

Candide at the outset is receptive to the teachings of Pangloss.

Philosophy of optimism is reflected in experience of life.

Candide experiences hope and happiness through the love of Cunégonde.

- The experiences that make him doubt Pangloss' optimism

Selected examples of negative experiences that throw Candide into a state of doubt (separation from Cunégonde, war, Lisbon earthquake, experiences recounted by other characters).

Selected examples of positive experiences that "reconvert" Candide to optimism (whenever he is reunited with Cunégonde; Eldorado; acts of bravery and courage shown by others).

- The experiences that make him accept optimism

Abandons theoretical philosophising in the end in favour of a practical solution.

Finds some degree of hope and happiness.

- His attitude at the end of the story

Cunégonde is ugly and cantankerous but is an excellent *pâtissière*.

Any other acceptable responses.

0 4

Guy de Maupassant : Boule de Suif et autres contes de la guerre

0 4 . 1

Examinez les aspects positifs et les aspects négatifs des rapports entre Boule de Suif et les autres voyageurs.

Vous pouvez utiliser les points suivants :

- les premières impressions
- comment les rapports changent au cours du voyage
- l'attitude de Boule de Suif envers les autres voyageurs
- les rapports à la fin du conte.

[35 marks]

Possible content

- First impressions

Impressions negative at first; the travellers do not want to have anything to do with Boule de Suif.

When they realise she is the only person with food they become more positive towards her and begin to treat her more kindly.

They realise she is good company and act almost as if they were all friends.

- How the relationship changes in the course of the journey

The travellers begin to show their disdain for Boule de Suif; negative aspects dominate. They reveal their true feelings towards her - look down on her because she is from a different social class and is a prostitute.

They pressure her into submitting to the demands of the Prussian officer.

- Boule de Suif's attitude towards the other travellers

Boule de Suif is very positive towards the other travellers throughout.

She is well prepared for the journey and shares her provisions willingly.

Although she wants nothing to do with the Prussian officer she sacrifices herself to help the others so that they are able to continue their journey.

- Relationships at the end of the story

Very negative at the end ; Boule de Suif feels abandoned by the other travellers.

They ignore her and do not share their provisions with her.

The hypocrisy of the other travellers is evident when they show contempt for her actions even though she helped them.

Any other acceptable responses.

0 4 . 2

En vous référant à deux contes, examinez les attitudes de Maupassant envers la nature humaine.

Vous pouvez utiliser les points suivants :

- pourquoi ces deux contes
- les personnages et la nature humaine
- aspects positifs et/ou négatifs
- l'attitude de Maupassant envers la nature humaine.

[35 marks]

Possible content

- Why you have chosen these two stories

Explanation of why each story has been chosen.

Ideally one story would illustrate the positive side to human nature and the other would illustrate the negative side.

- The characters and human nature

Some awareness of how each story shows either the same aspects or different aspects of human nature.

Evidence from the stories of how the characters show different aspects of human nature.

How the war makes the characters act differently.

How different circumstances can bring out the best or the worst in people.

- Positive and/or negative aspects

Evidence from the stories of positive and/or negative aspects of human nature.

Depending on the stories chosen reference to negative aspects - cowardice, hypocrisy.

Depending on the stories chosen reference to positive aspects - generosity, self-sacrifice, courage.

- Maupassant's attitude towards human nature

Evidence from the two stories to show Maupassant's attitude.

War brings out the best and the worst in people.

Human nature is basically the same whatever the circumstances.

Any other acceptable responses.

0 5

Albert Camus : L'étranger

0 5

1

Examinez les événements qui mènent au meurtre de l'Arabe.

Vous pouvez utiliser les points suivants :

- l'amitié avec Raymond
- la bagarre avec les Arabes
- les raisons pour lesquelles Meursault rentre seul à la plage
- la réaction de Meursault à la chaleur et au soleil.

[35 marks]

Possible content

- Friendship with Raymond

Meursault writes a letter for Raymond to send to his mistress and acts as a witness for Raymond when he is questioned by the police.

Meursault is friends with Raymond despite the fact he is "guère aimé dans le quartier".

Raymond invites Meursault and Marie to go with him to Masson's beach house.

- The argument with the Arabs

Meursault and Raymond notice the Arabs following them when they get the bus to the beach.

They see them at the beach and there is a fight during which Raymond is stabbed.

Raymond has a gun but Meursault takes it off him.

- Reasons why Meursault goes back to the beach alone

Meursault can't settle because it is so hot so he goes for a walk.

He goes back to the beach by chance, not with the intention of finding the Arabs.

He believes the incident with the Arabs is over ("une histoire finie").

- Meursault's reaction to the sun and the heat

Meursault is greatly affected by the sun and the heat and is unable to think clearly.

He is blinded by the sunlight.

He blames the fact that he shoots the Arab on the sun "c'était à cause du soleil".

Any other acceptable responses.

0 5 . 2 Examinez l'importance de Marie dans **L'étranger**.

Vous pouvez utiliser les points suivants :

- ses rapports avec Meursault
- ce qu'elle pense de Raymond
- sa réaction au crime commis par Meursault
- son importance dans le roman.

[35 marks]

Possible content

- Her relationship with Meursault

The day they first meet up again at the beach Marie is shocked when she finds out his mother's funeral was the previous day.

She loves him and wants to marry him even though he does not think it is important.

She thinks he is strange and that one day she may hate him for it (he won't say he loves her).

- What she thinks of Raymond

She is shocked when they hear Raymond beating his mistress.

She wants Meursault to call the police.

She happily goes to the beach with Raymond.

- Her reaction to the crime committed by Meursault

She stands by Meursault and visits him in prison.

She is optimistic and says that when he is freed they will get married.

She is a witness during the trial and does not think he is guilty.

- Her importance in the novel

She shows Meursault's character – indifferent, honest.

She makes Meursault think about marriage for the first time ever and makes him happy even though he only realises it when it is too late.

During the trial her evidence about their relationship is used to show Meursault's guilt.

Any other acceptable responses.

0 6 **Françoise Sagan : Bonjour Tristesse**

0 6 . **1** Examinez les attitudes des personnages féminins envers Raymond dans **Bonjour Tristesse**.

Vous pouvez utiliser les points suivants :

- les attitudes de Cécile
- les attitudes d'Anne
- les attitudes d'Elsa
- les rapports entre Raymond et son ancienne femme.

[35 marks]

Possible content

- Cécile's attitudes

Raymond does not set boundaries for Cécile.

Even though Cécile adores her father, Raymond does not have a strong parental influence on her.

Cécile views Raymond as an equal rather than a father.

- Anne's attitudes

Anne's rapport with Raymond could lead to a more meaningful relationship than the relationship he has with Elsa.

Anne is selfless in her love for Raymond.

Anne's presence creates a more traditional family bond between Anne, Raymond and Cécile.

- Elsa's attitudes

Elsa's relationship with Raymond is superficial.

Elsa feels Anne's presence is a threat to her relationship with Raymond.

Elsa and Raymond have a "laissez-faire" attitude to raising Cécile.

- The relationship between Raymond and his first wife

The death of Raymond's former wife creates an absence of a strong female influence on him.

Raymond's womanising is probably a result of his former wife's death.

Raymond seeks to replace his former wife with Anne – he finds the same security in Anne as he did in his former wife.

Any other acceptable responses.

0 6 . 2 Examinez l'importance d'Anne dans **Bonjour Tristesse**.

Vous pouvez utiliser les points suivants :

- l'influence d'Anne sur Cécile
- comment Anne affecte les rapports entre Raymond et Elsa
- Anne et le thème de l'amour
- Anne et le thème de la famille.

[35 marks]

Possible content

- Anne's influence on Cécile

Cécile admires Anne yet is jealous of her.

Cécile sees her as a threat to her relationship with her father.

Cécile reacts in such a way as to create situations which lead to Anne's death.

- How Anne affects the relationship between Raymond and Elsa

Anne is a divisive figure in their relationship.

Raymond realises that a relationship with Anne could lead to true happiness.

Elsa conspires with Cécile to win back the love of Raymond.

- Anne and the theme of love

Anne is selfless in her love for Raymond and Cécile.

Anne represents a more traditional portrayal of love in the novel.

Anne's love could free Raymond from his womanising ways.

- Anne and the theme of family

Anne is a strong maternal influence on Cécile.

She brings structure to the life of Raymond and Cécile.

Anne has a more conventional view of relationships than Elsa.

Any other acceptable responses.

0 7

Claire Etcherelli : Elise ou la vraie vie

0 7 . 1

Examinez les aspects positifs et négatifs des rapports entre Elise et Arezki.

Vous pouvez utiliser les points suivants :

- l'attitude d'Elise au début de leur relation
- l'attitude d'Arezki envers Elise
- les attitudes négatives des autres
- la fin de leur relation.

[35 marks]

Possible content

- Elise's attitude at the start of their relationship

Elise's attitude is negative to start with.

At first Elise sees him as just one of the many foreign workers in the factory.

Elise is intimidated and scared so does not speak to Arezki; he sees this as racism.

- Arezki's attitude towards Elise

Positive aspects; Arezki treats her with kindness (brings her a croissant each day, looks after her when she feels ill).

Negative attitude; he feels Elise is naïve regarding the racism they face.

Arezki is realistic about the situation.

- The negative attitudes of other people

They have to hide their relationship from others.

Arezki can't tell her where he lives – he is afraid it is not safe for her.

Elise becomes an outcast amongst the French workers but neither is she able to integrate fully with Arezki's friends and family.

- The end of their relationship

Negative in the end; they talk about living together but nothing is ever arranged.

Arezki talks about returning to Bordeaux with Elise to live with her grandmother but she knows this would never work.

When he is arrested there is nothing she can do and she has to accept she may never see him again.

Any other acceptable responses.

0 7 . 2 Examinez les attitudes envers les femmes dans **Elise ou la vraie vie**.

Vous pouvez utiliser les points suivants :

- l'attitude de Lucien envers Elise
- l'attitude de Lucien et Elise envers la grand-mère
- l'attitude de Lucien envers sa femme
- l'attitude des ouvriers envers Elise.

[35 marks]

Possible content

- Lucien's attitude towards Elise

Lucien finds Elise over protective and wants to be left alone.

Elise has sacrificed everything to look after Lucien and he finds this suffocating so treats her badly.

Lucien knows that Elise will stand by him whatever he does.

- Elise and Lucien's attitudes towards their grandmother

Grandmother is treated badly by both of them - she believes Elise has spoiled Lucien.

They leave their grandmother behind to go to Paris.

They like the neighbours to think everything between them is fine .

- Lucien's attitude towards his wife

Lucien's wife works in a factory to support Lucien while he only does a few hours work per day.

Treats her badly – has an affair.

When she becomes ill he is happy to send her away to the hospital.

- The workers' attitudes towards Elise

Workers show a sexist attitude – surprised she has been given a job checking production.

Elise finds the men intimidating.

The men call out at she walks past but she is told this is normal.

Any other acceptable responses.

0 8

Joseph Joffo : Un sac de billes

0 8 . 1

Examinez comment Joseph et Maurice réagissent à leurs expériences et à leurs aventures dans le roman.

Vous pouvez utiliser les points suivants :

- leur réaction à l'occupation de Paris
- les voyages des frères
- leurs attitudes différentes envers leurs aventures
- comment ils changent au cours des aventures.

[35 marks]

Possible content

- Their reaction to the occupation of Paris

They don't understand what is happening; at first everything seems like a game.

They don't understand what it means to be Jewish or why they are different to anyone else.

Shocked when they start being treated differently at school and by their friends.

- The brothers' travels

Maurice takes charge of the situation and makes the decisions.

He fulfils the role of the older brother and looks after Joseph.

They both have to grow up fast and learn to look after themselves in order to survive.

- Their different attitudes towards their adventures

For Joseph everything is an adventure and he does not always realise the danger they are in.

Maurice is aware of the dangers but hides his fear well to protect Joseph.

Joseph is scared when Maurice is not there – he needs his brother.

- How they change in the course of their adventures

Joseph has grown up and no longer needs Maurice to look after him.

Joseph wants to be independent and earn his own money.

They no longer need each other to survive but are still close.

Any other acceptable responses.

0 8 . 2 Examinez comment la vie des frères Joffo est affectée par l'occupation et la guerre.

Vous pouvez utiliser les points suivants :

- l'attitude des gens envers les Juifs
- leur départ de Paris
- les dangers auxquels les garçons doivent faire face
- comment ils se débrouillent.

[35 marks]

Possible content

- People's attitudes towards the Jews

When they start to wear the yellow star children at school make comments and fight with Maurice.

The teacher no longer includes them in lessons.

Signs go up on Jewish businesses.

- Their departure from Paris

The boys have to leave Paris and their father tells them never to admit they are Jewish. They have to learn how to lie to protect themselves.

They have to leave on their own without their parents as it is no longer safe for them to remain in Paris.

- The dangers the boys have to face

They have to get to the Zone Libre without being discovered by the SS.

On the train to Dax they are asked for their papers – a priest saves them.

In Nice they are arrested and held at the Hotel Excelsior while the Germans try to establish if they are Jewish or not.

- How they cope

They learn to make money to survive and support themselves.

They learn to lie and to trust no one so that their secret is not discovered.

They have to grow up fast.

Any other acceptable responses.

0 9

Faïza Guène : Kiffe kiffe demain

0 9 . 1

Examinez l'importance des femmes dans la vie de Doria dans **Kiffe kiffe demain**.

Vous pouvez utiliser les points suivants :

- l'importance de la mère de Doria
- l'importance de Madame Burlaud
- l'importance de Tante Zohra
- l'importance de Samra.

[35 marks]

Possible content

- The importance of Doria's mother

Doria and mother have a very close relationship and mother is very protective of Doria.

Doria's mother is not as optimistic as Doria.

Doria's relationship with her mother is strengthened by the fact that mother is illiterate and Doria feels as though she must support her.

- The importance of Madame Burlaud

Madame Burlaud tries to engage with Doria to deal with her issues but Doria is sceptical.

Madame Burlaud is patient with Doria in spite of her scepticism.

Even though Doria is critical of Mme Burlaud, she likes her because she is not judgemental.

- The importance of Aunt Zohra

Like Doria's mother, she is a victim of male authoritarian brutality.

She has a son in prison and she relies on Doria and her mother for support.

Doria is very much aware of Tante Zohra's difficult family life and worries that she might have a similar fate.

- The importance of Samra

Doria is very critical of Samra's brother and father who see her as a possession and control her life.

Doria doesn't understand why people in her neighbourhood criticise Samra for running away from home.

Doria admires Samra for having the will to run away from home and find true love.

Any other acceptable responses.

0 9 . 2

Examinez comment la famille est présentée dans **Kiffe kiffe demain**.

Vous pouvez utiliser les points suivants :

- le rôle des femmes
- le rôle des pères
- la différence entre les générations
- le rôle de la famille dans la communauté.

[35 marks]

Possible content

- The role of women

Women are subservient to men.

There are strong family ties and women support one another.

Women are constrained by their home life.

- The role of fathers

Men therefore fathers are the dominant characters in family life.

Male characters are often errant fathers.

Male characters are generally hypocritical – they do not show the same behaviour they expect of female characters.

- The difference between the generations

The younger generation wants to break free from the traditional constraints of the older generation.

There is often a conflict between the older generation and the younger generation.

The values of the older generation dominate the behaviour of the younger generation.

- The role of family in the community

Traditional patriarchal family values are the bedrock of the community.

Family issues are also community issues.

Insular family life results in insular communities which are confined to certain areas of Paris.

Any other acceptable responses.

1 0

Philippe Grimbert : Un secret

1 0 . 1

Examinez les rapports entre le narrateur et les autres personnages dans **Un secret**.

Vous pouvez utiliser les points suivants :

- les rapports entre le narrateur et Maxime
- les rapports entre le narrateur et Louise
- les rapports entre le narrateur et Simon
- les rapports entre le narrateur et Tania.

[35 marks]

Possible content

- The relationship between the narrator and Maxime

Maxime is often disappointed by the narrator.

The relationship is strained between the narrator and his father as there are many differences.

The rift between the narrator and his father is healed as the truth about the past unravels.

- The relationship between the narrator and Louise

The narrator wants to know more about his family's past from Louise.

There is a strong bond between the narrator and Louise.

Louise revealing the truth about the family's past helps to heal the rift in the family.

- The relationship between the narrator and Simon

The revelation that Simon existed pushes the narrator to find out more of the truth about his family and himself.

The fact that Simon existed highlights the great difference between the narrator and Maxime.

The narrator feels as though Simon is the preferred son.

- The relationship between the narrator and Tania

The narrator differs physically from Tania and does not have a strong bond with her.

Although the narrator has a strained relationship with Tania, it is less so than his relationship with Maxime.

Both the narrator and Tania have difficult relationships with their distant fathers. The narrator therefore feels more empathy for Tania than Maxime.

Any other acceptable responses.

1 0 . 2

Examinez comment le passé affecte le comportement et les attitudes des personnages dans **Un secret**.

Vous pouvez utiliser les points suivants :

- le comportement de Maxime
- le comportement de Tania
- le comportement de Louise
- le comportement du narrateur.

[35 marks]

Possible content

- The behaviour of Maxime

Maxime's guilt over the past forces him to deny and forget about his Jewish heritage. Maxime and Tania have a loving relationship after WWII but are guilt ridden about what happened in the past.

Dealing with his guilt over the death of Hannah and Simon creates a greater bond between himself and the narrator.

- The behaviour of Tania

Tania feels guilty over the death of Hannah and Simon.

Tania deals with her guilt by confronting the past.

Tania feels guilty about her affair with Maxime.

- The behaviour of Louise

Louise feels guilty that the truth has been concealed from the narrator for so long.

Her guilt forces her to tell the truth to the narrator.

Louise plays an important role in the novel by helping others to deal with their behaviour and feelings due to past events.

- The behaviour of the narrator

The narrator senses that unclear and unexplained aspects of his life, e.g. the origin of

his surname, are due to an event that happened in the past.
 By examining the past the narrator understands his parents' guilt and behaviour and subsequently how it affects his own behaviour.
 The narrator feels that dealing with the family trauma makes him stronger.

Any other acceptable responses.

1 1

Delphine de Vigan : No et moi

1 1 . 1

Examinez les rapports entre No et les autres personnages dans **No et moi**.

Vous pouvez utiliser les points suivants :

- les rapports entre No et Lou
- les rapports entre No et les parents de Lou
- les rapports entre No et Loïc
- les rapports entre No et Lucas.

[35 marks]

Possible content

- The relationship between No and Lou

No accepts Lou's offer of friendship and to be part of her family in order to change her life.

No struggles with her relationship with Lou.

No finally abandons Lou stating that she will never be part of her family or her life.

- The relationship between No and Lou's parents

Lou's parents become No's adopted parents.

No does not accept the rules set down by Lou's parents.

No finds it difficult to be part of Lou's family and finally leaves.

- The relationship between No and Loïc

No and Loïc met in an *internat éducatif*.

Loïc and No stay in contact after leaving the *internat éducatif* and she treasures his letters.

Loïc and his life in Ireland provide an escape from No's desperate existence.

- The relationship between No and Lucas

Lucas supports No, letting her stay in his parent's apartment when she leaves Lou's house.

Lucas is initially protective of No and wants her to have a normal life.

Lucas' frustration with No's behaviour results in his being violent towards her.

Any other acceptable responses.

1 1 . 2

Examinez les attitudes différentes envers l'éducation qui sont présentées dans le roman.

Vous pouvez utiliser les points suivants :

- le comportement de Lucas au collège
- le rôle de Monsieur Marin
- les camarades de classe de Lou
- le comportement de Lou au collège.

[35 marks]

Possible content

- Lucas' behaviour at college

Lucas is not motivated to do well in school and has an indifferent attitude to his education.

Lucas is sometimes intimidated by his teachers.

In spite of his apparent indifference to being in school, Lucas is perceptive and resilient.

- The role of Monsieur Marin

Monsieur Marin's encouragement is the catalyst for Lou's involvement with No.

Monsieur Marin is an imposing teacher for Lou.

He encourages her to be herself even after what happened between Lou and No.

- Lou's classmates

Lou's classmates, particularly the girls, intimidate her.

As a result of her feeling intimidated, Lou isolates herself from others in the class.

Lou feels more accepted by her classmates after they applaud her for her presentation on homelessness.

- Lou's behaviour at college

Lou is intelligent and precocious, yet shy and insecure.

A psychologist, Mme Cortanze, helps Lou deal with her insecurities.

Lou becomes more confident in school as she progresses through the academic year.

Any other acceptable responses.

Section C

1 2

François Truffaut : Les 400 coups

1 2 . 1 Examinez comment l'amitié entre Antoine et René est présentée dans le film.

Vous pouvez utiliser les points suivants :

- les deux garçons font l'école buissonnière ensemble
- René aide Antoine quand il fait la fugue
- René est toujours prêt à épauler Antoine
- ce sont des amis très proches et fidèles.

[35 marks]

Possible content

- The two boys play truant together

René leads and Antoine follows.

René is the more experienced truant and knows all the ruses.

Antoine's ruses always backfire.

- René helping Antoine when he runs away

Antoine's night in the printing works.

Antoine taken into René's home – secrecy of his overnight stay.

Complicity of René's father.

- René always being ready to support Antoine

René tries to help Antoine dispose of the type-writer.

Challenges the man who tries to cheat them.

Encourages Antoine to put the type-writer back in the office.

- They are very close and loyal friends

Makes the journey by bicycle to see Antoine.

Very moving scene where Antoine calls to René from behind the glass door-pane.

Impression that Antoine's moments with René are the high points of his life.

Any other acceptable responses.

1 2 . 2

Examinez la vie scolaire telle qu'elle est présentée dans le film.

Vous pouvez utiliser les points suivants :

- le comportement des élèves en cours et pendant la récré
- l'attitude des professeurs envers les élèves
- la discipline dure et abusive
- le manque d'intérêt et de motivation de la plupart des élèves.

[35 marks]

Possible content

- The pupils' behaviour in lessons and at break

The opening scene of the film and how the pupils are behaving.

A realistic depiction of pupil behaviour.

The mischief makers and the teacher's pet.

- The teachers' attitude towards the pupils

The uninspiring nature of the lessons (copying from the board).

Double values : Antoine is punished for copying from Balzac.

Teachers seemingly uncaring and uninterested (the PE teacher episode).

- The harsh and abusive discipline

Corporal punishment accepted perhaps even expected.

Sarcasm and evidence of victimisation versus favouritism.

Harsh and meaningless punishments meted out.

- Most pupils' lack of interest and motivation

Impression that pupils lack motivation.

Education seems not to be relevant.

Truffaut showing the school system as it was.

Any other acceptable responses.

1 3

Louis Malle : Au revoir les enfants

1 3 . 1

Examinez comment la guerre et la présence des Allemands affectent la vie des élèves dans le film.

Vous pouvez utiliser les points suivants :

- ce qui empêche les élèves de mener une vie normale
- les gains et les pertes du marché noir
- la menace de la Gestapo
- l'incertitude et l'insécurité.

[35 marks]

Possible content

- What prevents the pupils from leading a normal life

War means Julien cannot be with his mother.

Air raids disrupting lessons.

Presence of German soldiers causes fear and uncertainty.

- The gains and losses of the black market

Inequalities among boys receiving food parcels from home.

Small scale black market racketeering between pupils.

- The threat of the Gestapo

Threat of Gestapo particularly serious for Jean and other Jewish pupils.

Anti-semitic propaganda spread by Gestapo officer.

Pupils constantly on their guard.

- Uncertainty and insecurity

Jean's uncertainty about his life and future is shared by Julien.

Incident when Jean and Julien are found and brought back by German soldiers.

Search for Jews in the school and arrest of Père Jean.

Any other acceptable responses.

1 3 . 2

Examinez le personnage du Père Jean et son importance dans le film.

Vous pouvez utiliser les points suivants :

- son rôle comme directeur du lycée
- sa décision d'accueillir et d'aider les Juifs
- son influence, en tant que prêtre catholique, sur les élèves
- ce qu'il devient à la fin du film.

[35 marks]

Possible content

- His role as headmaster of the school

Reference to Père Jean being head of the boarding school.

Relationship with pupils and with Julien in particular.

Compassionate but firm in his approach.

- His decision to welcome and help Jews

Compassionate towards the plight of Jewish refugees.

Motivated by Christian values rather than political conviction.

Sympathy for the German soldiers wanting to confess.

- His influence as a Catholic priest on the pupils

Reaction to the black market racketeering.

Dismissal of Joseph but also disciplining of pupils.

Some opinion about his treatment of Joseph.

- What happens to him at the end of the film

His arrest at the end of the film.

A quiet, resigned, heroic departure – *Au revoir les enfants. A bientôt.*

His death announced by Julien's voice-over at the end of the film.

Any other acceptable responses.

1 4

Mathieu Kassovitz : La Haine

1 4 . 1

Examinez la représentation de la banlieue et du centre de Paris dans ce film.

Vous pouvez utiliser les points suivants :

- la vie quotidienne et les conditions de vie dans la banlieue
- le comportement et les actions des protagonistes et de la police dans la banlieue
- la vie et les conditions de vie dans le centre de Paris
- le comportement des protagonistes et de la police dans le centre de Paris.

[35 marks]

Possible content

- Everyday life and living conditions in the suburbs

Monotony of life, lack of opportunity, ethnic/racial mix, tensions, lack of father figures, antagonism towards authority, truancy from school, evidence of drug culture (including hard drugs), strained family relationships, crime - fencing stolen goods etc.

Physical surroundings: empty spaces, urban decay, mindless destruction (aftermath of the riot – destruction of the gym), vandalism etc.

- The behaviour and actions of the main characters and the police in the suburbs

Police: attitudes towards 'banlieusards', behaviour, mediation, antagonism etc.

- Life and living conditions in the centre of Paris

Life in the centre of Paris is vibrant and the capital is a lively city.

Evidence of leisure facilities: nightclub, gallery, boxing-ring.

Attitude of police officers in the street.

Crime: drug dealing, car theft, armed attacks.

- The behaviour of the main characters and the police in the centre of Paris

Disregard for life (Russian roulette chez Astérix).

Racial abuse by the police (esp. of Saïd and Hubert).

Conflict (Saïd, Vinz and Hubert v. skinheads).

Any other acceptable responses.

1 4 . 2

Examinez comment Kassovitz évoque la sympathie du spectateur pour les trois protagonistes.

Vous pouvez utiliser les points suivants :

- la situation des trois protagonistes au début du film

- les difficultés auxquelles ils doivent faire face
- les actions policières envers les trois protagonistes
- le dénouement du film.

[35 marks]

Possible content

- The situation of the three protagonists at the beginning of the film

Life in the banlieue for the three protagonists.

Abdel, their friend is in a coma.

Lack of father figure/parental support.

- The challenges they face

Racial/ethnic tensions – aftermath of riots.

Strained family relationships.

Monotony of daily life.

- The actions of the police towards the three main characters

Lack of things to do, lack of employment, lack of opportunity.

Depressing and decayed urban surroundings.

Attitude of police towards 'banlieusards' including abuse by police (in Paris).

- The end of the film

No change when they return to banlieue – pessimistic outlook for the future.

Abdel's death.

Shooting of Vinz.

Mexican standoff between Hubert and Notre-Dame.

Any other acceptable responses.

1 5

Cedric Klapisch : L'auberge espagnole

1 5 . 1

Examinez comment les rapports entre Xavier et Martine changent au cours du film.

Vous pouvez utiliser les points suivants :

- la tristesse des deux lors du départ de Xavier pour Barcelone
- les difficultés de communication entre Paris et Barcelone
- la déception des deux lors de la visite de Martine à Barcelone
- la séparation des deux à la fin du film.

[35 marks]

Possible content

- The sadness the two of them feel when Xavier leaves for Barcelona

Martine's admission that she doesn't want Xavier to go to Barcelona.
Scenes in the departure lounge and a sense of friction and tension.
Xavier in tears on the plane.

- Communication difficulties between Paris and Barcelona

Communication by letter already evidence of drifting apart.
Phone conversation – bright sunshine in Barcelona and heavy rain in Paris.
Impression that relationship is not surviving the distance between Xavier and Martine.

- The disappointment they both feel when Martine visits Barcelona

Martine very much the outsider when she visits.
She is critical of the flat, Xavier's room, his friends.
Sense of disappointment for them both at the airport and contrasts between "airport scenes".

- Their separation at the end of the film

Awkwardness of phone conversation in the flat.
Martine is breaking up with Xavier in favour of someone else (allegedly).
Xavier's reaction to the news but equally his infidelity with Anne-Sophie.

Any other acceptable responses.

1 5 . 2

Examinez l'importance du programme Erasmus dans le film.

Vous pouvez utiliser les points suivants :

- pourquoi Xavier s'inscrit au programme Erasmus
- comment le programme unifie les colocataires de l'appartement
- comment « Erasmus » devient une sorte d'identité pour les participants
- comment l'expérience affecte les participants.

[35 marks]

Possible content

- Why Xavier joins the Erasmus programme

Some reference to Xavier's participation being linked to job or career prospects.

Advised to live for a time in Spain and immerse himself in Spanish.

Need to improve his Spanish.

- How the programme unifies the flat-mates

How Xavier feels very much "at home" with his flat-mates.

Erasmus programme is common ground for a range of nationalities.

Some understanding of what different flat-mates are studying through Erasmus.

- How Erasmus becomes a kind of identity for the participants

Xavier can recognise Erasmus students immediately.

Anne-Sophie's husband recognises Xavier as an Erasmus participant at the airport.

Creates a sort of bond between the two men.

- How the experience affects the participants

Xavier's frustration at having to return to Paris and normality.

The sadness at having to leave friends made in the course of the year.

The loyalty that develops between the flat-mates.

Any other acceptable responses.

1 6

Jean-Pierre Jeunet : Un long dimanche de fiançailles

1 6 . 1

Examinez comment Jeunet évoque de la sympathie dans ce film pour Manech et les autres soldats.

Vous pouvez utiliser les points suivants :

- la situation de Manech et des autres soldats au début du film
- les difficultés auxquelles ils doivent faire face
- les événements conséquents
- la situation ultime des soldats.

[35 marks]

Possible content

- Manech's situation and that of the other soldiers at the start of the film

Life and conditions in the trenches.

Contrast with life of Manech (and/or other soldiers before the war).

Contrast between officers and regular soldiers.

- The difficulties they have to face

Impact of war on the soldiers.

Trauma, fear, self-mutilation and court-martial.

Abandonment in no-man's-land 'pour faire l'exemple' – death of three of the 5 condemned soldiers.

- The events that follow

Bombardments, killings, attacks.

Life in battle.

Effect on families / partners 'at home' (their subsequent actions esp. Mathilde/Tina Lombardi).

- The eventual situation each soldier finds himself in

Injustice and cruelty.

Survivors and their situation (esp. Manech/ Benoit Notre-Dame).

End of film – Manech finally reunited with Mathilde but suffering memory loss.

Any other acceptable responses.

1 6 . 2

Examinez l'importance des personnages féminins autres que Mathilde dans ce film.

Vous pouvez utiliser les points suivants :

- l'importance de Tina Lombardi
- l'importance d'Élodie Gordes
- l'importance de Bénédicte, la tante de Mathilde
- l'importance de la sœur du soldat allemand.

[35 marks]

Possible content

- The importance of Tina Lombard
Reference to temperament and character of Tina Lombardi – attracts sympathy when executed for murder?
Motivated by revenge - provides parallel and contrast.
Any other contribution to the plot (must be supported with evidence).
- The importance of Elodie Gordes
Reference to temperament and character of Elodie Gordes.
Provides parallel and contrast– an alternative love story.
Any other contribution to the plot (must be supported with evidence).
- The importance of Mathilde's aunt Bénédicte

Reference to temperament and character of Bénédicte– older woman, less dynamic than other women in the film.
Maternal figure.
Source of humour.

- The importance of the German soldier’s sister

Reference to temperament and character of sister – similarities with Mathilde, wants to find truth.

Contrast – she is working ‘from the other side of the conflict’ – holds valuable clue in discovery of truth.

Any other contribution to the plot (must be supported with evidence).

Any other acceptable responses.

1 7

Laurent Cantet : Entre les murs

1 7 . 1

Examinez comment Cantet évoque de la sympathie pour les élèves dans la classe de Monsieur Marin.

Vous pouvez utiliser les points suivants :

- les actions et le comportement des élèves que vous considérez dignes de sympathie
- les difficultés auxquelles les élèves doivent faire face
- les défauts du système éducatif en ce qui concerne ces élèves
- la situation des élèves à la fin de l’année scolaire.

[35 marks]

Possible content

- The actions and behaviour of the pupils you consider worthy of sympathy
Classroom dynamics, behaviour, relationships between students.
Intolerance, violent outbursts (esp. Souleymane).
Antagonism towards teacher (esp. Koumba).
- The difficulties the pupils have to face
Difficult atmosphere for promoting learning.

Disengaged students.
 Little parental support in most cases.
 Difficult home circumstances (esp. Wei and Souleymane).

- The shortcomings of the education system where these pupils are concerned
 Inappropriate curriculum.
 Pointless and irrelevant focus on grammar and literature.
 Inappropriate methodology.
- The pupils' situation at the end of the school year
 Teachers' attitudes (for the most part they don't seem to care).
 Expulsion of Souleymane – poor outlook for his future.
 What have students learned by the end of the year? (One girl claims to have learned nothing).

Any other acceptable responses.

1 7 . 2

Examinez la présentation des filles dans la classe de Monsieur Marin et leur importance dans le film.

Vous pouvez utiliser les points suivants :

- la présentation et l'importance de Koumba
- la présentation et l'importance d'Esmeralda
- la présentation et l'importance de Louise
- la présentation et l'importance de la jeune fille anonyme à la fin du film.

[35 marks]

Possible content

- How Koumba is presented and her importance

Koumba is confrontational and awkward towards Marin.

Resentful of her punishment for being rude.

Typical teenage girl?

- How Esmeralda is presented and her importance

Typically representative of the social mix in Marin's school?

Esmeralda is confrontational towards Marin – eventually causes Marin to lose his moral high-ground when he resorts to name calling.

Class representative with Louise on school council - hears confidential information which she does not keep to herself.

- How Louise is presented and her importance

More intelligent than she lets on (cf. her reading material which she reveals at the end of the film). Louise is co-conspirator with Esmeralda.

Class representative on school council – hears confidential information which she does not keep to herself.

Source of conflict – causes Marin to lose his moral high-ground.

- How the anonymous girl at the end of the film is presented and her importance

Anonymity suggests she has been overlooked – just another 'faceless' disengaged student.

Claims she has learned nothing all year – pessimist outlook – failure of even Marin's methods.

Afraid of leaving school – reality of an inappropriate curriculum – reflects real fear of some students leaving school which has been a place of safety.

Any other acceptable responses.