

Example answers and examiner commentaries: Paper 2

This resource contains an essay on each of three prescribed works for AS French (7561), Paper 2. Each essay is accompanied by the relevant mark scheme extract and by a commentary to explain the marks awarded. The aim of the resource is to exemplify to teachers the way the mark scheme is applied to students' essays.

The works covered are *Kiffe kiffe demain*, *Entre les murs* and *No et moi*.

Further marked exemplar essays can be found in Secure Key Materials on e-AQA.

Assessment criteria

A03	
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.

A04	
17-20	<p>Very good critical response to the question set</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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	<p>The student produces nothing worthy of credit in response to the question.</p>

Kiffe kiffe demain – example essay

Write the two digit question number inside the boxes next to the first line of your answer

Answer

Leave blank

9.1 Dans Kiffe kiffe demain Madame Burland est psychologue, et comme les profs de Doria trouvent elle est renfermée, alors elle doit voir Madame Burland chaque lundi. Quand Mme Burland évalue sa réaction au images ou analyser son utilisation de la pâte à modeler Doria est cynique: "c'est l'anagme."

La description "...vieux, moche..." montre que Doria n'aime pas Madame Burland, mais elle commence à se confier à elle quand elle parle de Hamoudi, Nabil, et sa mère et d'autres choses.

Madame Burland veut aider Doria à affronter les sujets difficiles comme son père, mais Doria imagine que Madame Burland est méchante: "... à maraboute ses feutres et sa pâte à modeler pour que j'aie mal." Elle méfie.

Puis Madame Burland est devenue plutôt conseillère, comme une mère et Doria gère ça avec beaucoup d'humour. Parfois elle trouve que Madame Burland est bizarre et elle pense qu'elle doit avoir vu un psy elle aussi!

Un jour la thérapie est terminée et Doria est reconnaissante parce qu'elle sait que Madame Burland l'a aidé beaucoup: "je lui ai même dit merci à Madame Burland."



Write the two digit question number *inside* the boxes next to the first line of your answer

Answer

Leave blank

Un vrai merci." Mais aussi Doria a un peu peur parce qu'elle est toute seule et pour elle c'est comme si Madame Burland a abandonné Doria. Mais Doria est contente aussi parce qu'elle va mieux. Madame Burland a bien fait son travail pour aider Doria à aller bien je trouve.

(239 words).

Extract from mark scheme

Examinez le rôle que joue Madame Burlaud dans la vie de Doria et les rapports entre ces deux personnages.

Vous pouvez utiliser les points suivants:

- le travail que fait Madame Burlaud et comment sont les rendez-vous
- comment elle essaie d'aider Doria et comment Doria réagit
- comment Doria la décrit
- les rapports entre Doria et Madame Burlaud.

[35 marks]

Possible content

Madame Burlaud's work

Psychologist or psychiatrist who has regular meetings with Doria.

Issues and problems discussed at these meetings.

Doria referred by teachers – educational psychiatrist.

Intervenes to help Doria articulate and understand her concerns and worries.

Doria's attitude towards this intervention.

How she tries to help

Subjects Doria to a number of psychological tests.

Tries to encourage her to confront the events in her life that she might find disturbing (departure of father; father having second child (a boy) with a new partner.

Trying to keep Doria motivated to study.

Doria's cynicism in the face of Madame Burlaud's help.

Doria's description

Describes Madame Burlaud as *vieille, moche et elle sent le Parapoux*.

Inoffensive but at times she worries Doria.

Her head shakes as she looks at Doria – like one of those dogs you see in the back of cars.

She always takes people seriously and never makes judgements.

Relationship between Doria and Madame Burlaud

Doria sees a lot of humour in the character and in their meetings.

She is quietly mocking of Madame Burlaud for the effect she thinks incidents have on Doria's life (absence of father; not going to winter sports; periods; mother's love-life).

But this is never malicious.

Commentary on *Kiffe kiffe demain* essay

Examinez le rôle que joue Madame Burlaud dans la vie de Doria et les rapports entre ces deux personnages.

A03

The language produced is reasonably accurate, but there are a few serious errors: anglicism *la therapy*, in conjugation “elle méfie lacks reflexive pronoun, *Madame Burlaud veut aider* and *je trouvé* are examples of incorrect conjugation. However, there is use of modals, past tense with agreement and a direct pronoun. Beyond this the essay lacks complex structures. The range of vocabulary used is appropriate to the task.

Mark for A03: 10/15

A04

The student has a reasonable understanding of the text. Nothing in the essay really justifies a better judgement than “reasonable” overall and the Band 3 descriptors closely match this answer. The student answers both parts of the question: considers the role of Madame Burlaud, demonstrates how she intervenes to help Doria articulate her worries and then evaluates Doria’s reactions to this intervention. The student demonstrates how the nature of their relationship changes throughout the therapy. However, the essay is slightly short, thus there are occasions where opportunities to develop are missed and where examples are not always detailed: *quand elle parle...d’autres choses*. What are these things she talks of? What do these discussions demonstrate? Overall, appropriate evidence from the text is frequently, but not always, used to justify points of view and draw conclusions.

Mark for A04: 12/20

Total mark for the essay: 22/35

Entre les murs – example essay

Write the two digit question number inside the boxes next to the first line of your answer

Answer

Leave blank

17-2

Dans "Entre les murs" François Marin est un prof qui enseigne une classe difficile. Il est dans les trente ans, il n'a pas beaucoup de cheveux, aussi il s'habille smart. Moi je pense que il est ordinaire sauf il est de moyen classe alors il n'est pas comme les élèves qui ont les pauvres familles et l'ethnicité différent et les langues.

Monsieur Marin veut que les élèves réussir et il les respecte les élèves. Mais il est idéaliste et il pense que il peut changer les avis sur le collège et à mon avis ce n'est pas réaliste parce que si je n'aime pas l'école je ne changer pas mon avis pour un prof. Monsieur Marin est patient avec les élèves qui comportent mauvais mais un jour il est en colère et il repand mal à Esmeralda et Louise parce que elles dit les mots de Monsieur Marin sur Souleymane. Souleymane dit "tu" à Monsieur Marin!

Pour enseigner Monsieur Marin est drôle et sarcastic pour essayer de faire les bons cours. Il sait le français est difficile pour les élèves et à la maison beaucoup ne parle pas français avec les parents, alors lire Anne Frank c'est difficile donc il décide de faire les auto-portraits pour intéresser les élèves. Il n'est pas traditionnel car Souleymane peut faire



Write the two digit question number inside the boxes next to the first line of your answer

Answer

Leave blank

ça avec les photos.

A mon avis les méthodes de Monsieur Marin ne marcher pas très bien.

Moi je ne pense pas que le prof est l'ami pour les élèves et Monsieur

Marin il veut être un ami et les élèves n'aime pas ça.

(261 words).

leave blank

leave blank

Extract from mark scheme

Laurent Cantet: *Entre les murs*

Faites le portrait de Monsieur Marin. Analysez dans quelle mesure ses méthodes d'enseigner ses élèves sont efficaces.

Vous pouvez utiliser les points suivants:

- comment il est physiquement
- comment est son tempérament
- ses méthodes d'enseignement
- le résultat de son influence et de ses méthodes.

[35 marks]

Possible content

Physical description of Marin

In his thirties, 'ordinary-looking', medium build, short hair, balding. Wears clothes which are smart but casual (shirt and jacket with jeans).

His personality/temperament

Patient, committed, caring, understanding, firm, sincere, idealistic.

Calm; generally positive in outlook; keen to see the positive side of his students and tries to promote this above and beyond their poor behaviour.

Slow to anger – but eventually 'snaps' and responds to the girls with inappropriate language.

Respects his students.

His methods of teaching

Is in his fourth year of teaching so he is a relatively experienced teacher in the school.

Establishes a routine for the students at the start of the year and ground rules.

Uses humour and sarcasm when teaching/explaining/responding to students.

He tries to make lessons relevant; positive atmosphere.

Values the work of the students; supportive and encouraging; encouraging pride in their achievements.

Tries to promote good values: politeness, mutual respect.

Commentary on *Entre les murs*

Faites le portrait de Monsieur Marin. Examinez dans quelle mesure ses méthodes d'enseigner ses élèves sont efficaces.

A03

The language used contains frequent serious errors, some of a basic nature. There is anglicisms of nouns: *idealist...realist*, spelling mistakes in high frequency words: *beaucoup*, and a lack of accents. There is some evidence of lack of adjectival agreement and many verbs are left in the infinitive: *il decider de faire les auto-portraits*. The use of a *si* clause is formed incorrectly with no other examples of complex structures. The vocabulary used is appropriate but repetitive. Construction is sometimes confusing: *dans les trente ans. de moyen classe*.

Mark for A03: 6/15

A04

There is a limited critical response to the question set. The student has answered the question on a very superficial level using a narrative approach rather than highlighting and analysing specific examples. Therefore evidence to justify points of view is limited. There is a fair physical description of Monsieur Marin, but limited detail on specific teaching methods used; as a consequence the student has little scope to analyse whether these have been successful. The student brings in personal opinions about school which are irrelevant to the question.

Mark for A04: 6/20

Total mark for the essay: 12/35

No et moi – example essay

Write the two digit question number inside the boxes next to the first line of your answer

Answer

Leave blank

11.2

J'examinerai les rapports entre Lou et ses parents, considérant l'impact de la mort de Thais, le séjour de No, puis la fugue de Lou sur ceux-ci.

Se souvient d'un passé joyeux quand elle regardait sa mère se maquiller ou qu'elle aidait avec Thais, Lou se trouve à souffrir de l'absence émotionnelle de sa mère aussi que du faux espoir de son père : "il faudra du temps pour qu'on retrouve l'ancienne maman... on y arrivera." Lou est plus proche de son père : "j'essaie de l'aider... faire bonne figure."

La perte de Thais avait brisé les liens: une mère déprimée, un père qui cache ses larmes, laissant Lou isolée. Après quatre ans d'absence Lou retrouve cette mère à la dérive : "plus jamais... elle ne me serre contre elle", avec un père absent au travail.

L'arrivée de No déclenche la guérison chez la mère de Lou : "sa présence n'était pas une simple figuration." La famille revit, préparant la chambre pour No comme ils avaient fait pour Thais. No donne à Lou l'impression d'avoir une vie familiale normale, mais ses parents s'inquiètent de la mauvaise influence de No sur Lou.



Write the two digit question number *inside* the boxes next to the first line of your answer

Answer

Leave blank

La fugue de Lou réveille les sentiments maternels chez sa mère : "elle m'a attirée contre elle..." Ses parents ne la jugent pas, ayant appris avec No qu'il fallait laisser Lou faire ses propres erreurs.

Les rapports entre Lou et ses parents avaient été brisés par la mort de Thais, puis ont commencé à se reconstruire pendant le séjour de No. Finalement Lou retrouve l'affection parentale.

(251 words)

Extract from mark scheme

Delphine de Vigan: *No et moi*

Examinez les rapports entre Lou et ses parents.

Vous pouvez utiliser les points suivants :

- **comment sont son père et sa mère**
- **comment le passé a affecté la vie de famille**
- **comment la présence de No change cette situation**
- **comment les parents traitent Lou.**

[35 marks]

Possible content

Relationship with father and mother

Lou is very isolated.

Mother is completely wrapped up in herself.

Father influenced by mother.

Dysfunctional as a family unit.

The effect of the past

Lou's parents had lost a child.

Details of this loss and its impact.

How mother dealt with it and how father dealt with it.

Consequences for mother and for Lou because of effect on family life.

No's arrival and impact

No's arrival changes the whole dynamic within Lou's household.

The detail of what this means, for example.

Explanation of why this is the case – does Lou's mother become less preoccupied with self because she can become preoccupied with No?

Lou's decision to run away with No.

Parents' treatment of Lou

They don't judge.

They allow Lou to make mistakes.

They have learned from the experience of taking No into their home.

Less wrapped up in themselves and thus more prepared to try and understand their daughter, Lou.

Commentary on *No et moi* essay

Examinez les rapports entre Lou et ses parents.

A03

The language used is generally accurate; the student is able to manipulate complex structures successfully as demonstrated by the use of direct object pronoun, the pluperfect and passive verb forms. A range of tenses are used effectively and there is a good range of vocabulary that is appropriate to the task: *briser / la dérive / déclencher / la guérison* for example.

Mark for A03: 14/15

A04

Overall this is a good critical response to the question. The student supports points made by using knowledge of the text that is usually accurate and detailed. It should be noted that although quotations are used here to support points, a paraphrase of the appropriate reference in the text would be just as valid an approach to presenting evidence and justification. The links between points made and quotations are not always clear and it is this that prevents the answer from being in the top band range of marks for A04.

Mark for A04: 16/20

Total mark for the essay: 30/35