

Mark Scheme (Results) Summer 2007

GCE

GCE French (6445) Paper 1

Notes on the questions

The following is a brief outline of what might be expected for each question.

Q1(a)

A system whereby French workers were obliged to work in Germany to further the war effort. It was created in February 1943, was linked to and followed on from the concept of *la relève* which had been announced in June 1942, part of the political collaboration between the Vichy government and the Germans. The idea was to provide Germany with the specialised work force it required in exchange for prisoners, one prisoner was to be freed for every three volunteer workers who went. The initiative failed, there were few volunteers and even less prisoners were released. The law of February 16th 1943 made a period of two years work service compulsory for all young people born in 1920, 21 and 22. It was said to be instead of military service which had been suspended. There were a few exemptions eg students. A small number, presumably mostly those who shared German aims, believed they were helping to forge a new Europe, an alliance of France and Germany against bolshevism, went willingly and enthusiastically. Mostly there were varying degrees of hostility, however. French local officials who were charged with ensuring quotas were met were luke-warm, prevaricated, adopted delaying tactics. The Resistance believed it was a ploy to free up more German workers who could be sent to the eastern front. The Communists viewed it as slave labour and were violently opposed. Strikes and demonstrations were organised. The young people involved mostly refused, referred to as *les réfractaires*, tried to avoid it at all costs, they reported sick, went into hiding with relatives, friends or in the countryside. Some (probably less than is popularly imagined) fled to join the *maquis*, disappeared into clandestine existence. In general the STO demonstrated to the French the perniciousness of collaboration, the deportation of French labour alienated the French from the Germans and the Vichy authorities which were seen to be relaying their demands.

Q1(b)

The difficulties were the material and psychological ones which plagued daily life. Candidates cannot be expected to cover all possible forms of deprivation but are likely to mention shortages in food, fuel, transport, clothes, medicine etc. They might also talk about restricted opportunities in the world of work and in social life as well as a loss of freedom, the spread of controls, denunciations etc. Some people were able to cope more easily because they were young, fit and resourceful, the rich were able to counter problems by spending large sums on the black market, those who lived in the countryside or had contacts amongst food producers probably fared better than others. Those who decided to collaborate with the Germans in a variety of ways probably ensured that they enjoyed a more comfortable life. Some of those who were members of sections of society persecuted by the Germans were perhaps able to hide, flee the country or deny that they were members of the oppressed groups.

Q2(a)

The first part will depend on the region but candidates might be expected to know about any particular features, seasonal differences, to be able to give details about annual rainfall, sunshine etc. In the second part they might talk about crops favoured and the consequent effects on diet, specialities, economy. The climate

might affect work, tourism, style of housing, cultural activities. It might be possible to link climate to personality and viewpoints.

Q2(b)

The first part will depend on the region but might include natural and man-made features, weather, cultural and sporting possibilities. The second part should allow discussion of amounts of investment in tourism, whether the region can offer facilities to match modern likes and aspirations, will the French continue to holiday at home in such regions, will foreigners come?

Q3(a)

No doubt there are slight regional and establishment variations but largely a common, centrally controlled curriculum designed to give a basic, broad education. Core of French, History/Geography, foreign languages, artistic studies, Maths, Science and Technology, Éducation civique, and EPS. Varying amounts of time given to these subjects. Second part is a matter of opinion but candidates might point to a sound basic education, broad enough to keep options open for a variety of BAC options when pupils progress to the lycée. On the other hand they might point to a lack of choice, a lack of options for the less able or those who find certain subjects difficult, there is little room for individualism or for the development of nonacademic talents, pupils expected to pursue these outside of the collège.

Q3(b)

BEP - brevet d'études professionnelles - allows those who gain it either to join the working world or to continue studying, the majority select the latter, moving on to a bac professionnel or technologique. BEP is a broader qualification than a CAP, more scope for development. Gives young people the status of a qualified worker. Half the course consists of technological and vocational instruction, including periods of work experience, placements usually of 4 to 8 weeks. The other half spent on general subjects. Content of the vocational side varies according to the chosen speciality. General education includes Maths, Physics (for some specialisms), French, History/Geography, EPS, ' vie sociale et professionnelle ', a foreign language is compulsory. CAP - certificate d'aptitude professionnelle - gives a qualified worker status in a specific profession. Training is mostly technical and vocational. Caters for about 250 specialisms. On gaining the certificate a young person can start work immediately, which most do, or continue studies. More than half of the course is technical and vocational with many practical sessions in workshops, labs etc. Some general subjects such as French, EPS, History/Geography, Science. A foreign language is usually optional. Advantages may be seen as catering for those who are not academically inclined, prepares for work, gives people a specific, useful skill, trains people for the jobs which are in short supply. Disadvantages - it might be felt that such diplomas are commonly seen as second-class, do not have the same cachet as academic courses, they are rather narrow, do not cater as well for late developers, more difficult to change direction, do not necessarily lead to employment in all areas.

Q4(a)

Jules et Jim a variety of locations, Paris, Germany etc. Some set against a background of the First World War. *Le dernier métro* Paris during the Occupation, much of it in a theatre. Second part a matter of opinion but candidates can point to the use of newsreel in part, of natural outdoor settings, camera techniques designed to capture realistic settings. The dark areas of the theatre in the later film to show the dark days of the Occupation. They might conclude that *Le d.m* is more realistic than *J et J*.

Q4(b)

Jules a German, becomes a great friend of Jim in Paris and part of the love triangle involving Catherine whom he marries, they have a daughter. The two friends fight on opposite sides during the war but meet again afterwards. Submissive to Catherine, accepts the triangular relationship. Lucas a Jewish theatre director, forced to hide from the Germans, in this situation is forced to rely on Marion. Part of a triangular relationship involving Bernard. Second part is a matter of opinion, widely different backgrounds, lives, eras but main points of resemblance might be their relationship with and attitude towards women and their participation in a triangular relationship. Both tend to be submissive and dominated to some extent.

Q5(a)

There has been a growth in popularity of sport in general and of certain sports in particular, candidates should be able to say which ones, give figures etc. More desire to participate than merely to watch others. Greater participation by women. Greater provision of facilities, clubs. The increase in sporting activity might be explained by a growth in leisure time, due to the 35 hour week amongst other things, the desire to remain healthy and attractive, to combat obesity, stress and other effects of modern living. Interest has been stimulated by the staging at different times of major tournaments and events in France, the success of French teams and individuals at international level. Disappointment at not securing the Olympics could have a negative effect.

Q5(b)

Ever greater commercialisation. Spread of cable and satellite, availability of many more channels. Emergence of new types of programmes eg reality shows. Still quite a large dependence on foreign made programmes. Second part a matter of opinion but TV will no doubt be seen as playing an important role. Average amount of time spent watching TV still high but more leisure time may have led to a desire to do more active things outside the home, viewers more discerning, demand better quality programmes.

Q6(a)

In *L'Étranger* a young Arab, the brother of a girl who has been abused by Meursault's friend Raymond, who comes seeking revenge on Raymond. In *Les Justes* the Grand Duc Serge is the victim of a political assassination, blown up by revolutionaries in a coach as he returns from a theatre. In legal terms both are innocent but the Arab came to the beach obviously seeking confrontation, a skirmish had already taken place before the fatal shooting. He is armed with a knife which he draws when Meursault approaches. There should be scope for discussion of self

defence and of the role of the sun. In *Les Justes* the Grand Duc is a tyrant and his assassination is justified by the revolutionaries as a means of freeing an oppressed people. There could be discussion on the key theme of whether killing is ever justified.

Q6(b)

Meursault, until his outburst against the aumônier at the end before his execution, is not irreligious or anti-religious, he is just indifferent. Any religious reactions to his mother's death are meaningless to him and when, in the second part, various representatives of the law try to speak to him of religion he does not understand what they are saying. Kaliyev is said by others to be a believer but a non-practising one, he makes a sign of the cross before he goes off to kill the Grand Duc. However, in the discussion with the Grande Duchesse he refuses to repent and denies the relevance of God on earth. He is reported to have refused to embrace the crucifix before his execution. Could be argued that, far from leading to despair, the absence of a belief in God ennobles the main protagonists, makes them true to themselves, enhances their love of mankind or temporal pleasures.

Q7(a)

La Louise is an elderly eccentric woman who lives in a house on the edge of the Chaâba with husband M. Gu and an immense guard dog, Pollo. They have no children. She invites a selection of the Chaâba children in for tea on Thursdays. Seen as a great treat. In return they help tidy the garden, she tells them stories. Organises and leads the assault against the prostitutes. Sad when the community fades away. She brings colour, interest, humour to the story. Significantly she is the only French person who seems to want to have anything to do with the inhabitants of the Chaâba. Moussaoui is the leader of the non-cooperative Arab boys who sit at the back of the class in the Léo-Lagrange school, does no work, is a bully, naughty, illiterate. Accuses Azouz of not being a true Arab, of consorting with the French. He refuses to take part in the lesson on hygiene, defies and then abuses M. Grand, is expelled. He underlines the difficulties Azouz faces in trying to do well at school, the problems of integration with the French. Adds a note of menace to the book.

Q7(b)

Keen to maintain the traditional hierarchy in the Chaâba, the men dominate the women, he is the leader of the men. Maintains unquestioned authority. Bike incident shows that he has autocratic power over, not only his own family, but other members of the community too. Incensed by bad publicity engendered by the police raid, tries to assert his authority in this incident but it is here that people for the first time dare to stand up to him, significantly the most vociferous is a woman, Zidouma. In this episode he is weakened by Azouz's behaviour when the police arrive. This is the beginning of the break-up of the community, increasingly people move away, Bouzid cannot persuade them to stay, finally the Begags are the only ones left to show any authority over. Once they too move outside the Chaâba he has virtually no authority left, it even wanes over his own family. One of the reasons he wants to return to the Chaâba.

Q8(a)

Sets the scene. Germans defeated, Russians moving in. Hugo comes to Olga, she is suspicious, arms herself with a revolver. Hugo has been freed from prison against his will, he is keen to find out if the party line has changed. It transpires that someone has tried to poison Hugo while he has been in prison. Becomes clear that he killed Hoederer but party's attitude towards him seems to have changed. Two assassins arrive to kill Hugo but Olga prevents them from carrying out their mission. She persuades Louis to give her three hours to see if Hugo is récupérable, to clear up whether Hoederer's murder was political assassination or a crime of passion. Olga invites Hugo to go over what has happened, leads us into the flashback which makes up most of the play. Sets the scene but poses more questions than gives answers, creates mystery and suspense, audience keen to find out what has happened and what will happen. Will Hugo survive? Mystery even surrounds what is known for certain eg we know that Hoederer is dead but why? How? In what circumstances? A fascinating opening to the play.

Q8(b)

Rather virile, strong-willed, intellectual character. A dedicated party member, ready to sink personal feelings and interests in the need to obey orders, follow the party line. She has a strong affection for Hugo, she feels both protective and responsible towards him. Has a role to play in the plot, it is she who negotiates a stay of execution, instigates the flashback in which the uncertainties of the opening are explained, is part of the political content of the play. To what extent should one show blind allegiance to a party? Contributes to the love interest, provides a striking contrast with Jessica.

Q9(a)

A Pétainist camp run on semi-military lines or like a boy scout camp. Work during the day, camp in tents at night. About 100 young inmates, they wear a uniform. Camp run by M. Subinagui. The Joffo boys try their hand unsuccessfully at pottery, then work in the kitchens. They make friends with Ange Testi and others. They enjoy evening activities. It seems an odd place for two Jewish boys to go but in one way it is a great hiding place, the last place they are likely to be sought. In short term, therefore, unlikely to regret being there. They come to enjoy the surroundings and the camaraderie, the camp provides them with a peaceful interlude. Ange Testi unwittingly provides them with a story to help them when they are later interrogated. Biggest regret would be that it is from MN that they are persuaded to go with Ferdinand to Nice where they are captured and exposed to the greatest danger of the whole book in the Gestapo headquarters in the hotel Excelsior.

Q9(b)

Jo makes this observation when he is stopped by two policemen at the station in Marseille, candidates could quote this incident where Jo pretends that a stranger is his father. Other examples might be meeting the curé who helps them in the train to Dax, the doctor who inexplicably testifies that they are not Jews, how Henri manages to get the parents released from a camp in Pau, crossing the demarcation line etc. There are some very tense moments in the story, will they be captured, will they manage to survive, will they be denounced etc? Suspense is only one element, however, in the success. Candidates could point to other elements such as the development of the characters, the picture of occupied France, the humour etc.

Q10(a)

Bernard finds out in a letter from his mother. He is beside himself with rage. His first reaction is that the Deguilhem family must not find out. He determines that they must break off the honeymoon and return immediately, the family expects Thérèse to help influence Anne. Thérèse has three letters in which Anne expresses her joy at her new-found love. One of the letters contains a photo of Azévédo. She calmly pierces the photo through the heart with a pin and flushes it away. Later, during the night when Bernard is fast asleep, she tears the letters into tiny fragments and throws them into the night air. She determines to do as the family wishes and help break up the relationship between Anne and Azévédo. Bernard acts in this way because nothing must threaten the proposed marriage between Anne and the fils Deguilhem which will be of great financial advantage to them. A relationship with Azévédo would threaten the family as he is poor, a Jew and is ill with tuberculosis. Thérèse also feels that nothing should get in the way of the proposed marriage, an indication that she shares many of society's bourgeois values. Above all, however, she is jealous. She is already profoundly disappointed by her marriage and her relationship with Bernard. She does not want Anne to enjoy what she cannot enjoy.

Q10(b)

A stiflingly hot day in a period of prolonged drought, there have been forest fires in the area, Bernard is terrified that their property may be affected. As news of the fires is relayed to them Bernard is preoccupied and carelessly overdoses on the Fowler liquid he has been prescribed. Thérèse does not think of warning him that he has taken twice the normal amount. Bernard returns to inform Thérèse that the fire has missed them. He asks if he has taken his medicine. For an unexplained reason she remains quiet and Bernard takes even more. That night Bernard is very ill, Thérèse does not tell the doctor that he has been taking too much of the arsenic mixture. Determines to find out later if the overdose had been responsible for the illness by giving him too much medicine and the progressive poisoning followed. It is true that Thérèse has a great feeling for property and trees but unlikely to have been the reason behind the poisoning. Candidates could explore several possibilities, her increasing annoyance and distaste for Bernard, her inability to express her own personality in a narrow society governed by a rigorous code of conduct, she feels frustrated as an intelligent person surrounded by inferior, smug individuals.

Q11(a)

Candidates could point to the satire of the French army found in various stories. Several characters are comic, the pompous M. Masserel and the more endearing Walter Schnaffs. The attempts by various Prussian officers to speak French, the hypocrisy of the passengers in *Boule de suif* and the naiveté of the Deux Amis, the English witnesses in *Un duel* are almost pantomime figures. Most candidates would probably feel that there are not too many comic elements. War is more often seen as destructive of material things and of character. It is unpredictable and capable of producing great violence in the most unlikely of people. Maupassant's central thesis is that war is waged and promoted by important people but it is the poor and the ordinary folk who suffer.

Q11(b)

At first they are very superior, call her < une honte publique >, refuse to speak to her, have anything to do with her. Hunger, however, forces them to accept Boule de Suif's food, they become more friendly. At the hotel, when they first learn of the officer's ultimatum, they are outraged and support Boule de Suif in her refusal to comply. However, they very soon realise this is against their self interest and in various ways they cajole her into accepting. On leaving the hotel they once more shun her, refuse to give her any food, leave her sobbing in the corner of the coach. Second part is a matter of opinion, might say that the minor characters are onedimensional caricatures. Candidates could also assess Boule de Suif and the officer who are slightly more complex. The skill is in producing a vivid portrayal in a few deft strokes.

Q12(a)

One might say that this is only a small slice of French society but candidates can point to such things as arranged marriages, the role of the entremetteuse, parental authority, usury, gambling, fashion, the role of servants etc. Very much a product of its age but the play deals with universal issues and character traits, avarice, relationship of parents and children, love and marriage and of course the play is funny, modern audiences can appreciate the humour.

Q12(b)

Mariane is revolted by Harpagon's appearance. The latter arrives sporting glasses and exaggerating his age and infirmity because Frosine had told him that Mariane finds this attractive. Harpagon introduces his children but disparages them and says he will soon be rid of them. Mariane is amazed to find that her admirer is Harpagon's son. Cléante begins to compliment Mariane, ostensibly speaking on his father's behalf. He begins ordering lavish refreshments, much against his father's wishes and finally bestows Harpagon's ring on Mariane, again much to Harpagon's discomfort. Candidates will no doubt find the great difference in age and attractiveness distasteful, although some might explain that such a marriage might have been quite likely at the time. More distasteful is Harpagon's method of wooing the young girl and also the fact that he is seeking such a wife on the cheap. References could be made to the sans dot scene and Frosine's twisted blandishments. He soon seems to forget and relinquish Mariane when he is preoccupied with retrieving his money box.

Q13(a)

Deliberately left very broad, there is a great deal to say about Voltaire's style, candidates may not be expected to include everything. Written in the style of the picaresque novel, a series of adventures and misfortunes haphazardly linked together. Around Candide are a number of characters from whom he is frequently parted, only to be reunited with, usually by chance. Several digressions. From time to time story is linked to historical events. The genre is used by Voltaire for his own ends, the hero is hurried along at breakneck speed. Characters have little complexity, puppet-like figures, usually representative of ideas, contrast is used eg Pangloss and Martin. Candidates might also point to elements such as parody, irony, sarcasm, satire. To deal with the commentez side of the question candidates could point to the colourful narrative, the reader never has time to lose interest, all

designed for the appreciation of the central intellectual theme - the debunking of Optimism and the disillusionment of Candide.

Q13(b)

Candide leaves Eldorado in high spirits, romantically carving Cunégonde's name on trees but misfortunes are not long in restarting. Soon they lose most of the wealth gained in Eldorado. On approaching Surinam they meet and talk to a mutilated negro slave. Candide decides to send Cacambo to Buenos-Ayres with some of their vast wealth to buy back Cunégonde and arranges to meet him later in Venice. He negotiates with the owner of a vessel to take him to Europe but is duped and cheated of his fortune. Finally he books passage on a more modest French boat bound for Bordeaux and advertises for an honest but unfortunate and disillusioned travel companion. He chooses one of the candidates, Martin, and they set sail from Surinam. Candide's general misfortunes here are part of the discomfiture of the naïve Candide which occurs throughout the novel. Happiness and prosperity gained in Eldorado are fleeting. Meeting the slave allows consideration of an important 18th century debate, that of colonial slavery. Voltaire satirises European commercial spirit which brutally exploits human beings. Religion is also inculpated and the hypocrisy of religion is referred to. Candide has one of his swings into despair, denying Pangloss's optimistic view. Being cheated by M.Vanderdendur underlines another recurrent theme, the unpleasantness of human nature. The travel companion brings another important character into the story. Martin will turn out to be the ultimate pessimist and will provide a constant contrast to Pangloss. A short but nevertheless a significant episode. These and other references to Eldorado might be made but are not essential.

Answers which are totally irrelevant or can be given no credit for content will be awarded no marks for either content or language.

TOTAL FOR PAPER: 90 MARKS