

AS
FRENCH
7651/2

Paper 2 Writing

Mark scheme

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Version: 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 Examiner.

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.

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tc = tout court ie with no addition or qualifications

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.

Section A

The table below shows the type of answer that is acceptable for each section of the text. Award one tick per correct section then use the conversion grid to award a total mark for each sentence.

Question	English	Possible answer	Other acceptable answers	Unacceptable answers
01.1	Organisations	Des/Les organismes	Des/Les organisations	
	like <i>Ecoute Entraide</i>	comme <i>Ecoute Entraide</i>	tel(le)s que	any form of aimer
	must	doivent	Sentence starting: il faut que	Any tense other than Present
	offer training	offrir une / de la formation	offrent	formation tc la formation des formations
	to their	à leurs		a without accent (ambiguous) pour ses
	teams.	équipes.		

[3 marks]

Question	English	Possible answer	Other acceptable answers	Unacceptable answers
01.2	Motivation	La motivation		Omission of article Incorrect gender Être motivé(e)
	and availability	et la disponibilité	et disponible after etre motivé(e) treat as nfp and watch for consequential errors Omission of 2 nd article = nfp	et disponibilité after la motivation Incorrect gender but see box 4*
	are	sont		Any tense other than Present
	essential	essentielles	nécessaires *consequential error following incorrect gender ie essentiels	
	for this type	pour ce genre	cette sorte ce type	
	of work.	de travail.	pour le travail de ce genre=2	

[3 marks]

Question	English	Possible answer	Other acceptable answers	Unacceptable answers
01.3	Callers	Ceux qui appellent		Les appeleurs / les appelants/ les personnes / gens qui appellent
	know	savent		connaissent Any tense other than Present
	that everyone	que tout le monde		Tous tc Toute personne
	(to them).	les		leur
	will listen	écouterà	va...écouter	Plural verb
	sensitively	sensiblement.	de / d'une façon /manière sensible. avec sensibilité.	attentivement

[3 marks]

Question	English	Possible answer	Other acceptable answers	Unacceptable answers
01.4	Most people	La plupart des personnes	la majorité gens	
	in this association	dans cette association	dans cet organisme / dans cette organisation	
	choose	choisissent de		Any tense other than Present
	to work	travailler		
	on its	dans ses	sur place = 2 ticks	sur instead of dans
	premises.	locaux.	dans les locaux de l'organisme scores 1 for locaux	

[3 marks]

Question	English	Possible answer	Other acceptable answers	Unacceptable answers
01.5	On average,	En moyenne,		
	last week,	la semaine dernière,		la dernière semaine
	a volunteer	un(e) bénévole	un(e) volontaire	
	received	a reçu	recevait	a with accent ambiguous
	between five and six	entre cinq et six		entre cinq à six 5 et 6

	calls.	appels.		
--	--------	---------	--	--

[3 marks]

Conversion grid	
Number of ticks	Mark
5–6	3
3–4	2
1–2	1
0	0

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.

Sections B and C Assessment criteria for Questions 02–17

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	<p>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.</p>
13–16	<p>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.</p>
9–12	<p>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.</p>
5–8	<p>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.</p>
1–4	<p>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.</p>
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

? = unclear

Section B Books**0 2****Molière : *Le Tartuffe*****0 2****. 1**

Examinez les rapports entre Elmire et Orgon dans la pièce.

Vous pouvez utiliser les points suivants :

- les rapports entre Elmire et Orgon au début de la pièce
- l'influence de Tartuffe dans les rapports entre Elmire et Orgon
- ce que font Elmire et Orgon pour sauvegarder leur mariage
- les rapports entre Elmire et Orgon à la fin de la pièce.

[35 marks]**Possible content**

- The relationship between Elmire and Orgon at the beginning of the play

Elmire and Orgon are the parents of the family and heads of the household. Orgon thinks he carries the reputation of the family by being the moral authority in his relationship with Elmire.

Elmire is more concerned with truth and the happiness of her family than reputation.

- Tartuffe's influence on the relationship between Elmire and Orgon

Orgon is dismissive of Elmire as he becomes obsessed with Tartuffe.

Tartuffe's presence in the family puts a strain on the relationship between Orgon and Elmire.

Orgon cedes control of his family and his marriage due to the influence of Tartuffe.

- What Elmire and Orgon do to save their marriage

Elmire loves Orgon in spite of his infatuation with Tartuffe.

Elmire is willing to seduce Tartuffe to expose him as a fraud and Orgon witnesses this. Elmire's action finally convinces Orgon and their marriage is saved.

- The relationship between Elmire and Orgon at the end of the play

Elmire exposing Tartuffe as a fraud shows her to be the perceptive and intelligent member of the relationship.

Orgon stops Tartuffe seducing Elmire in order to protect his own reputation, not to protect his wife.

Elmire still loves Orgon and her family in spite of Orgon's behaviour.

0 2 . 2Examinez le thème de la religion dans *Le Tartuffe*.

Vous pouvez utiliser les points suivants :

- la religion que Tartuffe représente
- l'attitude de Madame Pernelle et d'Orgon envers la religion de Tartuffe
- la religion selon les autres membres de la famille
- l'attitude de Molière envers la religion.

[35 marks]**Possible content**

- The religion Tartuffe represents

Tartuffe represents false piety.

Tartuffe uses false piety to stress the importance of reputation and social standing.

Tartuffe uses his false piety to manipulate and defraud Orgon and Elmire's family.

- Madame Pernelle's and Orgon's attitude towards Tartuffe's religion

Madame Pernelle and Orgon adopt Tartuffe's pious attitude.

Madame Pernelle and Orgon's piety is used to reinforce their perceived higher social status and moral authority.

Orgon is willing to forfeit his family and his wealth to be pious like Tartuffe.

- Religion according to other members of the family

Truth and honesty are more important to the family than Tartuffe's pious attitude.

The family want to expose Tartuffe and his fraudulent religious beliefs.

Mariane is trapped between her father's wish that she marry Tartuffe and her own desire to marry Valère.

- Molière's attitude to religion

Molière satirises false piety.

Molière stresses the importance of family and truth over false piety and social status.

The intervention of the King at the end of the play reinforces the religious importance of the monarchy in 17th century France.

0 3

Voltaire : *Candide*

0 3 . 1

Examinez le thème de l'amour dans *Candide*.

Vous pouvez utiliser les points suivants :

- l'amour de Candide pour Cunégonde
- l'amour de Cunégonde pour Candide
- l'attitude des autres personnages envers l'amour
- l'amour de la vie.

[35 marks]

Possible content

- Candide's love for Cunégonde

Candide has always been in love with Cunégonde and his constant quest is to be reunited with her.

Even when he is in the utopia of Eldorado, he decides he cannot stay without her and leaves to search for her once more.

When he is finally reunited with her, even though she is much changed, he honours his commitment to marry her.

- Cunégonde's love for Candide

She loves Candide.

Despite this, she betrays him when it is in her interest to do so.

She puts her own financial security ahead of her love for Candide when she agrees to marry Don Fernando.

- The attitude of other characters towards love

For the majority of the male characters relationships with women are not characterised by romantic love.

They are based on ownership and exploitation.

The characters put their own needs above their love for anyone else.

- The love of life

Characters experience extreme suffering but yet still want to live and remain optimistic. The old woman has thought about suicide many times in her life but has never gone through with it because she loves life too much.

Human nature makes the characters love life and stay alive even when faced with cruelty and suffering.

03.2

Examinez le personnage de Candide et son importance dans le conte.

Vous pouvez utiliser les points suivants :

- ses rapports avec Pangloss
- sa relation avec Cunégonde
- son optimisme
- son rôle dans le conte.

[35 marks]

Possible content

- His relationship with Pangloss

Pangloss is his mentor and has taught him that their world is the best of all possible worlds.

Candide's faith in Pangloss' philosophy is repeatedly tested throughout his adventures. Pangloss maintains his beliefs despite Candide's questions and everything that happens to them that goes against his beliefs.

- His relationship with Cunégonde

His quest to be reunited with Cunégonde is what he lives for.

His love for Cunégonde is doomed from the outset as they are from different social classes.

Candide is nevertheless determined to marry her and he remains devoted to her throughout the story.

- His optimism

Candide believes in Pangloss' philosophy when things are going well for him.

However, as he acquires more knowledge of the world, Candide begins to question his faith in Optimism.

But even when faced with cruelty and suffering, he remains optimistic in his quest to find Cunégonde.

- His role in the story

Candide's opinions and actions are determined by the influence of outside factors, and Voltaire uses him to present his views.

Through his experiences he shows the positive and negative aspects of « *la condition humaine* ».

Ultimately, Candide finds contentment working on the farm and he rejects the philosophy of Optimism, instead believing « *il faut cultiver notre jardin* ».

0 4

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

0 4

1

Examinez l'attitude de Maupassant envers la guerre en vous référant à **deux** contes.

Vous pouvez utiliser les points suivants :

- les raisons pour votre choix de contes
- comment la guerre révèle des aspects positifs des gens
- la cruauté de la guerre
- comment la guerre change les personnages.

[35 marks]

Possible content

- The reasons for your choice of stories

How each story shows Maupassant's attitude towards the war.

How the stories are similar or contrasting.

How the characters represent Maupassant's attitude.

- How war reveals positive aspects of people.

« *la nature humaine* » is shown as positive (eg the Prussian soldiers become like sons to Madame Sauvage and help on the farm).

Patriotism – people united against the enemy (*Deux Amis*).

Daily acts of heroism carried out by humble characters (*La Mère Sauvage*).

- The cruelty of war.

Violence and the cruelty of the soldiers (*Deux Amis*).

Families destroyed by the war (*La Mère Sauvage*).

Innocence is destroyed by the war (*La Mère Sauvage*).

- How war changes the characters

The values of some characters change in order to survive (*La Mère Sauvage*).

Certain characters are forced to behave in a way they would not ordinarily behave (*La Mère Sauvage*).

The soldiers forget what acceptable behaviour is (*Deux Amis*).

0 4 . 2

Examinez comment le traitement de Boule de Suif est injuste.

Vous pouvez utiliser les points suivants :

- l'attitude de Boule de Suif envers ses compagnons
- le comportement des autres voyageurs envers Boule de Suif au début du voyage
- l'hypocrisie des autres voyageurs
- l'attitude des autres après ce qui se passe à Tôtes.

[35 marks]**Possible content**

- Boule de Suif's attitude towards her companions

Boule de Suif is friendly and shares her food with her companions.
She feels inferior to them as she is from a different social class.
She is respectful towards her companions and wants to help them.

- The behaviour of the other travellers towards Boule de Suif at the start of the journey

The men find her attractive and charming.
The women do not respect her because of her profession and her social class.
They make insulting comments about Boule de Suif.

- The hypocrisy of the other travellers

They look down on Boule de Suif but are happy to take her food.
They put pressure on her to sleep with the officer despite her initial refusal.
They use their religious beliefs to convince Boule de Suif that it is the right thing to do.

- The attitude of the others after what happens in Tôtes

They celebrate by drinking champagne.
They do not appreciate what Boule de Suif has done for them.
They do not share their food with Boule de Suif and she feels rejected.

0 5**Albert Camus : *L'étranger*****0 5****1**

Examinez le personnage de Meursault.

Vous pouvez utiliser les points suivants :

- son rôle comme personnage principal
- sa personnalité
- ses rapports avec les autres
- ses attitudes envers la vie.

[35 marks]**Possible content**

- His role as main character

Meursault is the narrator of the novel, and therefore all events are seen from his point of view.

He is not given a first name, and we do not know exactly how old he is, although at the end of the novel he refers to dying at the age of 30.

We are given no physical details, so we do not know what Meursault looks like.

- His personality

Meursault feels few emotions beyond physical pleasure and discomfort.

Out of step with the norms of society, he displays little emotion; his only real emotional outburst is when the chaplain offers to pray for him.

He is extremely honest, and refuses to lie even at the trial, when it would be in his interests to do so.

- His relationship with other people

Meursault expresses no grief at the death of his mother, and is not entirely sure exactly when she died; this seems to have little importance to him.

He meets and becomes the lover of Marie Cardona, a former typist from his office, and their relationship, although sexual, lacks emotional commitment on Meursault's part.

Meursault befriends Raymond Sintès, his neighbour, and it is this relationship which eventually leads to a brawl on the beach with the brother of Raymond's abused mistress, and the eventual murder of the Arab by Meursault.

- His attitude towards life

Meursault remains largely passive to events and circumstances and his usual response is « *ça m'était égal* ».

He does not think deeply about moral issues, the future, himself, or other people – physical sensations are much more important to him.

Meursault tells the *juge d'instruction* that he is an atheist.

0 5 . 2

Examinez le thème de la mort dans le roman.

Vous pouvez utiliser les points suivants :

- la mort de Madame Meursault
- le meurtre de l'Arabe
- la condamnation à mort de Meursault
- l'attitude de Meursault envers la mort.

[35 marks]**Possible content**

- The death of Madame Meursault

The novel begins with the death of Madame Meursault in the old people's home. Meursault is unsure of exactly when she died, which seems unimportant to him. Meursault expresses no grief and does not cry at the funeral; he is detached and unfeeling despite the death of his only relative.

- The murder of the Arab

Meursault is dragged into a brawl on the beach with the Arab brother of Raymond's abused mistress.

He later shoots the Arab five times for no real reason, a fact which will become a key part of the case against him for premeditated and deliberate murder.

Meursault displays no remorse, and blames the murder on his physical discomfort caused by the heat and the brilliance of the sun.

- The condemnation to death of Meursault

It seems during the trial that Meursault is being condemned not for murder, but for his failure to comply with the norms of society, particularly his reaction and behaviour at his mother's death.

Meursault refuses to allow the lawyer to exaggerate how he felt at his mother's funeral, and is unable to explain his actions on the beach, when he killed the Arab.

Meursault is denounced as having no soul, no humanity, and no human principles in the light of his reactions and behaviour following the death of his mother and the murder of the Arab.

- Meursault's attitude towards death

Meursault does not believe in God, or salvation, or an afterlife.

He believes that the fact that everyone dies makes everyone equal, and so the choices we make in life are unimportant.

The certainty of life and death which surely follows is worth more to Meursault than any words the chaplain might offer, and accepting that he will be executed ultimately brings him a certain calm and even happiness.

0 6

Françoise Sagan : *Bonjour Tristesse*

0 6

1

Examinez l'importance de Raymond dans le roman.

Vous pouvez utiliser les points suivants :

- le comportement et les attitudes de Raymond
- ses rapports avec Cécile
- ses rapports avec Elsa
- ses rapports avec Anne.

[35 marks]

Possible content

- His behaviour and attitudes

Raymond is a womaniser who does not live by traditional moral values.
Raymond leads a hedonistic lifestyle.
Raymond has a *laissez-faire* attitude to relationships and parenthood.

- His relationship with Cécile

Raymond does not set boundaries for Cécile and does not keep her behaviour in check.
Raymond does not have a strong parental influence on Cécile even though she adores him.
Raymond treats Cécile more as an equal than a daughter.

- His relationship with Elsa

Raymond's relationship with Elsa is superficial.
Both Raymond and Elsa have a *laissez-faire* attitude to disciplining Cécile.
Elsa considers Anne to be a threat to her relationship with Raymond.

- His relationship with Anne

Anne's presence creates a more traditional family bond between her, Raymond and Cécile.
Anne is selfless in her love for Raymond.
The relationship between Raymond and Anne is less superficial than that between Raymond and Elsa.

0 6 . 2 Examinez le thème de l'amitié dans *Bonjour Tristesse*.

Vous pouvez utiliser les points suivants :

- l'amitié entre Raymond et Cécile
- l'amitié entre Cyril et Cécile
- l'amitié entre Cécile et Elsa
- l'amitié entre Cécile et Anne.

[35 marks]

Possible content

- The friendship between Raymond and Cécile

Cécile has a very strong bond with Raymond after the death of her mother. Their relationship is more of a friendship than a conventional father and daughter relationship.

Raymond's friendship with Cécile means that he does not set boundaries to control her behaviour.

- The friendship between Cyril and Cécile

Cécile's friendship with Cyril is superficial and temporary.

Cécile's attitude to Cyril is influenced by Raymond's attitude to love, friendship and relationships.

Cécile manipulates Cyril to stop the relationship between Anne and Raymond.

- The friendship between Cécile and Elsa

There is no maternal love between Cécile and Elsa.

Their relationship is more as friends and co-conspirators than as possible step mother and step daughter.

Cécile conspires with Elsa to destroy the relationship between Raymond and Anne.

- The friendship between Cécile and Anne

Cécile does not differentiate between friendship and parenting until Anne arrives.

Cécile sees Anne as a threat to her friendship with Raymond.

Anne acts not as a friend but as a matriarch to Cécile.

0 7

Claire Etcherelli : *Elise ou la vraie vie*

0 7

1

Examinez l'attitude de Lucien envers les femmes dans sa vie.

Vous pouvez utiliser les points suivants :

- ses rapports avec sa grand-mère
- son traitement de sa femme
- sa relation avec Anna
- ses rapports avec Elise.

[35 marks]

Possible content

- His relationship with his grandmother

Lucien is forced to stay with her because of his health.
He cannot bear living there but does not want to work.
He finds it suffocating and wants to be left alone.

- His treatment of his wife

He treats her badly, but she remains devoted to him.
She works to support him so that they can live separately from Elise and his grandmother.
He is almost relieved when she has to go to hospital, as he is free from her.

- His relationship with Anna

He sees Anna as a means of escape from his life with Marie-Louise.
She has a great deal of influence over him.
He decides to go to Paris because of Anna.

- His relationship with Elise

Elise is like a mother to Lucien in Bordeaux and he is dependent on her.
Once in Paris, she wants to go back to Bordeaux, but she cannot imagine life without Lucien.
As Elise becomes more independent, they gradually grow apart.

07.2

Examinez l'amour entre Elise et Arezki.

Vous pouvez utiliser les points suivants :

- le début de leur relation
- les opinions des autres
- les problèmes de leur amour
- la fin de la relation.

[35 marks]**Possible content**

- The start of their relationship

Friendship develops gradually.
Arezki treats Elise with kindness.
It is the first time she has been in love.

- The opinions of other people

It is not acceptable for a French person to be in a relationship with an Arab.
People look at them with suspicion when they are out together.
Arezki's friends and family find it difficult to accept the relationship.

- The problems of their love

They experience racism from other workers, the authorities and people in general.
Their relationship has to be kept secret.
The couple feel isolated and misunderstood.

- The end of the relationship

Elise is naive about the problems their relationship causes.
There is a constant sense of tension and fear that makes it hard to continue the relationship.
Ultimately it is impossible for them to stay together.

0 8**Joseph Joffo: *Un sac de billes*****0 8****1**

Examinez l'épisode à l'Hôtel Excelsior.

Vous pouvez utiliser les points suivants :

- l'interrogation de Jo et Maurice
- la maladie de Jo
- l'aide du Docteur Rosen et de Mademoiselle Hauser
- l'aide du curé de la Buffa.

[35 marks]**Possible content**

- The interrogation of Jo and Maurice

Ever protective of his younger brother, Maurice takes the lead in answering the questions put to the boys.

Maintaining their resourcefulness, they use a story they have concocted, which mixes truth with events from the life of Jean Masso whom they met at Moisson Nouvelle, to provide a credible history for themselves.

Following their father's advice before they left Paris, they continue to insist that they are not Jews, maintaining courage and determination despite the pressures of the interrogation.

- Jo's illness

After almost a week of captivity, Jo falls seriously ill and becomes wholly dependent upon Maurice.

Diagnosed with the onset of meningitis, he is at his lowest point physically, emotionally, and mentally.

Despite his illness, he still does not admit that he is a Jew.

- The assistance of Dr Rosen and Mademoiselle Hauser

The medical examiner tells the German Officer that they have been circumcised for medical reasons. He is one of the many « *sauveurs inattendus* » that Jo and Maurice will meet.

Mademoiselle Hauser cares for Jo in his illness and brings him books to read. She explains that she is Jewish but Jo, still mindful of the dangers, resists admitting to her that he is also a Jew.

Mademoiselle Hauser and Dr Rosen become just two more of the countless victims of the Holocaust that Jo and Maurice will never see again.

- The assistance of the *curé* from la Buffa

Without the assistance of the *curé*, Jo and Maurice would certainly have been transported to a death camp.

He not only provides false communion certificates for Jo and Maurice, but comes to the Hotel and says he will return every day until the boys are released.

He displays courage and determination on behalf of the Catholic church to support and protect Jo and Maurice, and even threatens intervention at a higher level by the Church if the boys are not set free.

08.2

Examinez l'attitude de Jo envers son père.

Vous pouvez utiliser les points suivants :

- l'influence sur Jo de l'histoire personnelle de son père
- les relations entre Jo et son père avant le départ de Paris
- la réunion familiale à Nice
- la mort du père Joffo.

[35 marks]**Possible content**

- The influence on Jo of his father's personal history

Jo sees the parallels between his own life and that of his father as an exile fleeing his own home at a similarly young age and identifies closely with him.

Monsieur Joffo's firm belief that France is a safe haven, so long as the ideals of liberty, equality and fraternity are maintained, and his optimism instil in Jo great confidence in contrast to the constant fears of his mother.

There is a sense of continuity passed down the generations as « *fuyards* » – Monsieur Joffo's own father before him was forced to flee the pogroms of Bessarabia. Jo takes to heart this family history.

- The relationship between Jo and his father before the departure from Paris

As head of the family, *le père Joffo* makes all the decisions and is respected by the whole family, not just by Jo.

Jo's father makes the two boys promise that they will never reveal the truth that they are Jews – a commitment Jo takes to heart and which will ultimately save him.

Jo sees his father as a constant source of wisdom and his bedtime stories entertain and comfort the young boys. For them he is « *papa aux belles histoires* » and « *le roi de la rue* ».

- The family reunion in Nice

Jo feels safe once more that the Joffo family are together again, and appear to be thriving in Nice, safe from the Nazi regime for a while with his father back in control as head of the reunited family.

Monsieur Joffo listens to *Radio Londres*, never missing a broadcast, and the family plot the movement of the allies and their battle successes on a map, which instils in Jo a sense of hope that the war may soon be over.

When the Germans arrive in Nice, Monsieur Joffo again makes the decision for the whole family that they must separate – telling them not to worry. His very last contact with Jo is by way of a phone call in which he encourages Jo to remain hopeful and optimistic that they will soon see each other again.

- The death of Jo's father

Despite having survived the rigours of almost constant pursuit through France, there is a bitter-sweetness to Jo's return to Paris since his father is no longer there.

The cruelty of the Holocaust is brought firmly home to Jo at the most personal level – his father has not escaped the Nazi death camps.

Jo may have grown up but in the final picture he paints of looking through the barber shop window to see his mother and his two older brothers at work, there is a notable absence. His father has become « *papa du crématoire* ».

0 9**Faïza Guène : *Kiffe kiffe demain*****0 9****1**Examinez comment la vie est souvent difficile pour Doria dans *Kiffe kiffe demain*.

Vous pouvez utiliser les points suivants :

- la famille
- l'éducation
- le conflit des générations
- la vie dans les banlieues.

[35 marks]**Possible content**

- Family

Doria supports her mother, who struggles to integrate in French society.
Doria's father has left her and her mother for another family.
Doria's father still has a strong influence on her life in spite of his absence.

- Education

Doria's lack of interest and progress at school makes her think negatively about her future.
Doria feels that before going to *CAP Coiffure*, she was never given guidance on her career path.
Doria believes that the hairdressing course would be a good choice for her future career plans.

- The generation gap

Doria is trapped between the traditional values of her community and those of modern France.
Doria's aspirations are often quashed by the older generation's values.
The older generation is more insular whereas Doria and the younger generation are less so.

- Life in the suburbs

Doria feels marginalised and excluded from other communities in Paris.
Doria feels it is difficult to escape the constraints of the suburbs.
At the end of the novel, Doria becomes positive about her future in the suburbs.

09.2Examinez le thème de l'amitié dans *Kiffe kiffe demain*.

Vous pouvez utiliser les points suivants :

- l'amitié entre Doria et sa mère
- l'amitié entre Doria et Youssef
- l'amitié entre Doria et Hamoudi
- l'amitié entre Doria et Nabil.

[35 marks]**Possible content**

- The friendship between Doria and her mother

Doria has a very close friendship with her mother and is very protective of her.
Doria wants to help her mother with her illiteracy.
Doria wants her mother to be more positive about her own future.

- The friendship between Doria and Youssef

Doria has known Youssef since Primary School and he is like an older brother to her.
Doria finds Youssef attractive and handsome.
Doria is distraught at what she considers to be the injustice of Youssef going to prison.

- The friendship between Doria and Hamoudi

Doria is often critical of Hamoudi's attitude to women.
Doria does not approve of Hamoudi's girlfriend.
Doria views Hamoudi as a father figure, and she feels as though she can confide in him.

- The friendship between Doria and Nabil.

Doria initially considers Nabil to be dull, even though he helps her with her school work.
As she gets to know him, Doria feels as though Nabil would be a good husband.
The friendship between Doria and Nabil has the possibility to become a deeper relationship with a positive future.

1 0**Philippe Grimbert : *Un secret*****1 0 . 1**

Examinez l'importance de Saint-Gaultier pour les personnages qui décident de traverser la ligne de démarcation pour y aller.

Vous pouvez utiliser les points suivants :

- l'importance de Saint-Gaultier pour Tania et Maxime
- son importance pour Georges
- son importance pour Louise et Esther
- son importance pour Hannah et Simon.

[35 marks]**Possible content**

- The importance of Saint-Gaultier for Tania and Maxime

It is at Saint-Gaultier that Tania and Maxime, having resisted the attraction between them for so long, finally give in to it.

At first secretly, then quite openly, they spend time together and fall in love.

Their happiness is, however, tinged with the guilt they feel about the disappearance of Hannah and Simon.

- Its importance for Georges

Saint-Gaultier is where Georges finds refuge from the persecution of the Jews by the Nazis in the occupied zone.

According to the family's plan, he makes the first trip there with Maxime to await the arrival of the women.

Georges is happy to spend his days working for the colonel in whose home they are staying.

- Its importance for Louise and Esther

Saint-Gaultier represents a haven for them, too, but their relief on arriving is marred by having witnessed what happened to Hannah and Simon.

They have to hide the truth from Maxime that Hannah intentionally betrayed herself and her son, Simon, to the Gestapo.

Esther reacts badly to the relationship that develops between Maxime and Tania, but Louise is more accepting of this.

- Its importance for Hannah and Simon

Hannah and Simon never reach Saint-Gaultier, which would represent their reunion with Maxime.

Hannah sacrifices her life with Maxime, so that he and Tania can be together and realise their happiness.

Hannah ensures that she keeps Simon, her son, with her and does not allow him to join his father.

1 0 . 2

Examinez l'attitude du narrateur envers son père dans le roman.

Vous pouvez utiliser les points suivants :

- l'attitude du narrateur quand il est jeune
- ce qui explique cette attitude
- pourquoi cette attitude change
- son attitude à la fin du roman.

[35 marks]**Possible content**

- The narrator's attitude when he is young

He feels alienated from his father, and guilty that he cannot be the son Maxime wants him to be.

He has little communication with his father, and experiences little love and affection from him.

His father seems to have an obsession for work and for his physical fitness.

- What explains this attitude

Maxime is physically extremely fit and healthy and the narrator's childhood is characterised by sickness and visits to the doctor.

He, therefore, constantly feels that he is letting his father down, that he is a disappointment to him.

The only time Maxime shows any sense of pride in his son is when he learns he has been in a fight at school.

- Why this attitude changes

The narrator discovers the truth about the past, that his father was previously married to a woman called Hannah and they had a son, Simon.

He discovers too, from Louise, that Hannah and Simon were arrested by the Gestapo and deported to Auschwitz.

This discovery makes him understand better the suffering that his father has endured, in particular the loss of a son who was the apple of his eye.

- His attitude at the end of the novel

In discovering what he has about the fate of Hannah and Simon, the narrator can alleviate some of the burden of the past for his father and Tania.

He no longer feels he has let his father down, but rather that he has helped him.

Maxime embraces his son, and this is the first physical contact there has been between the two men.

1 1

Delphine de Vigan : *No et moi*

1 1 . 1

Examinez le personnage de Monsieur Bertignac, le père de Lou, et son importance dans le roman.

Vous pouvez utiliser les points suivants :

- la mort de Thaïs
- les rapports de Monsieur Bertignac avec sa femme
- ses rapports avec Lou
- ses rapports avec No.

[35 marks]

Possible content

- The death of Thaïs

The death of Lou’s baby sister has had a profound effect on the whole family. They do not talk about it and try to pretend everything is normal. Lou’s mother has never been the same since.

- Monsieur Bertignac's relationship with his wife

He works hard to look after his wife.
He accepts the way she is and quietly gets on with his life.
He lives in hope that one day they will get the old Anouk back.

- His relationship with Lou

He is a reliable presence in Lou’s life and tries to maintain a normal family life but he is distant.
He supports everything Lou does and he is understanding when she asks if No can stay with them.
Their relationship is strengthened by everything that happens with No and particularly after Lou attempts to leave home.

- His relationship with No

He welcomes No into the family, and she responds in a positive way.
He tries to support her but, ultimately, he realises that she cannot change, and that they are unable to look after her.
He believes No is a risk to the family, and to Lou in particular, and that she cannot stay with them.

1 1 . 2

Examinez les aspects négatifs de la vie de Lou.

Vous pouvez utiliser les points suivants :

- sa vie au collège
- la famille
- la solitude
- les secrets et les mensonges.

[35 marks]**Possible content**

- Her life at school

Lou feels excluded at school because she is younger than all her classmates.
She is more intelligent than the majority of her classmates.
She finds it hard to fit in socially; she is shy and awkward.

- Family

Lou has a difficult home life due to her mother's depression.
She is emotionally detached from her parents and does not feel loved.
Although her mother is physically present, she is absent emotionally.

- Loneliness

Lou does not have any friends at school at the start of the novel.
She spends a lot of time alone at the station, watching passengers coming and going.
She was sent away to boarding school for 4 years, only returning home for weekends and holidays.

- Secrets and lies

Lou does not confide in anyone about the death of her baby sister and keeps it secret from her classmates and teachers.
Lou cannot speak to her parents about Thaïs but she sometimes looks at the photos that have been hidden away.
She keeps No's existence secret from her parents to start with.

Section C Films**1 2****François Truffaut : *Les 400 coups*****1 2 . 1**

Examinez l'importance pour Antoine des divertissements dans sa vie.

Vous pouvez utiliser les points suivants :

- ses promenades dans Paris
- l'amitié de René
- sa passion pour Balzac
- sa passion pour le cinéma.

[35 marks]**Possible content**

- His outings into Paris

The freedom to venture out into Paris is important for Antoine who, otherwise, is constantly living in restricted spaces.

His experience on the 'rotor' symbolises this complete freedom.

Paris offers excitement and entertainment, which he can enjoy with his friend René.

- The time spent with René

This is not always for entertainment but the friends clearly enjoy being together, exploring Paris.

Antoine stays over at René's parents' home and they have fun smoking and hiding from René's father.

One of the most moving moments in the film is when Antoine realises, in the detention centre, how he is now deprived of René's friendship and company.

- His passion for Balzac

Clearly Antoine has a passionate interest in reading Balzac and creates a shrine as evidence of his admiration for the writer.

He naively believes that emulating this great writer will win him praise from his teacher, but instead he is ridiculed for plagiarising Balzac.

His cult of Balzac backfires again when the shrine ends up in flames.

- His passion for the cinema

His mother suggests a trip to the cinema as a treat for Antoine.

This is clearly a special outing.

It seems to be the only time in the film when there is any sort of harmony and happiness within the family trio.

1 2 . 2 Examinez l'attitude d'Antoine envers son éducation.

Vous pouvez utiliser les points suivants :

- l'attitude d'Antoine envers ses professeurs
- son attitude envers la discipline
- pourquoi Antoine fait l'école buissonnière
- la valeur de l'éducation pour Antoine.

[35 marks]

Possible content

- Antoine's attitude towards his teachers

Antoine shows little respect for the two teachers we see in the film, but this attitude seems to be shared by most classmates.

He is the pupil that gets the blame, and the punishment, for everything that goes wrong, and there is thus an understandable resentment towards them.

The only time there is any positive attitude towards his teacher is when he says his mother has died, but this is very short-lived.

- His attitude towards discipline

He forgets to write the lines he is given as punishment for writing on the classroom wall. He gets himself into further trouble by inventing the lie of his mother's death.

The adults in his school-life, just like those in his family life, exercise little control over Antoine, who is left to his own devices most of the time.

- Why Antoine plays truant

Initially, this is encouraged by René as a way of avoiding having to explain not doing the lines he was given.

Playing truant and running away become, for Antoine, the only way out of his predicament.

Truancy is a direct result too of a lack of interest in and motivation for his schooling.

- The value of education for Antoine

He doesn't see any value in his education and Truffaut shows this to be a wider social problem.

This does not only apply to school life; the correcting influence of the remand centre is ineffective.

In the end Antoine's solution is to escape from any and every adult influence in his life.

1	3
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Louis Malle : *Au revoir les enfants*

1	3
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1

Examinez les similarités entre Julien et Jean.

Vous pouvez utiliser les points suivants :

- l'attitude de Julien et de Jean envers les études
- leur attitude envers la religion
- leur esprit compétitif
- leur passion pour la lecture.

[35 marks]**Possible content**

- Julien's and Jean's attitude towards their studies

They are both highly intelligent and clever boys, the cleverest in the class.

They are very motivated in their studies.

They achieve good marks and are praised by their teachers.

- Their attitude towards religion

Both of them take their religion seriously.

Julien is a practising Catholic, going to confession, taking communion and with ambitions to work as a missionary priest.

Jean keeps to a nightly ritual of praying, even though to be seen to do so could be dangerous for him.

- Their competitive spirit

This is seen in their academic rivalry and in the initial jealousy towards Jean that Julien displays.

It is seen in their dogged determination to be on the winning side in the treasure hunt.

Their competitiveness overrides the anxiety they have when night starts to fall.

- Their passion for reading

This is a very strong bond between the two boys and is the basis of their friendship; it is a book that allows Julien to discover Jean's real identity.

Clandestinely, they read the erotic passages of *The Arabian Nights*.

Jean 'bequeaths' his collection of books to Julien when he is arrested and forced to pack and leave the school.

1 3 . 2

Examinez le rôle que les professeurs jouent dans la vie des garçons.

Vous pouvez utiliser les points suivants :

- l'enseignement qu'ils donnent
- la protection qu'ils donnent
- les conseils qu'ils donnent
- la discipline qu'ils donnent.

[35 marks]

Possible content

- The education they provide

The education, which is very academic and includes the study of the Classics, is delivered by knowledgeable and competent staff, mainly priests.

The boys' physical education and well-being are addressed through the curriculum and activities such as the treasure hunt.

There are optional, extra-curricular music lessons available, this making for a generally well-rounded education.

- The protection they provide

The boys are escorted from the train station by a member of staff to ensure their safety. During air-raids they are shepherded to safety by the staff, and are distracted from the danger either through lessons or prayers.

Père Jean is particularly concerned about protecting the Jewish boys, for whom the school is a refuge.

- The guidance and advice they provide

Père Jean uses the opportunity of confession to offer spiritual guidance and advice to Julien.

Père Jean steers Julien's friendship with Jean in the right direction.

The Mass and Sacraments are used to convey spiritual guidance and to instil Catholic values.

- The discipline they provide

The boys listen to readings from religious works during their meals.

Père Jean is severe in disciplining those pupils who have engaged in black-market dealings with Joseph.

Daily routines are supervised by the staff and there is an expectation that the boys behave in an orderly and disciplined fashion.

1 4

Mathieu Kassovitz : *La Haine*

1 4

. 1

Examinez les rapports entre les trois protagonistes.

Vous pouvez utiliser les points suivants :

- l'amitié entre les trois protagonistes
- leur solidarité
- leurs différences
- la mort de Vinz et la réaction d'Hubert et de Saïd.

[35 marks]**Possible content**

- The friendship between the three protagonists

The friendly relationship between the three protagonists does not always run smoothly and, despite their friendship, they often argue amongst themselves.

Hubert appears to be the leader of the trio, a role sometimes challenged by the aggressive behaviour and demeanour of Vinz.

Saïd is very much a follower of the other two. He appears to be somewhat closer in his relationship with Vinz. He often mediates between the other two.

- Their solidarity

The experience of the three protagonists as citizens of the *banlieue* is a shared experience, which establishes a bond between them.

They appear to spend most of each and every day together, and remain close for the most part, prepared to support and defend each other, for example, during the fight with the skinheads.

They come from what seem to be similarly fractured family backgrounds with no father figure present in any of their homes to provide a guiding role.

- Their differences

Each of the three main characters is from a different ethnic background, Vinz a Jew, Saïd an Arab « *beur* », Hubert a black African.

Vinz is a pessimist and reacts aggressively most of the time, Saïd is a naive optimist who remains passive for the most part, whereas Hubert is a realist who remains pragmatic and more evenly tempered in his behaviour.

Despite their differences they essentially remain friends throughout.

- The death of Vinz and the reaction of Hubert and Saïd

Just at the point where the three friends seem to have reconciled any differences, tragedy occurs as Vinz is shot by Notre Dame in full view of Saïd and Hubert.

Hubert's reaction is to seek vengeance immediately, resulting in a Mexican standoff with Notre Dame.

Saïd closes his eyes as if to indicate that, if he cannot see what has happened to his friend, it perhaps might not have happened at all.

1 4 . 2

Examinez les aspects positifs de la vie en banlieue.

Vous pouvez utiliser les points suivants :

- la vie familiale en banlieue
- la solidarité des banlieusards
- le sentiment d'une vie de communauté partagée
- d'autres aspects positifs.

[35 marks]

Possible content

- Family life in the suburbs

Despite living in overcrowded apartments and what seems to be a largely hostile urban environment, there is a sense of family support.

Saïd's brother plays a father role and is protective of his brother in the same way that Saïd himself tries to play the same role for his sister.

Hubert assumes the role of the head of the household, since his older brother is in prison. He supports his mother with contributions from the money he makes dealing drugs.

- The solidarity of those who live in the suburbs

There is a strong sense of shared community in the suburbs.

The riots are in response to police brutality against ethnic minorities who make up the population of the suburbs.

Saïd's brother is someone who organises social get-togethers for the young '*banlieusards*', for example, the barbecue on the rooftops in the aftermath of the riots.

- The sense of a shared community

Despite different ethnic backgrounds, the community of the *banlieue* gets along well together in the face of hardship. There is a strong friendship between the three main protagonists.

Darty provides electrical goods and appliances for the whole of the *banlieue*. He is an important community figure linking the different social elements together.

There is a sense of common feeling, and the community comes together in times of crisis, for example, the gang attack on the police in revenge for the brutality against Abdel.

- Other positive aspects

Police officers like Samir try to make a difference by supporting those who live in the *banlieue*. He pleads Saïd's case and gets him released after he is arrested at the hospital.

Despite the grimness of the *banlieue*, life is not without its humour and Saïd constantly makes jokes to amuse and entertain his friends.

Music and street dance provide positive interludes between scenes of monotony, boredom and wall-to-wall graffiti.

1 5**Cédric Klapisch : *L'auberge espagnole*****1 5****1**

Examinez le personnage de Wendy et son rôle dans le film.

Vous pouvez utiliser les points suivants :

- le rôle de Wendy dans la vie de l'appartement
- son attitude envers le programme Erasmus
- ses rapports avec Xavier
- ses rapports avec son frère.

[35 marks]**Possible content**

- Wendy's role in the life of the apartment

She complains that the others don't clean up after themselves.
 She comes across as less 'laid back' than the rest and tends to be teased for this.
 She generally reflects the stereotypical Brit in the European community that is the flat.

- Her attitude towards the Erasmus programme

She takes her participation in the Erasmus programme seriously.
 She is invariably seen at her desk, studying.
 She initially declines the invitation to go out partying, because she has work to do.

- Her relationship with Xavier

She teases Xavier after he has been on the phone to Martine.
 The phone conversation with Xavier's mother and subsequent questions to Xavier about the *fac* is a source of humour.
 As the film progresses, there seems to be a growing closeness between Xavier and Wendy, but she is angry with him when he criticises her casual relationship with Bruce, the American.

- Her relationship with her brother

She is very close to William and finds him amusing, despite the offensiveness of his generalisations about other nationalities.
 She is annoyed when she discovers how William has imitated a German accent with Tobias and given a Nazi salute.
 Their closeness means that she cannot be annoyed with him for long, and they quickly settle their differences.

1 5 . 2

Examinez comment Klapisch présente le thème de l'amour dans ce film.

Vous pouvez utiliser les points suivants :

- l'amour entre Anne-Sophie et Jean-Michel
- l'amour entre Xavier et Martine
- les rapports amoureux d'Isabelle
- l'amour entre Wendy et Alistair.

[35 marks]**Possible content**

- The love between Anne-Sophie and Jean-Michel

Theirs was allegedly love at first sight but it soon proves to be anything but perfect love. Jean-Michel is arrogant and chauvinistic, obsessed by his work to the point of neglecting Anne-Sophie.

She eventually becomes besotted with Xavier, in whose company she comes to feel fulfilled and liberated.

- The love between Xavier and Martine

Their separation is a cause of sadness and upset for Xavier, but he finds writing to her quite liberating in terms of what he can express.

Martine's visit to the flat is a disaster; she feels ill at ease and it is clear she does not fit in with Xavier's new-found friends.

The relationship does not survive the separation.

- Isabelle's love relationships

Klapisch explores lesbian relationships through the character of Isabelle.

These are seen to be as tempestuous and problematic as heterosexual relationships.

There is a deep understanding between Isabelle and Xavier.

- The love between Wendy and Alistair

There is a naïve innocence about Alistair's feelings for Wendy.

He arrives unannounced in Barcelona, expecting this surprise visit to make Wendy happy.

Every effort is made by all the flatmates and William to protect Alistair from discovering Wendy's casual relationship with Bruce.

1 6

Jean-Pierre Jeunet : *Un long dimanche de fiançailles*

1 6 . 1

Examinez comment Manech change au cours du film.

Vous pouvez utiliser les points suivants :

- Manech au début du film
- les relations entre Manech et Mathilde
- les expériences de Manech sur le champ de bataille
- Manech à la fin du film.

[35 marks]

Possible content

- Manech at the beginning of the film

Manech lives an essentially peaceful life in the Brittany countryside.

When he meets Mathilde, he is concerned about her ability to walk and is immediately attentive of her and her physical difficulties.

He develops a close friendship with Mathilde, which eventually deepens into love.

- The relationship between Manech and Mathilde

Manech is fiercely protective with Mathilde.

He is deeply in love with her and they come to share intimate moments of physical love.

He declares his relationship with her in the coded motto of MMM (Manech aiMe Mathilde).

- Manech's experiences on the battlefield

Manech experiences the horrors of war first-hand.

A comrade is literally blown to pieces right in front of him on the battlefield, shattering Manech mentally.

He is sustained by his love for Mathilde and carves MMM on the tree in No-Man's Land.

- Manech at the end of the film

The trauma of his war experiences has taken away his memories.

He is no longer certain of his own identity and believes he is Jean Desrochelles.

There is hope for his future relationship with Mathilde, as he talks to her using words from their very first meeting about her ability to walk, suggesting a hint of possible recognition.

1 6 . 2

Examinez les personnages de Bénédicte et de Sylvain et leur importance dans le film.

Vous pouvez utiliser les points suivants :

- les actions et le caractère de Bénédicte
- son importance dans le film
- les actions et le caractère de Sylvain
- son importance dans le film.

[35 marks]**Possible content**

- The actions and the personality of Bénédicte

Bénédicte and her husband Sylvain have adopted Mathilde as their daughter since the death of her parents.

Bénédicte has a simple and homely character.

She runs her household in a quietly practical and orderly fashion.

- Her importance in the film

She is Mathilde's aunt and plays the role of a surrogate mother in her life.

She continues to assist and support Mathilde despite the fact that all odds seem against her quest to find out the truth.

She offers moments of light relief and humour to lighten the mood of more serious moments in the film.

- The actions and the personality of Sylvain

Like Bénédicte, Sylvain has a simple and homely character.

He is practical and efficient in running his household.

He is prepared to help Mathilde in any way he can, and shows real concern for her.

- His importance in the film

Sylvain is Mathilde's uncle and surrogate father.

Throughout the film he is a constant source of support and assistance for Mathilde.

He accompanies Mathilde in her travels, during the investigation into events, in a protective role.

1 7**Laurent Cantet : *Entre les murs*****1 7****1**

Examinez l'attitude des élèves de Monsieur Marin envers la discipline.

Vous pouvez utiliser les points suivants :

- l'attitude de Souleymane
- l'attitude de Koumba
- les attitudes d'Esmeralda et de Louise
- l'attitude des autres élèves dans la classe.

[35 marks]**Possible content**

- The attitude of Souleymane

His home life is violent and hostile, which is mirrored in his behaviour in the classroom. Souleymane fails to respect the rules of discipline and is both verbally and physically abusive towards other pupils in the class.

Souleymane does not value education, nor does he appear to see the need to behave in a polite and mutually respectful manner in the classroom.

- The attitude of Koumba

Koumba refuses to follow instructions and to read aloud in class, and seems aggrieved when she is punished for her disrespect of school rules.

Koumba challenges Marin's authority directly.

Koumba will not apologise for her poor discipline, until Marin accepts that he has disrespected her.

- The attitudes of Esmeralda and Louise

The two girls behave unpleasantly for most of the time and are entirely disrespectful of discipline, and the norms of expected civil behaviour in school.

In what might seem a bizarre contradiction, Esmeralda, who is extremely undisciplined in school, wants to be a police officer.

The two girls care little for authority and continue to chat to each other loudly at the teachers' meeting that they attend.

- The attitude of other pupils in the class

Some students abide by the rules but struggle in the undisciplined atmosphere of Marin's classroom.

Burak wants to do well at school, but is prevented from doing so by the poor behaviour of other students.

Arthur's mother reveals that she was very much anti-school when she was younger, and that she has brought her son up in the same way to challenge the norms.

1 7 . 2

Examinez comment l'éducation en France est présentée comme un système en crise.

Vous pouvez utiliser les points suivants :

- l'attitude des professeurs envers les élèves
- l'intérêt du programme scolaire
- le manque de discipline et le comportement des élèves
- l'attitude des élèves envers l'éducation.

[35 marks]

Possible content

- The attitude of teachers towards pupils

The majority of teachers display a general negativity towards the pupils.

The headteacher has no clear policies for punishment or reward – the price of a cup of coffee has more importance on the agenda at meetings.

Ballots by teachers and the head, who are in the majority at disciplinary hearings, invariably result in expulsion.

- The interest of the school curriculum

It is particularly hard for Marin to make the curriculum relevant or find a suitable context for his teaching which will engage the students.

His history colleague wants him to teach *Voltaire* to tie in with study of the *Ancien Régime*, which is way beyond their intellectual capacity.

Much of the language work he does with them has little or no relevance in their lives, for example, teaching the imperfect subjunctive.

- The lack of discipline and the behaviour of the pupils

Marin's class is difficult to manage because of the poor behaviour and attitude of the pupils.

There are several dominant, disruptive and belligerent individuals.

Conflict between students is a common occurrence, and many of them show disrespect and insolence towards Marin himself.

- The attitude of the pupils towards education

Education seems to have a low priority in the lives of Marin's students.

The poor attitude towards education is compounded by the fact that several students come from homes where the first language is not French, and where parents may not even speak French at all.

Some students have particularly difficult and often violent home lives, which impact on their attitude towards education and school in general.