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Indicative Content

Mark Scheme (Results)

Summer 2019

Pearson Edexcel GCE A Level

In French (9FR0) Paper 3

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## General Marking Guidance

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

## GCE A Level French

### Paper 3 mark scheme

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

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

##### Step 1 Decide on a band

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

##### Step 2 Decide on a mark

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

#### Guidance on timing of the speaking assessment

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

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

## Task 1 – Discussion on a theme

Three mark grids are applied to task 1:

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

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

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

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

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

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

### **Additional guidance**

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

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

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

### Accuracy and range of language mark grid

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

### Accuracy and range of language (AO3)

Marks	Description
0	No rewardable language.
1-3	<ul style="list-style-type: none"><li>• Limited variation in the use of grammatical structures and vocabulary, limited or repetitive use of complex and idiomatic language, occasional variation of expression; communication is sometimes restricted/stilted.</li><li>• Limited sequences of accurate language; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed.</li><li>• Pronunciation and intonation are inconsistent, leading to</li></ul>
4-6	<ul style="list-style-type: none"><li>• Some variation in the use of grammatical structures and vocabulary, with use of some repetitive complex and idiomatic language, resulting in some variation of expression; some sequences of articulate communication.</li><li>• Accurate sequences of language, resulting in some coherent speech; sometimes errors occur that hinder clarity of communication.</li><li>• Pronunciation and intonation are intelligible though sometimes inaccurate.</li></ul>
7-9	<ul style="list-style-type: none"><li>• Frequent variation in use of grammatical structures and vocabulary, including examples of complex and idiomatic language, resulting in frequent variation of expression and frequent sequences of articulate communication.</li><li>• Accurate language throughout most of the conversation, resulting in generally coherent speech; errors occur but rarely hinder clarity of communication.</li><li>• Pronunciation and intonation are intelligible and mostly accurate.</li></ul>

10–12	<ul style="list-style-type: none"> <li>• Consistent variation in use of grammatical structures and vocabulary, including different types of complex structures and idiomatic language, expressing ideas in a variety of ways, resulting in articulate communication.</li> <li>• Accurate language throughout resulting in coherent speech that is immediately understandable; any errors do not hinder clarity of the communication.</li> <li>• Pronunciation and intonation are accurate, intelligible and authentic sounding.</li> </ul>
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### Additional guidance

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

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

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

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

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



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

Errors that **do not hinder clarity:**

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

Errors that **hinder clarity:**

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

Errors that **prevent meaning being conveyed:**

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

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

Task 1 Stimulus FR1

Statement	Indicative content
A	<ul style="list-style-type: none"> <li>• Reconstituted families, the result of previously married people re-marrying or setting up home together are wide-spread</li> <li>• Single-parent families are wide-spread as a result of death, divorce or choice</li> <li>• Extended families are in steep decline as a result of children moving away from their place of birth to study or find work</li> <li>• Homosexual families are more commonplace but still in the minority</li> </ul>
B	<ul style="list-style-type: none"> <li>• Surrogacy is forbidden in France but there are around 2000 children in France born this way</li> <li>• French nationals can contract with overseas surrogates</li> <li>• Children from such arrangements were not recognised by the state but this has changed following an Appeal Court decision</li> <li>• Opponents see it as unnatural, a commercialisation of the human reproductive process and a threat to the French way of life</li> </ul>

Task 1 Stimulus FR2

Statement	Indicative content
A	<ul style="list-style-type: none"> <li>• Under the previous system applying was an open process and when there were not enough places in a given discipline students were allocated places on a lottery basis. This was judged undemocratic and unfair</li> <li>• University entrance is achieved via a system of interviews deigned to ensure that candidates are clear in their choice of pathway</li> <li>• Students select a limited number of "filières" (programmes of study") and are guided ("accompagnés") from their final school year to their second university year.</li> <li>• There are pre-requisites for certain courses which could involve "catch-up" courses and students could go through an interview process</li> </ul>
B	<ul style="list-style-type: none"> <li>• Discipline / Religion : many things influence a person's decision to place their child in a private school – from the reputation of the schools in the area through distance from the school and personal philosophies to educational results – but the main reasons are the idea that discipline is better in the private sector and the importance of a religious ethos</li> <li>• Results : despite reservations being expressed about the overall quality of teachers in the private sector (teachers recruited by interview in private and by competitive exam in public and as "fonctionnaires" they cannot be fired) - private schools generally have better results, which critics attribute to the area their catchment area, their selection procedures and strong discipline</li> <li>• Roughly 86% of primary school children are in the public sector and roughly 80% of secondary pupils</li> </ul>

	<ul style="list-style-type: none"><li>• There are 13 tertiary institutions that are private (5 Catholic Institutes) and 134 others that are recognised by the Department of Higher Education</li></ul>
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Task 1 Stimulus FR3

Statement	Indicative content
A	<ul style="list-style-type: none"> <li>• The reforms aim to decrease the power of the unions by decentralising wage bargaining</li> <li>• Making the hiring and firing process more flexible by changing the nature of the CDD and CDI</li> <li>• Agreements - i.e. over bonus payments - can be struck at the level of the workplace with staff representatives who do not belong to unions and will take precedence over sectoral agreements (but only in companies with less than 50 employees (4% of these are unionised) and only if 50% of the work force vote for them))</li> <li>• Redundancy payments will be increased but unfair dismissal ones reduced</li> </ul>
B	<ul style="list-style-type: none"> <li>• Harassing people with a view to obtaining sexual gratification, by threat, mental pressure, impossible demands etc; is punishable by 1 year in prison and a 15.000 euro fine (Wikipedia)</li> <li>• According to le Figaro (19/10/2017), one in 5 French women has been the victim of sexual harassment at work</li> <li>• Only 3 in 10 of these report the incidents and only 3% take court action - 3 in 10 never mention it to anyone</li> <li>• According to Le Monde (17/10/2-17), 3 in 4 French people do not differentiate between harassment, banter and seduction.</li> </ul>

Task 1 Stimulus FR4

Statement	Indicative content
A	<ul style="list-style-type: none"> <li>• In France, music is on the curriculum in schools and the state subsidises Conservatoires</li> <li>• The state maintains and renovates opera houses and concert halls and subsidises - festivals, some 30 orchestras employing some 2000 musicians</li> <li>• IRCAM is dedicated to research into music and the creation and production of musical technologies</li> <li>• The most popular music is <i>la variété française</i> for some 35 – 40% of the French , with rap, jazz and classical music trailing behind with scores of between 3%- 7%</li> </ul>
B	<ul style="list-style-type: none"> <li>• The majority of French youth are city dwellers and traditional music is not well represented in these places but they are aware of its existence</li> <li>• With growing “regionalism” has come a renewed interest in traditional forms of music as a manifestation of a particular culture</li> <li>• For example, Breton music is an off-shoot of the wider Celtic tradition; Alsatian music refers to a more Germanic style whilst Corsican music is distinguished by its polyphonic constructions</li> <li>• There is also a strong classical tradition</li> </ul>

Task 1 Stimulus FR5

Statement	Indicative content
A	<ul style="list-style-type: none"> <li>• The press has been under pressure for some time – rising production costs/declining readership/declining advertising revenue</li> <li>• News on line is free, easy to access, immediate, more personal and attractively presented but the difficulty with news on-line is how far the material, much of which is trivial, can be trusted as it is often be nothing more than one person's opinion and in general of inferior journalistic quality</li> <li>• Magazines dealing with TV/radio programmes/cooking/travel/health/old age/popular science/women's issues are the most popular still</li> <li>• Satirical magazines such as Le Canard Enchaîné and Charlie Hebdo are also popular</li> </ul>
B	<ul style="list-style-type: none"> <li>• In France film audiences have increased steadily since 2010 but are much inferior to pre-WW2 (12.9% more in 2016 than in 2015) Fewer young people are going to the cinema but pensioner numbers are increasing</li> <li>• French films account for 40% of the market as opposed to 52% for American ones</li> <li>• Finance is a problem for independent producers and survival is assured only by collaboration between regions and countries or TV outlets like Canal +</li> <li>• Competition from internet sources – Amazon / Netflix – that bypass normal distribution circuits, threatens the viability of local cinemas and films dealing with authentically French matters</li> </ul>

Task 1 Stimulus FR6

Statement	Indicative content
A	<ul style="list-style-type: none"> <li>• France has moved from being a rural, traditional, unchanging society to a dynamic, urban, globalised but more precarious one</li> <li>• Women have become more influential outside the home and taken on more important roles in society</li> <li>• As a result, traditional values in terms of family type, marriage, procreation, life-style choices/sexuality have been challenged</li> <li>• Class structures have changed and immigration has created conflict - calling into question fundamental assumptions about what it is to be French and creating uncertainty about the future</li> </ul>
B	<ul style="list-style-type: none"> <li>• There are 11 national holidays in France but only the 1<sup>st</sup> of May is legally binding (within certain limits), the rest being the object of workplace agreements</li> <li>• Fêtes fériés : Jour de l'An ; 1 mai: Fête du travail; 8 mai: Fête de la Victoire ; 14 juillet : fête de la bastille: 11 novembre :l'Armistice ; Pâques ; Pentecôte etc.</li> <li>• Besides these there are festivals such as Avignon and Cannes that give the country an international profile and others such as la Fête de la Musique/de la bière/de la bande dessinée etc. that draw people together</li> </ul>

	<ul style="list-style-type: none"><li>• In some way, these all remind people that they are part of a larger whole although others argue that in a multicultural society some holidays are divisive</li></ul>
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Task 1 Stimulus FR7

Statement	Indicative content
A	<ul style="list-style-type: none"> <li>• The French economy will continue to need immigrant labour in certain areas but its future does not depend on them as in the main they lack qualifications and training and are not in the developing sectors of the economy. However, this may not always be so as present generations take advantage of educational and professional opportunities and migratory flows weaken</li> <li>• Immigrant labour is needed in France for various reasons – ageing population/reluctance to do certain jobs/skill shortages</li> <li>• Immigrants account for 8.5% of the workforce – half of these are women. They make up 11% of the unemployed; 11% of manual workers; 6% of retail/office workers; 4% of senior management and 8% run their own businesses employing 10+ people</li> <li>• They are also well represented in the realms of entertainment and sport</li> </ul>
B	<ul style="list-style-type: none"> <li>• French cuisine has long been influenced by dishes from immigrant cultures – cous-cous / tagines / indo-Chinese etc. – and also more recently by oriental influences – sushi etc. however, it is far from certain that these “popular” dishes have really enriched French cuisine</li> <li>• As less time is devoted to meal preparation, pizzas, burgers and barbecues have also become more popular especially with the young (viz: MacDo and French youth). Again it is questionable whether French gastronomy has been improved by this development</li> <li>• The popularity of certain dishes can be explained by the exotic ingredients used, the combinations of certain foods or by the cooking methods. This could be said to be a positive contribution</li> <li>• It is also true that these dishes use cheaper meats, making them attractive in another way</li> </ul>



Task 1 Stimulus FR8

Statement	Indicative content
A	<ul style="list-style-type: none"> <li>• In 1905, “laïcité” was the expression of anti-clericalism as all religions were considered anti-republican because orders were taken from Rome or elsewhere. Recent arrivals in France have re-awakened fears of interference by outside forces.</li> <li>• But in France “laïcité means that the state, neither favouring nor promoting any religion, therefore protects all. It should not be seen as a barrier to integration.</li> <li>• Whilst certain decisions – i.e. banning the veil/the burqa/halal meat/arranged marriages/sharia law – have been taken ostensibly for non-religious sound republican reasons of sexual equality, animal welfare and the integrity of the Republic they are considered discriminatory/islamophobic</li> <li>• The French are fearful for their jobs, their identity and their society</li> </ul>
B	<ul style="list-style-type: none"> <li>• For certain French people the suburbs are seen as “no-go” areas where the law of the land does not apply and where young immigrants are radicalised</li> <li>• The youth who live there see themselves as “under house arrest” and rejected by society. They under-perform at school, have poor work prospects (50% unemployment in Marseille Nord) and live off a subterranean economy – drug dealing/crime - where their lives are often in danger</li> <li>• The government should seek to combat a feeling of “estrangement” by improving education, creating greater work opportunities and promoting a wider awareness of the problems facing the the “banlieusards”</li> <li>• The underlying problem of racism in French society has to be addressed also</li> </ul>

Task 1 Stimulus FR9

Statement	Indicative content
A	<ul style="list-style-type: none"> <li>• In the future, much will depend on how the current divisions on the right – and left - are overcome. If the traditional parties manage to re-establish themselves and the Macronien “revolution” fails, many of their supporters who deserted them in favour of the FN could return to the fold, leaving the FN on the margins. Some 70% of French people say they would never vote for the FN.</li> <li>• The problem of succession and the leadership of the party needs to be addressed. And the eventual disappearance of Jean-Marie and Marine Le Pen raises questions about its ability to survive</li> <li>• The FN has been weakened by internal division and its leadership is seen as weak. The position of Marion Maréchal-Le Pen is enigmatic and damaging to the party. Many of its ideas have been assimilated by far right as opposed to extreme right movements – i.e. Les Républicains. It therefore appears less relevant.</li> <li>• The polls show continued support for many of its ideas on Europe, the euro, immigration but at the same time a certain lassitude with the established parties of all hues who are judged not to have been effective in conducting French affairs</li> </ul>
B	<ul style="list-style-type: none"> <li>• The tainted legacy of her father’s party meant a reluctance on the part of many /French people to vote for an extremist organisation</li> <li>• Her poor performance in the televised debate where she was underprepared and showed poor grasp of the issues</li> <li>• Excluding her father, the FN’s founder, was not popular with the faithful</li> <li>• She shifted her position and softened her lines on several issues- notably retirement at 60 and coming out of the euro and dropping commitment to Catholicism– thereby losing the support of many of the militants</li> </ul>

Task 1 Stimulus FR10

Statement	Indicative content
A	<ul style="list-style-type: none"> <li>• Many – the majority - just wanted to survive by collaborating passively (<i>la collaboration neutre</i>) whilst others - <i>RNP</i> - actively approved of Nazi ideals (<i>la collaboration inconditionnelle</i>) and saw a Nazi victory as a way of improving their personal situation after the war</li> <li>• Some rejected parts of the Nazi doctrine but were looking to save as much of what they had as possible (<i>la collaboration conditionnelle – Pétain</i>)</li> <li>• There were those who appeared to be collaborating but did so only to avoid the worst whilst actively supporting the resistance (<i>la collaboration tactique – people like railway workers</i>)</li> <li>• they could join the resistance or the Free French Forces, move to the “Free Zone”, or emigrate</li> </ul>
B	<ul style="list-style-type: none"> <li>• Jews were excluded from public office and certain professions</li> <li>• Their possessions were confiscated and they were deported to concentration camps</li> <li>• Anti-Semitism was endemic in French society but the “rafles” and other indignities forced upon the Jews brought about a change in public opinion</li> <li>• “Only” 20% of the French Jewish population were eliminated – a much smaller number than in other occupied countries</li> </ul>

Task 1 Stimulus FR11

Statement	Indicative content
A	<ul style="list-style-type: none"> <li>• De Gaulle saw Pétain as a vain old man and many thought he was motivated by personal ambition</li> <li>• Pétain believed liberal politics, as embodied by the previous regime, had failed and his solution was to conflate the legislative and executive powers in the hands of one supreme ruler in a non-party, anti-parliamentarian state</li> <li>• The government pushed Corporatism and Organicism: the grouping of men according to the community of their natural interests, in a society that was self-regulating because it acted in its own best interests</li> <li>• They rejected modernism/intellectualism and advocated a return to traditional values/return to the earth</li> </ul>
B	<ul style="list-style-type: none"> <li>• Defeat by the Germans was a huge shock</li> <li>• The French thought Pétain – the great war hero (Verdun)– was the saviour who would put an end to war and restore the nation</li> <li>• Many of his ideas – return to a “monarchical” system / anti-parliamentary regime – were in tune with much of the current thinking</li> <li>• They did not foresee the toll collaboration would exact on French society</li> </ul>

Task 1 Stimulus FR12

Statement	Indicative content
A	<ul style="list-style-type: none"> <li>• At the outset, the various resistance groups followed their own agendas</li> <li>• There were the Free French outside France and resistance groups within – Communist / Socialist/anti-fascist/far-right (vichysto-resistants) / Christian / Jewish / foreign / trades-unionists – all with different agendas</li> <li>• Many of the leaders of these groups clashed (Frenay and Astier) which did not help co-operation</li> <li>• Jean Moulin’s role was to unify the different factions by getting the major factions to recognise the authority of De Gaulle / France Libre and agreeing to form the Armée Secrète</li> </ul>
B	<ul style="list-style-type: none"> <li>• Acts of sabotage and guerrilla warfare were severely punished (Oradour-sur-Glâne)</li> <li>• Reprisals for acts of sabotage and assassinations ranged from execution through imprisonment and deportation to appropriating possessions and various other privations</li> </ul>

	<ul style="list-style-type: none"><li>• It is estimated that between 1.5% and 3% of the population were actively engaged in the "Resistance" in 1942</li><li>• Small acts of defiance – providing shelter and food; hiding resistance fighters/foreign fliers etc; running errands; refusing to work; sabotaging machinery in the work place etc..</li></ul>
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