

GCE A LEVEL

WJEC Eduqas GCE A LEVEL in
FRENCH

ACCREDITED BY OFQUAL

**SAMPLE ASSESSMENT
MATERIALS**

Teaching from 2016





For teaching from 2016
For award from 2018

GCE A LEVEL FRENCH

SAMPLE ASSESSMENT
MATERIALS

Contents

	Page
COMPONENT 1: Speaking	
Speaking discussion cards	5
Mark scheme	41
COMPONENT 2: Listening, reading and translation	
Question paper	51
Reading resource folder	63
Mark scheme	67
COMPONENT 3: Critical and analytical response in writing	
Question paper	87
Mark scheme	91



A LEVEL FRENCH

COMPONENT 1: SPEAKING

Duration 21-23 minutes in total
(including 5 minutes preparation time)

SAMPLE ASSESSMENT MATERIALS



INSTRUCTIONS TO CANDIDATES

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Task 2

Theme-based discussion

Stimulus text and questions – **5 minutes preparation in examination room**

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This paper carries 60 marks:

- Task 1 – Presentation and discussion 40 marks
- Task 2 – Theme-based discussion 20 marks

Card 1 – Diversity and difference

Paris et Bucarest main dans la main pour l'insertion des Roms*



La France et la Roumanie ont annoncé ce soir qu'elles agiront ensemble auprès de l'Union européenne en faveur de l'insertion sociale des Roms, et pour obtenir des aides financières.

**Les Roms: un groupe ethnique minoritaire de la Roumanie.*

À DISCUTER :

Les immigrants enrichissent la culture et la vie en France/ailleurs dans le monde francophone.



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Card 2 – Understanding the French-speaking world

Les Vieilles Charrues: le plus grand festival de musique en France



Le festival des Vieilles Charrues - créé par une bande de copains pour préserver les traditions de leur terre natale, le pays de Carhaix en Bretagne. Cette petite fête campagnarde est devenue le premier festival de France.

À DISCUTER :

Les festivals apportent les bienfaits pour les régions en France/ailleurs dans le monde francophone.



A LEVEL FRENCH

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Card 3 – France 1940-1950: the Occupation and the post-war years

Le Service du Travail Obligatoire (STO) pendant l'Occupation



Pendant la deuxième guerre mondiale, le gouvernement de Vichy incite les ouvriers français à aller travailler en Allemagne. Très impopulaire, le S.T.O*, provoque un mouvement de refus généralisé: de nombreux travailleurs disparaissent pour échapper aux forces de police et certains d'entre eux s'engagent dans le maquis.

*Service du Travail Obligatoire.

À DISCUTER :

Les Français avaient raison de résister le S.T.O.



A LEVEL FRENCH

COMPONENT 1: SPEAKING

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Card 4 – Being a young person in French-speaking society

Vacances utiles au Togo – camps humanitaires - stages



La JEUDEV* invite les jeunes Français à ses camps-chantiers dans divers domaines comme soutien scolaire, le développement durable et la protection de l'environnement togolais. En plus – une participation dans la culture africaine.

*La JEUDEV jeunesse unie pour le développement

À DISCUTER :

Un stage dans un pays de tiers monde francophone est une bonne préparation pour l'avenir pour les jeunes en France/ailleurs dans le monde francophone.



A LEVEL FRENCH

COMPONENT 1: SPEAKING

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Theme-based discussion

Stimulus text and questions – **5 minutes preparation in examination room**

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Card 5 - Being a young person in French-speaking society

Emploi et chômage – le chômage chez les jeunes Français



Dans les quartiers pauvres des plus grandes villes de la France, le chômage touche 43% des jeunes actifs et 37% des jeunes actives habitant dans des Zones urbaines sensibles (Zus). Les sous-diplômés restent les gens les plus précaires.

À DISCUTER :

Le chômage a un effet négatif sur les jeunes en France/ailleurs dans le monde francophone.



A LEVEL FRENCH

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Card 6 – Diversity and difference

Débat autour des déclarations de Marine Le Pen sur les Musulmans



« Il y a quinze ans on a eu le voile, puis il y a eu la burqa. Et maintenant il y a des prières sur la voie publique... ça c'est une occupation du territoire... ».
Marine Le Pen [Front National].

À DISCUTER :

On a le droit de porter les signes religieux en France/ailleurs dans le monde francophone.



A LEVEL FRENCH

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Card 7 – France 1940-1950: the Occupation and the post-war years

Exposition "Le juif et la France"



Le thème de cette exposition raciste et antisémite à Paris en 1945 est « influence corruptrice générale des Juifs sur les institutions et la vie française. » Elle tente de justifier l'attitude du gouvernement de Vichy à l'encontre des Juifs français.

À DISCUTER :

La persécution des Juifs français pendant l'Occupation était injuste.



A LEVEL FRENCH

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Card 8 - Being a young person in French-speaking society

Un adolescent sur deux pratique le “binge drinking” en France



<http://sumo.ly/5PyV>

En France les produits alcoolisés spécialement conçus et commercialisés pour attirer les jeunes buveurs sont associés à la fête et à la musique. Les « beuveries express » sont de plus en plus fréquentes chez les jeunes Français.

À DISCUTER :

Les jeunes en France/ailleurs dans le monde francophone sont influencés par leurs pairs à boire à l'excès.



A LEVEL FRENCH

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Card 9 - Diversity and difference

Innover pour l'indépendance



Le conseil général du Bas-Rhin a lancé un vaste projet pour permettre le maintien des personnes âgées de plus de 75 ans à domicile.

En 2010 on a lancé « TIC* et santé », un programme d'innovation pour l'indépendance et le maintien à domicile des personnes âgées en France.

* Technologies de l'Information et de la Communication

À DISCUTER :

Le « Tic et santé » est essentiel pour les personnes âgées en France/ailleurs dans le monde francophone.



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Card 10 – Understanding the French-speaking world

61% de la population française ont effectué une visite culturelle dans l'année



Selon l'enquête menée par le Crédoc* six sur dix Français ont visité au moins un monument dans l'année. Les édifices religieux sont les plus visités (37 %) et 35 % ont visité un musée.

*Centre de recherche pour l'étude et l'observation des conditions de vie.

À DISCUTER :

Les visites culturelles apportent d'énormes bienfaits éducatifs pour la population en France/ailleurs dans le monde francophone.



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Card 11 – France 1940-1950: the Occupation and the post-war years

La vie après-guerre – les Maisons des Jeunes et de la Culture



En France, la FFMJC* a été créée en 1948. Les MJC ont pour objectif la responsabilisation et l'autonomie des citoyens. Elles veulent lier jeunesse et culture dans une perspective d'éducation populaire.

*Fédération Française des Maisons des Jeunes et de la Culture

À DISCUTER :

Les MJC étaient essentielles pour les jeunes Français après - guerre.



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Card 12 – Understanding the French-speaking world

Le RnB acclamé



Aujourd'hui, les préférences des jeunes en matière de genre musical, sont extrêmement variées. Selon un sondage, les 15-24 ans apprécient plus particulièrement le RnB (45 %). Ensuite, la pop et le rock (42 %) et, le rap (38 %) et la chanson française (26 %) ferment la marche.

À DISCUTER

L'influence de la musique anglophone a touché la culture musicale en France/ailleurs dans le monde francophone.

EXAMINER'S COPY

Card 1 – Diversity and difference

Paris et Bucarest main dans la main pour l'insertion des Roms*

La France et la Roumanie ont annoncé ce soir qu'elles agiront ensemble auprès de l'Union européenne en faveur de l'insertion sociale des Roms, et pour obtenir des aides financières.

**Les Roms: un groupe ethnique minoritaire de la Roumanie.*

www.franceinfo.fr(texte adapté)

The examiner must begin by asking the candidate the following question:

Les immigrés enrichissent la culture et la vie en France/ailleurs dans le monde francophone. Êtes-vous d'accord ?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase this supplementary question.

Le gouvernement, que devrait-il faire pour intégrer les immigrés dans la société en France/ailleurs dans le monde francophone. Pourquoi/pourquoi pas ?

AO4	<p>In response to the discussion point on the stimulus card the candidate may:</p> <ul style="list-style-type: none"> • discuss the pros and cons of integration • comment on the current situation in France or in French-speaking countries/communities <p>In response to the unseen question candidates may:</p> <ul style="list-style-type: none"> • give examples of government initiatives (adaptation/cours de langue/aspects sociaux) • discuss the positive effects for French-speaking society <p>The above points are suggestions only and <u>reward will be given for all relevant points</u> argued by the candidate.</p>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the visiting examiner a question/ questions during the assessment, the examiner must ask the candidate in French if he/she has any questions to ask.

EXAMINER'S COPY

Card 2 – Understanding the French-speaking world

Les Vieilles Charrues : le plus grand festival de musique en France

Le festival des Vieilles Charrues - créé par une bande de copains pour préserver les traditions de leur terre natale, le pays de Carhaix en Bretagne. Cette petite fête campagnarde est devenue le premier festival de France.

[www.viellescharrues.asso.fr\(texteadapté\)](http://www.viellescharrues.asso.fr(texteadapté))

The examiner must begin by asking the candidate the following question:

Les festivals apportent les bienfaits pour les régions en France/ailleurs dans le monde francophone. Êtes-vous d'accord ?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase this supplementary question.

Les traditions régionales ont-elles toujours un rôle à jouer en France/ailleurs dans le monde francophone de nos jours ?

AO4	<p>In response to the discussion point on the stimulus card the candidate may:</p> <ul style="list-style-type: none">• give their opinion of the festival• discuss economic benefits for the towns and regions in France or French-speaking countries/communities where festivals take place <p>In response to the unseen question candidates may:</p> <ul style="list-style-type: none">• discuss historical and cultural or religious importance• discuss if regional traditions are valid in modern society <p>The above points are suggestions only and <u>reward will be given for all relevant points</u> argued by the candidate.</p>
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EXAMINER'S COPY**Card 3 – France 1940-1950: the Occupation and the post-war years*****Le Service du Travail Obligatoire (STO) pendant l'Occupation***

Pendant la deuxième guerre mondiale le gouvernement de Vichy incite les ouvriers français à aller travailler en Allemagne. Très impopulaire, le S.T.O*, provoque un mouvement de refus généralisé : de nombreux travailleurs disparaissent pour échapper aux forces de police et certains d'entre eux s'engagent dans le maquis.

*Service du Travail Obligatoire. [www.universalis.fr\(texteadapté\)](http://www.universalis.fr/texteadapté)

The examiner must begin by asking the candidate the following question:

Les Français avaient raison de résister le S.T.O. Êtes-vous d'accord ?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase this supplementary question.

Pourquoi le gouvernement de Vichy a-t-il encouragé les Français à aller en Allemagne ?

AO4	<p>In response to the discussion point on the stimulus card the candidate may:</p> <ul style="list-style-type: none"> • discuss why young people were encouraged to go to Nazi Germany • comment on the reactions of the French <p>In response to the unseen question candidates may:</p> <ul style="list-style-type: none"> • discuss political factors • consider the passive resistance <p>The above points are suggestions only and <u>reward will be given for all relevant points</u> argued by the candidate.</p>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the visiting examiner a question/ questions during the assessment, the examiner must ask the candidate in French if he/she has any questions to ask.

EXAMINER'S COPY

Card 4 – Being a young person in French-speaking society

Vacances utiles au Togo – camps humanitaires - stages

La JEUDEV* invite les jeunes Français à ses camps-chantiers dans divers domaines comme soutien scolaire, le développement durable et la protection de l'environnement togolais. En plus – une participation dans la culture africaine.

*La JEUDEV jeunesse unie pour le développement
www.jeunesse.francophonie.orgtexteadapté

The examiner must begin by asking the candidate the following question:

Un stage dans un pays de tiers monde francophone est une bonne préparation pour l'avenir pour les jeunes en France/ailleurs dans le monde francophone. Êtes-vous d'accord ?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase this supplementary question.

Comment pourraient-ils faire une différence dans la vie des Togolais, ou des autres citoyens dans le monde francophone ?

AO4	<p>In response to the discussion point on the stimulus card the candidate may discuss:</p> <ul style="list-style-type: none">• the opportunities that work experience in a developing French-speaking country provides• the benefits for young people taking part as preparation for the future <p>In response to the unseen question candidates may discuss:</p> <ul style="list-style-type: none">• the advantages for the people of Togo of the scheme• specific examples and why they are important <p>The above points are suggestions only and <u>reward will be given for all relevant points</u> argued by the candidate.</p>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the visiting examiner a question/ questions during the assessment, the examiner must ask the candidate in French if he/she has any questions to ask.

EXAMINER'S COPY

Card 5 - Being a young person in French-speaking society

Emploi et chômage – le chômage chez les jeunes Français

Dans les quartiers pauvres des plus grandes villes de la France, le chômage touche 43% des jeunes actifs et 37% des jeunes actives habitant dans des Zones urbaines sensibles (Zus). Les sous-diplômés restent les gens les plus précaires. [www.lefigaro.fr\(texteadapté\)](http://www.lefigaro.fr/texteadapté)

The examiner must begin by asking the candidate the following question:

Le chômage a un effet négatif sur les jeunes en France/ailleurs dans le monde francophone. Êtes-vous d'accord ?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase this supplementary question.

Croyez-vous que les formations spécialisées et les travaux pratiques soient essentiels en France/ailleurs dans le monde francophone de nos jours ?

AO4	<p>In response to the discussion point on the stimulus card the candidate may discuss:</p> <ul style="list-style-type: none"> • negative impact of unemployment on young people • job shortages in certain sectors – economic factors <p>In response to the unseen question the candidate may discuss:</p> <ul style="list-style-type: none"> • alternatives to “academic” style education – specialist and practical training, “bac spécialisé” • diversification necessary to adapt to a changing world <p>The above points are suggestions only and <u>reward will be given for all relevant points</u> argued by the candidate.</p>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the visiting examiner a question/ questions during the assessment, the examiner must ask the candidate in French if he/she has any questions to ask.

EXAMINER'S COPY

Card 6 – Diversity and difference

Débat autour des déclarations de Marine Le Pen sur les Musulmans

« Il y a quinze ans on a eu le voile, puis il y a eu la burqa. Et maintenant il y a des prières sur la voie publique... ça c'est une occupation du territoire... ».

Marine Le Pen [Front National].

www.lepoint.fr

The examiner must begin by asking the candidate the following question:

On a le droit de porter les signes religieux en France/ailleurs dans le monde francophone. Êtes-vous d'accord ?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase this supplementary question.

À votre avis, le racisme et la religion sont-ils liés en France/ailleurs dans le monde francophone ?

AO4	<p>In response to the discussion point on the stimulus card the candidate may discuss:</p> <ul style="list-style-type: none">• arguments for and against public show of religion• racial tensions in France or French-speaking countries/communities <p>In response to the unseen question the candidate may discuss:</p> <ul style="list-style-type: none">• negative portrayal of religious and personal beliefs• the danger of stereotyping people and cultures <p>The above points are suggestions only and <u>reward will be given for all relevant points</u> argued by the candidate.</p>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the visiting examiner a question/ questions during the assessment, the examiner must ask the candidate in French if he/she has any questions to ask.

EXAMINER'S COPY**Card 7 – France 1940-1950: the Occupation and the post-war years****Exposition "Le juif et la France"**

Le thème de cette exposition raciste et antisémite à Paris en 1941 est « influence corruptrice générale des Juifs sur les institutions et la vie française. » Elle tente de justifier l'attitude du gouvernement de Vichy à l'encontre des Juifs français.

[www.fresques.ina.fr\(texteadapté\)](http://www.fresques.ina.fr(texteadapté))

The examiner must begin by asking the candidate the following question:

La persécution des Juifs français pendant l'Occupation était injuste. Êtes-vous d'accord ?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase this supplementary question.

Comment le Juif est-il représenté sur l'affiche ?

AO4	<p>In response to the discussion point on the stimulus card the candidate may discuss:</p> <ul style="list-style-type: none"> • portrayal of Jews by the Nazis as a corrupting influence • the notion of Jews being an enemy of France <p>In response to the unseen question the candidate may discuss:</p> <ul style="list-style-type: none"> • the aim of the exhibition • mood of French society at the time <p>The above points are suggestions only and <u>reward will be given for all relevant points</u> argued by the candidate.</p>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the visiting examiner a question/ questions during the assessment, the examiner must ask the candidate in French if he/she has any questions to ask.

EXAMINER'S COPY

Card 8 - Being a young person in French-speaking society

Un adolescent sur deux pratique le "binge drinking" en France

En France les produits alcoolisés spécialement conçus et commercialisés pour attirer les jeunes buveurs sont associés à la fête et à la musique. Les « beuveries express » sont de plus en plus fréquentes chez les jeunes Français.

[www.newsjs.com.fr\(texteadapté\)](http://www.newsjs.com.fr(texteadapté))

The examiner must begin by asking the candidate the following question:

Les jeunes en France/ailleurs dans le monde francophone sont influencés par leurs pairs à boire à l'excès. Êtes-vous d'accord ?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase this supplementary question.

Qu'est-ce qu'on doit faire pour décourager les jeunes en France/ailleurs dans le monde francophone de boire à l'excès ?

AO4	<p>In response to the discussion point on the stimulus card the candidate may discuss:</p> <ul style="list-style-type: none">• Why young people in France or French-speaking countries/communities binge drink and what sort of things they drink• What are the other pressures and influences that have an effect on French or French-speaking teenagers – parental pressure to achieve in school / le bac. <p>In response to the unseen question the candidate may discuss:</p> <ul style="list-style-type: none">• the effect of binge-drinking on young French or French-speaking people• the disadvantages and dangers of binge drinking on well-being <p>The above points are suggestions only and <u>reward will be given for all relevant points</u> argued by the candidate.</p>
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The examiner must allow the candidate to question him / her, as appropriate, about his / her views. If the candidate does not ask the visiting examiner a question/ questions during the assessment, the examiner must ask the candidate in French if he/she has any questions to ask.

EXAMINER'S COPY

Card 9 - Diversity and difference

Innover pour l'indépendance

Le conseil général du Bas-Rhin a lancé un vaste projet pour permettre le maintien des personnes âgées de plus de 75 ans à domicile.

En 2010 on a lancé « TIC* et santé », un programme d'innovation pour l'indépendance et le maintien à domicile des personnes âgées en France.

[www.bas-rhin.fr\(texteadapté\)](http://www.bas-rhin.fr(texteadapté))

* Technologies de l'Information et de la Communication

The examiner must begin by asking the candidate the following question:

Le « TIC et santé » est essentiel pour les personnes âgées en France/ailleurs dans le monde francophone. Êtes-vous d'accord ?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase this supplementary question.

Pour quelles raisons a-t-on lancé de tels programmes en France/ailleurs dans le monde francophone ?

AO4	<p>In response to the discussion point on the stimulus card the candidate may discuss:</p> <ul style="list-style-type: none">• reasons why initiative was set up in Bas-Rhin• the importance of such initiatives <p>In response to the unseen question the candidate may discuss:</p> <ul style="list-style-type: none">• the problem of isolation for elderly people in France or French-speaking countries/communities• the importance of friendship and family relationships <p>The above points are suggestions only and <u>reward will be given for all relevant points</u> argued by the candidate.</p>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the visiting examiner a question/ questions during the assessment, the examiner must ask the candidate in French if he/she has any questions to ask.

EXAMINER'S COPY

Card 10 – Understanding the French-speaking world

61% de la population française ont effectué une visite culturelle dans l'année

Selon l'enquête menée par le Crédoc* six sur dix Français ont visité au moins un monument dans l'année. Les édifices religieux sont les plus visités (37 %) et 35 % ont visité un musée.

*Centre de recherche pour l'étude et l'observation des conditions de vie.

<http://www.observationsociete.fr/qui-visite-les-mus%C3%A9es>(adapté)

The examiner must begin by asking the candidate the following question:

Les visites culturelles apportent d'énormes bienfaits éducatifs pour la population en France/ailleurs dans le monde francophone. Êtes-vous d'accord ?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase this supplementary question.

Qu'est-ce qu'on pourrait faire pour encourager plus de personnes à visiter les sites culturels en France/ailleurs dans le monde francophone ?

AO4	<p>In response to the discussion point on the stimulus card the candidate may discuss:</p> <ul style="list-style-type: none">• the educational benefits of cultural visits• the reasons why people don't visit museums and other cultural sites <p>In response to the unseen question the candidate may discuss:</p> <ul style="list-style-type: none">• ways of attracting more visitors to museums and cultural sites• whether there are alternative ways of educating people about their history and culture <p>The above points are suggestions only and <u>reward will be given for all relevant points</u> argued by the candidate.</p>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the visiting examiner a question/ questions during the assessment, the examiner must ask the candidate in French if he/she has any questions to ask.

EXAMINER'S COPY

Card 11 – France 1940-1950: the Occupation and the post-war years

La vie après-guerre – les Maisons des Jeunes et de la Culture

En France, la FFMJC* a été créée en 1948. Les MJC ont pour objectif la responsabilisation et l'autonomie des citoyens. Elles veulent lier jeunesse et culture dans une perspective d'éducation populaire.

[www.ffmjc.com\(texteadapté\)](http://www.ffmjc.com(texteadapté))

*Fédération Française des Maisons des Jeunes et de la Culture

The examiner must begin by asking the candidate the following question:

Les MJC étaient essentielles pour les jeunes Français après-guerre. Êtes-vous d'accord ?

Following the set question, the examiner must ask the candidate the following supplementary questions. The examiner can, if necessary, rephrase this supplementary question.

Quel était l'impact de la création des MJC sur la vie des jeunes en France dans la période après-guerre ?

AO4	<p>In response to the discussion point on the stimulus card the candidate may discuss:</p> <ul style="list-style-type: none"> • reasons for its foundation after the war • the aims of the organisation <p>In response to the unseen question the candidate may discuss:</p> <ul style="list-style-type: none"> • rebuilding the confidence of the young people in post-war France and through a leisure and cultural programme • how the MJC provided opportunities for young people to take part in social and cultural and sporting activities in their free time <p>The above points are suggestions only and <u>reward will be given for all relevant points</u> argued by the candidate.</p>
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The examiner must allow the candidate to question his/her, as appropriate, about his/her views. If the candidate does not ask the visiting examiner a question/ questions during the assessment, the examiner must ask the candidate in French if he/she has any questions to ask.

EXAMINER'S COPY

Card 12 – Understanding the French-speaking world

Le RnB acclamé

Aujourd'hui, les préférences des jeunes en matière de genre musical, sont extrêmement variées. Selon un sondage, les 15-24 ans apprécient plus particulièrement le RnB (45 %). Ensuite, la pop et le rock (42 %) et, le rap (38 %) et la chanson française (26 %) ferment la marche.

[http://etudiant.lefigaro.fr/les-news/actu/detail/article/les-jeunes-ecoutent-deux-heures-de-musique-par-jour-2250/\(adapté\)](http://etudiant.lefigaro.fr/les-news/actu/detail/article/les-jeunes-ecoutent-deux-heures-de-musique-par-jour-2250/(adapté))

The examiner must begin by asking the candidate the following question:

L'influence de la musique anglophone a touché la culture musicale en France/ailleurs dans le monde francophone. Êtes-vous d'accord ?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase this supplementary question.

La musique francophone a-t-elle un rôle à jouer en France/ailleurs dans le monde francophone dans l'avenir ?

AO4	<p>In response to the discussion point on the stimulus card the candidate may discuss:</p> <ul style="list-style-type: none">• the positive and negative influences of English music on French or French-speaking musical culture• other musical trends in France or French-speaking countries <p>In response to the unseen question the candidate may discuss:</p> <ul style="list-style-type: none">• the popularity and future of French music• the importance of music to a country/community's culture and identity <p>The above points are suggestions only and <u>reward will be given for all relevant points</u> argued by the candidate.</p>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the visiting examiner a question/questions during the assessment, the examiner must ask the candidate in French if he/she has any questions to ask.

COMPONENT 1: Speaking (60 marks)

Principles of Marking

Conduct of the Speaking assessment

As the examiner you must familiarise yourself with section 3.2 of the Specification.

General Advice for Visiting Examiners

You are asked to read and digest thoroughly all the information in the stationery pack. It is essential for the smooth running of the examination that these instructions are adhered to by all. Particular attention should be paid to the following instructions regarding marking.

- As an examiner you must be positive in your approach. Look for opportunities to reward rather than penalise. Candidates who use strategies such as adjusting the message, circumlocution, self correction or repair strategies should not be penalised.
- Task 1 Independent research project: make sure you are familiar with the assessment grids for the independent research project.

Between task 1 and 2, remember to pause the recording (during the 5 minutes preparation time allocated to the candidate prior to the assessment of task 2). The recording can start again when task 2 commences.

- Task 2 themed card: Make sure that you are familiar with the assessment grid for marking the stimulus card and that you consider the marks and descriptors carefully when awarding a mark for each assessment objective.

See information below regarding advice on awarding marks using banded mark schemes.

Timings for each section of the assessment must be adhered to. Any speaking evidence which exceeds these timings will not be marked.

If a candidate's speaking assessment falls short of the stipulated timings, the candidate may self-penalise as it is likely that there will not be enough speaking evidence to access the full mark range.

As the examiner you must select two theme-based stimulus cards using a grid which will be provided by WJEC each year. The candidate must choose which of the two cards he / she wishes to prepare for task 2.

An example of a grid appears on the following page. Please make sure that you offer the candidates the following two cards in order for each candidate. Should the card be on the same theme as chosen for the independent study, please replace the original card with the next card in the pack. Should there be more than 24 candidates in a centre, start the card grid order from the beginning.

Please see below for an example of a grid showing how the task 2 stimulus cards should be selected for each candidate. A new grid will be provided by WJEC each year.

Cand. number	Card	Cand. number	Card
1	1 & 3	13	12 & 4
2	2 & 4	14	11 & 5
3	3 & 5	15	10 & 6
4	4 & 6	16	9 & 7
5	5 & 7	17	8 & 6
6	6 & 8	18	7 & 5
7	7 & 9	19	6 & 4
8	8 & 10	20	5 & 3
9	9 & 11	21	4 & 2
10	10 & 1	22	3 & 1
11	11 & 2	23	2 & 12
12	12 & 3	24	1 & 11

Banded mark schemes (Speaking)

Banded mark schemes are divided so that each band has relevant descriptors. The descriptors for the band provide a description of the performance level for that band.

This is done as a two stage process.

Stage 1 – Deciding on the band

When deciding on a band, the assessment should be viewed holistically. Beginning at the lowest band, you should look at the descriptors for that band and see if they match the qualities shown in the candidate's response for that section. If the descriptors at the lowest band are satisfied, you should move up to the next band and repeat this process for each band until the descriptors match the response.

If a candidate's assessment covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band. For instance if the response is mainly in band 2 but with a limited amount of band 3 content, the response would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. You should not seek to mark candidates down as a result of small omissions in minor areas of their response.

Stage 2 – Deciding on the mark

Once the band has been decided, you can then assign a mark. WJEC will provide standardising material already awarded a mark and this should be used as reference material when assessing the response.

When marking, you can use these examples to decide whether a candidate's response is of a superior, inferior or comparable standard to the example. You are reminded of the need to revisit the standardising material as you apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response given.

When you are marking the candidate's responses to the stimulus card you should consider the **indicative content** given for each card. However, you **must** bear in mind that the indicative content is **not exhaustive** and is for **guidance only**. **All valid responses will be given credit**. The indicative content is given on each of the stimulus cards, to assist with marking.

When marking you should record a mark for each AO.

Component 1

Speaking assessment – mark allocation

Marks	AO1	AO2	AO3	AO4	Total marks
Task 1a: Presentation of independent research project		5		5	10
Task 1b: Discussion of independent research project	5		15	10	30
Task 2: Theme based discussion using stimulus card	5	5	5	5	20
Total marks	10	10	20	20	60

Task 1a – Speaking assessment grid for presentation of independent research project

10 marks in total

Marks	AO2: understand and respond in speech to written language drawn from a variety of sources	Marks	AO4: show knowledge and understanding of different aspects of the culture and society of countries / communities where the language is spoken
5	<ul style="list-style-type: none"> Excellent presentation and understanding of research findings, based on information drawn from a wide variety of sources. 	5	<ul style="list-style-type: none"> Excellent knowledge and understanding of the culture and society of France and/or French-speaking countries and communities relevant to the topic.
4	<ul style="list-style-type: none"> Very good presentation and understanding of research findings, based on information drawn from a wide variety of sources. 	4	<ul style="list-style-type: none"> Very good knowledge and understanding of the culture and society of France and/or French-speaking countries and communities relevant to the topic.
3	<ul style="list-style-type: none"> Good presentation and understanding of research findings, based on information drawn from a variety of sources. 	3	<ul style="list-style-type: none"> Good knowledge and understanding of the culture and society of France and/or French-speaking countries and communities relevant to the topic.
2	<ul style="list-style-type: none"> Reasonable presentation and understanding of research findings, based on information drawn from a limited range of sources. 	2	<ul style="list-style-type: none"> Reasonable knowledge and understanding of the culture and society of France and/or French-speaking countries and communities relevant to the topic.
1	<ul style="list-style-type: none"> Basic presentation and understanding of research findings, with some evidence of research having been undertaken. 	1	<ul style="list-style-type: none"> Superficial knowledge and understanding of the culture and society of France and/or French-speaking countries and communities relevant to the topic.
0	<ul style="list-style-type: none"> Nothing of value 	0	<ul style="list-style-type: none"> Nothing of value

Task 1b – Speaking assessment grid for discussion of independent research project

30 marks in total

Marks	AO1: understand and respond in speech to spoken language including face-to-face interaction	Marks	AO3: manipulate the language accurately, in spoken forms, using a range of lexis and structure	Marks	AO4*: show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries / communities where the language is spoken
5	<ul style="list-style-type: none"> • Excellent responses to all questions on the independent research project; always detailed and assured. • Excellent interaction: engages very well, with spontaneity, and sustains discussion. 	13-15	<ul style="list-style-type: none"> • Excellent level of accuracy in manipulation of grammar; almost error-free. • Excellent idiomatic use of language and a wide variety of structures employed. • Consistently accurate pronunciation and intonation which sounds authentic. 	9-10	<ul style="list-style-type: none"> • Excellent knowledge and understanding of the culture and society of France and/or French-speaking countries and communities relevant to the topic. • Ideas and points of view are convincingly argued and always supported by relevant evidence. • Conclusions are based on excellent analysis and evaluation of relevant issues.
4	<ul style="list-style-type: none"> • Very good responses to most questions on the independent research project; mostly detailed. • Very good interaction: engages well, with some spontaneity, and sustains discussion. 	10-12	<ul style="list-style-type: none"> • Very good level of accuracy in manipulation of grammar; some errors occur when attempting more sophisticated or abstract contexts and structures. • Very good idiomatic use of language and a wide variety of structures employed. • Mostly accurate pronunciation and intonation. 	7-8	<ul style="list-style-type: none"> • Very good knowledge and understanding of the culture and society of France and/or French-speaking countries and communities relevant to the topic. • Ideas and points of view are convincingly argued and usually supported by relevant evidence. • Conclusions are based on very good analysis and evaluation of relevant issues.

3	<ul style="list-style-type: none"> • Good responses to most questions on the independent research project; sometimes detailed. • Good interaction: engages reasonably well, with a little spontaneity, and sustains discussion for the most part. 	7-9	<ul style="list-style-type: none"> • Good level of accuracy in manipulation of grammar, with some errors. • Good idiomatic use of language and a variety of structures employed. • Generally accurate pronunciation and intonation. 	5-6	<ul style="list-style-type: none"> • Good knowledge and understanding of the culture and society of France and/or French-speaking countries and communities relevant to the topic. • Ideas and points of view are generally convincingly argued and usually supported by reasonably relevant evidence. • Conclusions are generally based on good analysis and evaluation of relevant issues.
2	<ul style="list-style-type: none"> • Reasonable responses to some questions on the independent research project; occasionally detailed. • Attempts made to interact; engages to a limited extent only, with little or no spontaneity; prompting required at times. 	4-6	<ul style="list-style-type: none"> • Reasonable level of accuracy in manipulation of grammar; some errors occur which are repeated. • Some idiomatic use of language and variation of structures. • Generally intelligible pronunciation and intonation but with some inconsistency. 	3-4	<ul style="list-style-type: none"> • Reasonable knowledge and understanding of the culture and society of France and/or French-speaking countries and communities sometimes relevant to the topic. • Ideas and points of view are expressed and sometimes supported by evidence. • Conclusions are based on limited analysis with some evaluation of relevant issues.
1	<ul style="list-style-type: none"> • Limited responses to questions on the independent research project; rarely detailed. • Limited success in establishing a meaningful exchange; engages to a very limited extent, with no spontaneity, and relies on prompts. 	1-3	<ul style="list-style-type: none"> • Limited level of accuracy in manipulation of grammar; high instance of elementary errors. • Limited idiomatic use of language. Heavy reliance on anglicised structures. • Pronunciation and intonation make understanding difficult. 	1-2	<ul style="list-style-type: none"> • Superficial knowledge and understanding of the culture and society of France and/or French-speaking countries and communities often irrelevant to the topic. • Few ideas and points of view are expressed and they are not supported by evidence. • Conclusions are superficial, with little evidence of analysis or evaluation of relevant issues.
0	<ul style="list-style-type: none"> • Nothing of value 	0	<ul style="list-style-type: none"> • Nothing of value 	0	<ul style="list-style-type: none"> • Nothing of value

Task 2 – Speaking assessment grid for theme-based stimulus card

20 marks in total

Marks	AO1: understand and respond in speech to spoken language including face-to-face interaction	Marks	AO2: understand and respond in speech to written language drawn from a variety of sources	Marks	AO3: manipulate the language accurately, in spoken forms, using a range of lexis and structure	Marks	AO4*: show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries / communities where the language is spoken
5	<ul style="list-style-type: none"> Excellent responses to all questions (seen, set unseen and possible follow-up questions); clear and detailed. Excellent interaction: engages very well, asking highly relevant questions, and sustains discussion. 	5	<ul style="list-style-type: none"> Full understanding of the stimulus material demonstrated by clear and relevant responses. 	5	<ul style="list-style-type: none"> Excellent level of accuracy in manipulation of grammar; almost error-free. Excellent idiomatic use of language and a wide variety of structures employed. Consistently accurate pronunciation and intonation which sounds authentic. 	5	<ul style="list-style-type: none"> Excellent knowledge and understanding of aspects of the sub-theme covered in the discussion. Ideas and points of view are convincingly argued and supported by appropriate evidence. Conclusions are based on excellent analysis and evaluation of relevant issues.
4	<ul style="list-style-type: none"> Very good responses to most questions seen, set unseen and possible follow-up questions); most in detail. Very good interaction: engages well, asking relevant questions, and sustains discussion. 	4	<ul style="list-style-type: none"> Very good understanding of the stimulus material demonstrated by mostly clear and relevant responses. 	4	<ul style="list-style-type: none"> Very good level of accuracy in manipulation of grammar; some errors occur when attempting more sophisticated or abstract contexts and structures. Very good idiomatic use of language and a wide variety of structures employed. Mostly accurate pronunciation and intonation. 	4	<ul style="list-style-type: none"> Very good knowledge and understanding of aspects of the sub-theme covered in the discussion. Ideas and points of view are generally convincingly argued and supported by appropriate evidence. Conclusions are based on very good analysis and evaluation of relevant issues.

3	<ul style="list-style-type: none"> • Good responses to most questions (seen, set unseen and possible follow-up questions); some in detail. • Good interaction: engages reasonably well, asking mostly relevant questions, and sustains discussion for the most part. 	3	<ul style="list-style-type: none"> • Sound understanding of stimulus material, demonstrated by relevant responses. 	3	<ul style="list-style-type: none"> • Good level of accuracy in manipulation of grammar, with some errors. • Good idiomatic use of language and a variety of structures employed. • Generally accurate pronunciation and intonation. 	3	<ul style="list-style-type: none"> • Good knowledge and understanding of aspects of the sub-theme covered in the discussion. • Ideas and points of view are sometimes convincingly argued and supported by appropriate evidence. • Conclusions are generally based on good analysis and evaluation of relevant issues.
2	<ul style="list-style-type: none"> • Reasonable responses to most questions (seen, set unseen and possible follow-up questions); generally lacking detail. • Attempts made to interact; engages to a limited extent only, asking partly relevant questions, prompting required at times. 	2	<ul style="list-style-type: none"> • Limited understanding of stimulus material demonstrated by partial responses. 	2	<ul style="list-style-type: none"> • Reasonable level of accuracy in manipulation of grammar; some errors occur which are repeated. • Some idiomatic use of language and variation of structures. • Generally intelligible pronunciation and intonation but with some inconsistency. 	2	<ul style="list-style-type: none"> • Reasonable knowledge and understanding of aspects of the sub-theme covered in the discussion. • Ideas and points of view are occasionally argued and supported by appropriate evidence. • Conclusions are based on some analysis and evaluation of relevant issues.

1	<ul style="list-style-type: none"> Limited responses to most questions (seen, set unseen and possible follow-up questions). Limited success in establishing a meaningful exchange; engages to a very limited extent, asking only irrelevant questions, and relies on prompts. 	1	<ul style="list-style-type: none"> Very limited understanding of the stimulus material demonstrated by responses that are generally irrelevant. 	1	<ul style="list-style-type: none"> Limited level of accuracy in manipulation of grammar; high instance of elementary errors. Limited idiomatic use of language. Heavy reliance on anglicised structures. Pronunciation and intonation make understanding difficult. 	1	<ul style="list-style-type: none"> Limited knowledge and understanding of aspects of the sub-theme covered in the discussion. Few ideas and points of view are expressed and they are rarely supported by evidence. Conclusions, when drawn, are superficial, with little evidence of analysis or evaluation of relevant issues.
0	<ul style="list-style-type: none"> Nothing of value 	0	<ul style="list-style-type: none"> Nothing of value 	0	<ul style="list-style-type: none"> Nothing of value 	0	<ul style="list-style-type: none"> Nothing of value

*Please refer to the subject specific additional notes when assessing AO4.

Candidates are required to ask the examiner at least two questions during this assessment. If a candidate asks only one question, a maximum of 4 marks can be awarded for AO1. If a candidate asks no questions, a maximum of 3 marks can be awarded for AO1.

Candidate Name	Centre Number				Candidate Number			
					0			



A LEVEL FRENCH

COMPONENT 2: LISTENING, READING AND TRANSLATION

2 hours 30 minutes

SAMPLE ASSESSMENT MATERIALS



ADDITIONAL MATERIALS

In addition to this question paper you will be issued with a recording for use with Section A, which you will access individually. Within the overall time of the assessment you will be allowed to stop, rewind and listen to the recording as often as you like.

You will also be issued with a reading resource folder for use with Section B.

INSTRUCTIONS TO CANDIDATES

Answer all questions.

Write your answers **in ink** for all questions.

Write your answers in the spaces provided in the booklet.

No dictionaries are allowed in any section of the exam.

INFORMATION FOR CANDIDATES

This paper carries 100 marks.

The number of marks is given in brackets at the end of each question or part-question.

There are 3 sections to the exam and you are advised to spend:

- 45 minutes on Section A
- 45 minutes on Section B, of which you should spend 5 minutes reading
- 1 hour on Section C.

No certificate will be awarded to a candidate found to be involved in any unfair practice during the examination.

Section A – Listening (30 marks)

Answer all questions. You are advised to spend 45 minutes on this section.

Question 2 is a summary question. You are not required to write in full sentences. You may use words from the listening extract, but you must not transcribe whole sections.

Question 1

Écoutez le reportage sur les tatouages puis faites correspondre les phrases appropriées de la Liste A avec les phrases de la Liste B. [5]

Liste A

Exemple:

Le musée du Quai Branly est

(a) Une exposition de tatouages

 [1]

(b) À l'origine on croyait que les tatouages

 [1]

(c) Au 19^{ème} siècle, les Européens ont commencé à se faire tatouer grâce

 [1]

(d) De nos jours le tatouage

 [1]

(e) Selon Piero, la décision de se faire tatouer

 [1]

Liste B

- (f) aux marins et aux explorateurs qui avaient appris de cette pratique en voyage.
- (g) entraînaient trop de douleur.
- (h) a perdu sa popularité.
- (i) avaient des propriétés bienfaisantes pour le corps.
- (j) dans un musée à Paris va terminer cette semaine.
- (k) ne devrait pas être prise à la légère car on risque de la désapprouver.
- (l) ne devrait pas être prise avant l'âge de 20 ans.
- (m) est devenu symbole de l'âge adulte.
- (n) a commencé récemment dans un musée de la capitale française.
- (o) **à Paris.**

Question 2

Écoutez ce podcast « *L'Histoire du 20ème siècle* ». Madame Béatrice Maulnier parle de sa vie sous l'Occupation.

Résumez les détails suivants **en français**. Il n'est pas nécessaire d'écrire des phrases complètes. **[5]**

- La vie quotidienne de la famille de Béatrice [2]

Écrivez **deux** détails.

.....

.....

.....

.....

- Les soldats allemands [1]

Écrivez **un** détail.

.....

.....

- Son voisin [2]

Écrivez **deux** détails.

.....

.....

.....

.....

Question 3

Écoutez le reportage sur le programme Romcivic et **remplissez les blancs dans les phrases suivantes avec le mot ou les mots adéquats**. [5]

Exemple:

Auparavant les Roms vivaient en..... (Inde / Europe / France).

Réponse:

Auparavant les Roms vivaient en **Inde**.

- (a) La plupart des Roms qui se sont installés en France sont de..... (Pologne / l'Europe de l'Est / Rome en Italie). [1]
- (b) À cause de..... (la discrimination/ la récession/ la pauvreté) le logement des Roms est très précaire. [1]
- (c) C'est dans les zones..... (urbaines / rurales / orientales) qu'on trouve la plus grande concentration de Roms. [1]
- (d) Depuis..... (2010 / 2007 / 2013) les Roms risquent de devoir quitter leur bidonville. [1]
- (e) Le futur de Romcivic dépendra de..... (la générosité / la gentillesse / la politique) des citoyens français. [1]

Question 4

Réécoutez le reportage sur le programme Romcivic et **répondez aux questions suivantes en français.** [15]

Vous pouvez utiliser des mots de l'enregistrement dans votre réponse **mais vous ne devez pas copier des phrases entières.** Il n'est pas toujours nécessaire d'écrire des phrases complètes ; **si possible vous pouvez écrire un seul mot.**

(a) Selon les estimations, combien de Roms habitent en France actuellement ? [1]

.....

(b) Pourquoi les Bulgares et les Roumains ont-ils le droit de vivre en France depuis 2007? [1]

.....

(c) Comment savons-nous que la France veut limiter le nombre de Bulgares et de Roumains qui vivent en France ? [2]

.....

.....

(d) Comment sont les conditions de vie des Roms ? Donnez **trois** détails. [3]

1.

2.

3.

(e) Pourquoi, selon certains, est-ce que la décision d'évacuer les campements illégaux est injuste ? Donnez **deux** raisons. [2]

1.

2.

(f) Quel est le but du programme Romcivic ? Donnez **deux** détails. [2]

1.

2.

(g) Quels sont les caractéristiques des participants au programme Romcivic ? Donnez **trois** détails. [3]

1.

2.

3.

(h) Qu'est-ce qui pourrait mettre fin à ce programme à l'avenir ? [1]

.....

Section B – Reading (30 marks)

Answer all questions. You are advised to spend 45 minutes on this section.

Question 7 is a summary question. You are not required to write in full sentences. You may use words from the extract, but you must not transcribe whole sections.

Question 5

Lisez le texte *L'alcool chez les jeunes*. Puis trouvez le mot ou la phrase **dans le texte qui signifie le suivant:**

[5]

Exemple:		
boire à excès	<i>absorber la plus grande quantité d'alcool</i>	
la surconsommation d'alcool		[1]
le plus vite possible		[1]
endommager le bien-être		[1]
lutter contre les inquiétudes		[1]
une attitude rebelle		[1]

Question 6

Lisez cet extrait du roman *L'Armée des ombres* puis **remplissez les blancs** avec les mots ci-dessous. Choisissez le mot juste. Vous pouvez utiliser **une fois seulement** chaque mot choisi. Vous n'aurez pas besoin de tous les mots ! **[10]**

Mathilde – une résistante.

« Les femmes sont les êtres merveilleux » dit mon voisin. « Je me **1)** d'une personne qui s'appelait Mathilde. Je ne l'ai pas connue mais j'ai entendu souvent parler d'elle par une de mes étudiantes. La distraction préférée de cette étudiante quand elle **2)** en métro était de mettre des tracts contre l'Allemagne dans les poches des soldats et les officiers nazis. Elle habitait au même palier que Mathilde, dans un immeuble à loyers modérés construit par la **3)** de Paris pour la toute petite bourgeoisie. Mathilde, son mari et leurs sept enfants y étouffaient dans un logement de trois **4)** Un jour, Mathilde dit à mon étudiante « Il faut que vous m'aidiez contre les Boches ». Elle raconta la faim de ses enfants, les queues inutiles, la tortures des **5)** sans charbon, « Je veux travailler à la perte des Boches, à les faire crever ». Ainsi elle accepta de **6)** les journaux clandestins. C'était un travail immense qu'elle accomplissait avec une méthode et un soin de détail sans erreur. Elle était **7)** heureuse lorsqu'il fallait ajouter des explosifs aux tracts imprimés. Pour traverser Paris elle cachait les journaux et les cartouches de dynamite au fond de sa petite voiture d'enfant qui servait à son **8)** -né, un bébé de six mois. Deux de ses filles plus âgées l'accompagnaient – elles étaient enveloppées d'exemplaires de presse clandestines sous **9)** manteaux. Qui eût soupçonné cette femme à figure maigre, sérieuse **10)** une promenade avec ses enfants mal nourris ? »

allant	Cité	dernier	distribuer	étés	
faisant	hivers	jamais	leurs	moque	pièces
premier	prenait	salles	ses	souviens	surtout
	vendre	Ville	voyageait		

Question 7

Lisez la première partie de ce texte « *Malgré les protestations, neuf Afghans ont été expulsés mardi 15 décembre* ».

Résumez les détails suivants **en français**. Il n'est pas nécessaire d'écrire des phrases complètes. **[5]**

- Les évènements en octobre [2]
Écrivez **deux** détails.

.....

.....

.....

.....

- La situation à l'avenir selon Éric Besson. [2]
Écrivez **deux** détails.

.....

.....

- Le départ de mardi des exilés [1]
Écrivez **un** détail.

.....

.....

.....

.....

Question 8

Lisez la **deuxième partie** du texte « *Malgré les protestations, neuf Afghans ont été expulsés mardi 15 décembre* » et répondez aux questions **en français**.

Vous pouvez utiliser des mots du texte dans votre réponse mais vous ne devez pas copier des phrases entières. Il n'est pas toujours nécessaire d'écrire des phrases complètes ; **si possible vous pouvez écrire un seul mot.** [10]

(a) Pourquoi un dixième ressortissant Afghan a-t-il pu échapper à l'expulsion ? [1]

.....
.....

(b) Comment savons-nous que la police est plus ouverte que le ministère de l'immigration ? [1]

.....
.....

(c) Pourquoi, selon quelques-uns, est-ce que les actions du gouvernement étaient honteuses ? Donnez **deux** raisons. [2]

(i)

(ii)

(d) Quels seraient les dangers pour les Afghans dans leur pays natal ? [1]

.....
.....
.....

(e) Comment savons-nous que le gouvernement français ne respecte pas la loi ? [1]

.....
.....

(f) Comment savons-nous que le gouvernement afghan ne voulait pas le retour de ces personnes ? [1]

.....
.....

(g) Selon le Président qu'est-ce que les jeunes Afghans devraient faire ? [1]

.....
.....

(h) Comment les Afghans en France sont-ils vus ? [1]

.....
.....

(i) Quel est le rôle des soldats français en Afghanistan ? [1]

.....
.....

Question 10

Traduisez en français.

[20]

It is not only the billionaire Bernard Arnault who is leaving France to settle in Belgium. Thousands of young French graduates are emigrating there every year. They think that there will be more jobs available and that they will find a better way of life in Belgian cities. Unlike “the richest man in France”, they are ready to pay taxes. Why would these graduates who are disappointed with the world of work in France prefer to live abroad? "The fear of job insecurity in France and the desire to live in a French-speaking country." Those are the main reasons for their choice.

.....

.....

.....

.....

.....

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.....

.....



A LEVEL FRENCH

**COMPONENT 2: READING RESOURCE
FOLDER FOR USE WITH SECTION B**



SAMPLE ASSESSMENT MATERIALS

This folder need not be handed in with your answer book.

For use with Section B, question 5

L'alcool chez les jeunes



Le Ministère de la Santé s'inquiète devant « *une augmentation des phénomènes d'alcoolisation massive chez les jeunes* »

Le problème :

Au fil des années, les ados français sont passés d'une consommation festive à une autre dite « la beuverie ». Tout droit venue des jeunes Britanniques, cette nouvelle façon de boire consiste à absorber la plus grande quantité d'alcool possible en un temps record, pour trouver l'ivresse rapidement. Mais cette « beuverie » ravage la santé des adolescents. D'abord le foie, notamment parce qu'à 16 ans cet organe n'est toujours pas mature, mais aussi le cerveau et bien sûr l'alcoolisme.

Et les dangers s'aggravent :

En France la consommation d'alcool commence vers 10-12 ans dans le cadre familial. Lors d'un mariage, d'un anniversaire ou d'une fête de famille, les parents acceptent que l'ado goûte un peu de champagne ou un fond de verre de vin. Pour certains jeunes, la boisson est un moyen de se désinhiber et de combattre le stress. Mais, selon les parents, s'ils essaient d'interdire le premier verre d'alcool, cela ne ferait que renforcer le goût du jeune pour la transgression. Et par esprit de revanche, il est bien possible qu'un ado soit tenté de boire à l'excès pour se rebeller contre l'autorité.

For use with Section B, questions 7 and 8

Malgré les protestations, neuf Afghans ont été expulsés mardi 15 décembre



Première partie

Neuf exilés afghans ont été expulsés de France. Huit semaines après, un premier vol, organisé le 20 octobre, avait transporté trois exilés interpellés dans l'Hexagone après le démantèlement de la « jungle » de Calais. Huit semaines après, ce nouveau vol en provenance de Londres a fait escale en France. Devant la dispute provoquée par le « rapatriement » d'octobre, Éric Besson, ministre de l'immigration, avait annoncé que « si la situation continue à se dégrader (en Afghanistan), il n'y aura pas d'autres retours pour les Afghans dans les jours qui viennent ». Le vol de mardi a décollé vers minuit de Roissy - Charles de Gaulle avec à son bord neuf ressortissants afghans : huit avaient été transférés vers l'aéroport en milieu d'après-midi depuis le centre de rétention de Coquelles (Pas-de-Calais) et un autre depuis un campement à Lyon.

Deuxième partie

Dans une décision du 14 décembre, la cour d'appel de Douai a affirmé qu'il était illégal de reconduire à la frontière des étrangers si l'État vers lequel ils pourraient être renvoyés n'a pas délivré de laissez-passer consulaire. Le dixième exilé, originellement concerné, avait été remis en liberté lundi soir par la cour d'appel de Douai. Ses compatriotes, les neuf exilés afghans expulsés de France sont partis dans la nuit de mardi 15 à mercredi 16 décembre à bord d'un avion britannique à destination de Kaboul. Mercredi matin, le ministère de l'immigration ne voulait « ni infirmer, ni confirmer » ce renvoi. Mais celui-ci a été confirmé par des sources policières.

Certains disent que c'est la honte de la France pour deux raisons : elle a perdu sa réputation de pays ouvert et hospitalier. Elle renvoie des gens dans un pays en guerre est tout simplement un crime. Malgré ces protestations, le gouvernement n'a également pas tenu compte d'une décision de justice confirmant l'illégalité du renvoi de ces exilés auxquels les autorités afghanes ont refusé de délivrer un « passeport » consulaire. Devant les députés, le premier ministre François Fillon a justifié le renvoi des exilés afghans par "l'engagement auprès des Britanniques" de "ne pas laisser Sangatte se reconstruire".

Le Président a promis, son « soutien plein et entier » dans que ces 'jeunes Afghans' avaient le devoir de se battre dans leur pays natal contre les Talibans. « On ne doit pas accueillir sur le sol français des déserteurs afghans alors que les soldats français aident le peuple afghan à essayer de vivre en liberté. Quand on fait la guerre, l'ennemi le plus dangereux n'est pas en face, il est en France ! ».

COMPONENT 2: Listening, reading and translation (100 marks)**MARK SCHEME****General advice for examiners**

During standardising (marking conference) the Principal Examiner will give detailed advice on marking. You will then receive examples of answers that have been awarded marks by the Principal Examiner:

- You should mark the examples and compare your marks with those of the Principal Examiner.
- When marking, you can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example.
- When marking answers in this component which require a written response you are reminded of the need to revisit the answer as you apply the mark scheme in order to confirm the mark allocated is appropriate.
- You should mark positively and must consider all valid written responses. If there is any doubt whether a mark should be awarded, you must contact the Team Leader / Principal Examiner for advice.
- The marks per question or part question are given alongside each question in brackets.

Sections A and B**Listening and Reading – mark allocation**

Marks	AO1	AO2	Total marks
Section A – Listening	30		30
Section B – Reading		30	30
Total	30	30	60

Section A – Listening (30 marks)

Transcript 1 (240 words)

Le musée du Quai Branly à Paris a lancé cette semaine l'exposition « Tatoueurs, tatoués », une belle reconnaissance pour cette pratique longtemps associée aux mauvais garçons. Le tatouage a toujours été pratiqué sur tous les continents, y compris en Europe. Il y a plus de 5000 ans les gens avaient des tatouages thérapeutiques pour les maladies.

Les marins et les explorateurs ont introduit le tatouage dans l'Europe du 19^e siècle après avoir visité les pays exotiques. À l'époque, on se fait tatouer dans les bars près des ports pour un souvenir du voyage. Plus tard, ce sont les gangs et les soldats rebelles qui utiliseront cette marque de reconnaissance. Mais aujourd'hui, le tatouage est devenu commun : en France, 10% de la population est tatouée. La scientifique Élise Müller explique : « *Dans les sociétés traditionnelles, le tatouage était le signe du passage à l'âge adulte. C'est un peu pareil aujourd'hui : beaucoup de personnes se font tatouer dès leur majorité, c'est une façon de dire mon corps, c'est à moi, je fais un choix personnel.* »

Mais attention, se faire tatouer est un choix très délicat qui reste pour la vie. Patron du salon de tatouage La Cour des miracles à Toulouse, Piero conseille : « *Il faut surtout ne pas se faire tatouer quand on est trop jeune, on est très impulsif, on fait les choses très vite, sans réfléchir. On est rarement le même à 30 ou 40 ans qu'à 20 ans et on peut regretter.* »
[www.youtube.com\(texteadapté\)](http://www.youtube.com(texteadapté))

Question 1**1 mark for each correct answer**

Écoutez le reportage sur les tatouages puis faites correspondre les phrases appropriées de la Liste A avec les phrases de la Liste B. [5]

Liste A**Exemple:**

Le musée du Quai Branly est

o

(a) Une exposition de tatouages

n

[1]

(b) À l'origine on croyait que les tatouages

i

[1]

(c) Au 19^{ème} siècle, les Européens ont commencé à se faire tatouer grâce

f

[1]

(d) De nos jours le tatouage

m

[1]

(e) Selon Piero, la décision de se faire tatouer

k

[1]

Liste B

- (f) aux marins et aux explorateurs qui avaient appris de cette pratique en voyage.
- (g) entraînaient trop de douleur.
- (h) a perdu sa popularité.
- (i) avaient des propriétés bienfaites pour le corps.
- (j) dans un musée à Paris va terminer cette semaine.
- (k) ne devrait pas être prise à la légère car on risque de la désapprouver.
- (l) ne devrait pas être prise avant l'âge de 20 ans.
- (m) est devenu symbole de l'âge adulte.
- (n) a commencé récemment dans un musée de la capitale française.
- (o) **à Paris.**

Transcript 2 Listening (204 words)

Interviewer Alors, bonsoir Mme Maulnier. Bienvenue à « L'Histoire du 20ème siècle ». Vous allez nous raconter votre vie sous l'Occupation ? En quelle année êtes-vous née ?

Mme Maulnier Moi je suis née en 1924 dans un village en Normandie. J'y vivais avec ma famille jusqu' en 1945.

Interviewer Il y avait les Allemands là où vous habitiez ?

Mme Maulnier Oui, bien sûr. Mon père était patron de café, il n'y avait qu'un café dans notre village. Ma mère faisait la cuisine pour nos clients, ma sœur Elise et moi servions à table. Dans le café de mes parents, rue Barjot, nous recevions les Allemands tous les vendredis soir. Ils apportaient un jambon, et avec ma sœur, nous leur préparions une omelette au jambon. Mais nous n' avions pas le droit d'en manger.

Interviewer Et quelle était l'attitude des Allemands envers vous ?

Mme Maulnier Les Allemands étaient toujours corrects avec nous, et payaient l'addition.

Interviewer Vous avez sans doute vécu des moments difficiles ?

Mme Maulnier Mais oui, à côté de la maison vivait un voisin qui collaborait avec l'ennemi. De vue il était toujours aimable et bavard pour nous persuader qu'il s'opposait à l'Occupation. Nous avions constamment peur, et nous avons appris à bien tenir notre langue devant lui. Les collaborateurs étaient prêts à dénoncer quiconque pour de l'argent.

[www.youtube.com\(texteadapté\)](http://www.youtube.com(texteadapté))

Question 2

Écoutez ce podcast « *L'Histoire du 20ème siècle* ». Madame Béatrice Maulnier parle de sa vie sous l'Occupation. [5]

Résumez les détails suivants **en français**. Il n'est pas nécessaire d'écrire des phrases complètes.

- La vie quotidienne de la famille de Béatrice [2]

Acceptable	Reject/Notes	Marks
Any two from: Son père était patron du café (1) Sa mère faisait la cuisine / sa mère était cuisinière (1) Sa sœur et elle servaient à table (1) Ils travaillaient tous dans leur café / toute la famille travaillait dans le café (1)	Elles étaient servantes C'était le café de la famille (no activity)	2

- Les soldats allemands [1]

Acceptable	Reject/Notes	Marks
Any one from: Ils étaient toujours polis avec elles (1) Ils payaient toujours leur addition (1) Ils leur donnaient un jambon (1)	Ils mangeaient avec eux	1

- Son voisin [2]

Acceptable	Reject/Notes	Marks
Any two from: Il était collaborateur / Il collaborait avec les Allemands/les Nazis (1) Elles avaient peur de lui à cause de ses activités/car il était collaborateur (1) Il disait qu'il opposait l'Occupation (1)	Il était un Nazi Il avait de l'argent	2

Summary Question requiring a response in French

- If a candidate uses English words in the response, no mark will be awarded.
- No marks will be awarded for copying complete sections lifted from the extract.
- Answers in French which have a French spelling which is incorrect, but nevertheless understandable, will generally be accepted **unless otherwise stated**.
- Minor errors and inaccuracies in lexis and structure which do not affect meaning will be tolerated.
- If a candidate writes a different answer to that given on the mark scheme and that answer conveys the same meaning, the mark should be awarded.

Transcript 3

Pourquoi avoir lancé le programme Romcivic ?

Les Roms sont, à l'origine, un peuple nomade de l'Inde. De nos jours, Ils constituent la plus grande minorité ethnique d'Europe. On compte plus de 10 millions de Roms en Europe et il y aurait entre 15 000 et 20 000 Roms installés en France. Les Roms de France sont principalement de nationalité Bulgare et Roumaine. Citoyens européens depuis 2007, les Bulgares et les Roumains peuvent entrer librement en France, mais seulement pour des séjours de moins de trois mois. À cause d'un manque d'argent, la grande majorité des Roms en France vivent dans la rue ou dans des campements illégaux qu'on appelle bidonvilles. La plupart des bidonvilles se trouvent dans la région parisienne et dans d'autres grandes villes en France.

Les populations Roms qui vivent dans les bidonvilles connaissent des conditions de vie extrêmes. Par exemple, l'accès à l'école est presque impossible pour les enfants d'âge scolaire. Selon les estimations, plus de 5.000 enfants Roms vivant en France atteindront l'âge de 16 ans sans jamais avoir été à l'école. Les adultes ont peu de chances de travailler légalement et les campements sont insalubres à cause d'une absence d'installations sanitaires. Depuis 2010 la police évacue les campements illégaux ce qui provoque l'insécurité permanente chez la population Rom en France. Cette décision d'évacuer les campements illégaux a été très critiquée, car jugée contraire aux droits de l'homme et au principe de libre circulation au sein de l'Union Européenne.

Pour essayer d'améliorer la situation des Roms on a lancé en novembre 2013 le programme Romcivic. L'objectif de ce programme est de permettre à des jeunes roms issus des bidonvilles d'agir pour combattre leur exclusion et l'exclusion des autres. Le projet veut transmettre le message que les jeunes Roms sont une richesse pour la France, comme tous les jeunes de ce pays.

Depuis le 1er novembre 2013, ils sont 24 jeunes, filles et garçons, à participer au programme Romcivic. La majorité d'entre eux vivent dans des bidonvilles et ils sont tous volontaires. Dès le début de leur service civique, ils ont participé à la collecte de nourriture pour la Banque alimentaire, ils ont visité les bidonvilles pour voir comment ils pourraient être utiles aux familles et ils ont préparé la fête de Noël pour les enfants de ces campements. On espère que le programme continuera à attirer de jeunes volontaires à l'avenir mais l'existence à long terme de Romcivic dépendra de la volonté des Français à donner de l'argent à l'association caritative qui gère le programme.

[www.jeunes.gouv.fr\(texteadapté\)](http://www.jeunes.gouv.fr(texteadapté))

Question 3

Écoutez le reportage sur le programme Romcivic et **remplissez les blancs dans les phrases suivantes avec le mot ou les mots adéquats**.

[5]

1 mark for each correct answer underlined

- (a) La plupart des Roms qui se sont installés en France sont de l'Europe de l'Est.
- (b) À cause de la pauvreté le logement des Roms est très précaire.
- (c) C'est dans les zones urbaines qu'on trouve la plus grande concentration de Roms.
- (d) Depuis 2010 les Roms risquent de devoir quitter leur bidonville.
- (e) Le futur de Romcivic dépendra de la générosité des citoyens français.

Question 4

Use Transcript 3

Réécoutez le reportage sur le programme Romcivic et **répondez aux questions suivantes en français.** [15]

Vous pouvez utiliser des mots de l'enregistrement dans votre réponse **mais vous ne devez pas copier des phrases entières.** Il n'est pas toujours nécessaire d'écrire des phrases complètes ; **si possible vous pouvez écrire un seul mot.**

(a) Selon les estimations, combien de Roms habitent en France actuellement ?

Answer	Valid Alternatives	Notes/Reject	Mark
Entre 15000 et 20000		Wrong numbers	1

(b) Pourquoi les Bulgares et les Roumains ont-ils le droit de vivre en France depuis 2007 ?

Answer	Valid Alternatives	Notes/Reject	Mark
Ils sont citoyens européens	la Bulgarie et la Roumanie ont rejoint l'UE	l'Europe	1

(c) Comment savons-nous que la France veut limiter le nombre de Bulgares et de Roumains qui vivent en France ?

Answer	Valid Alternatives	Notes/Reject	Mark
(i) Ils n'ont pas le droit de rester en France	leur séjour en France	vacances	2
(ii) pendant plus de trois mois	est limité à trois mois	Pour 3 mois	

(d) Comment sont les conditions de vie des Roms ? Donnez **trois** détails.

Answer	Valid Alternatives	Notes/Reject	Mark
(i) Les enfants ne vont pas à l'école	ne sont pas scolarisés		3
(ii) Il est difficile pour les adultes de trouver un emploi légal	les adultes ont du mal à trouver...	adults	
(iii) Ils vivent dans des conditions insalubresconditions sales		

(e) Pourquoi, selon certains, est-ce que la décision d'évacuer les campements illégaux est injuste ? Donnez **deux** raisons.

Answer	Valid Alternatives	Notes/Reject	Mark
(i) C'est contre les droits de l'homme		la droite	2
(ii) C'est contre le principe de l'UE concernant la libre circulation	le mouvement libre		

(f) Quel est le but du programme Romcivic ? Donnez **deux** détails.

Answer	Valid Alternatives	Notes/Reject	Mark
(i) lutter contre l'exclusion de la population Rom (1 mark)	agir contre ... opposer ...	battre	2
(ii) souligner la valeur des jeunes Roms pour la France (1 mark)	apprécier ... accepter ...		

(g) Quels sont les caractéristiques des participants au programme Romcivic ? Donnez **trois** détails.

Answer	Valid Alternatives	Notes/Reject	Mark
(i) Il y a des filles et des garçons	Ils sont bénévoles	bénévolat	3
(ii) La plupart des participants habitent dans un bidonville	Il y en a 24	wrong number	
(iii) Ils sont volontaires		volontiers	

(h) Qu'est-ce qui pourrait mettre fin à ce programme à l'avenir ?

Answer	Valid Alternatives	Notes/Reject	Mark
Un manque d'argent	Si les Français ne veulent pas donner de l'argent à l'association caritative/de charité	l'argent	1

Listening Comprehension Question requiring a response in French

- If a candidate uses English words in the response, no mark will be awarded
- No marks will be awarded for copying complete sections lifted from the text
- Answers in French which have a French spelling which is incorrect, but nevertheless understandable, will generally be accepted **unless otherwise stated**
- Minor errors and inaccuracies in lexis and structure which do not affect meaning will be tolerated
- If a candidate writes a different answer to that given on the mark scheme and that answer conveys the same meaning, the mark should be awarded.

Section B – Reading (30 marks)

Question 5

[5]

1 mark to be awarded for each correct word.

<i>Exemple:</i>	
boire à excès	<i>absorber la plus grande quantité d'alcool</i>
La surconsommation d'alcool	<i>la beuverie</i> [1]
Le plus vite possible	<i>en temps record</i> [1]
Endommager le bien-être	<i>ravage la santé</i> [1]
Lutter contre les inquiétudes	<i>combattre le stress</i> [1]
Une attitude rebelle	<i>esprit de revanche</i> [1]

Question 6

Lisez cet extrait du roman *L'Armée des ombres* puis **remplissez les blancs** avec les mots ci-dessous. Choisissez le mot juste. Vous pouvez utiliser **une fois seulement** chaque mot choisi. Vous n'aurez pas besoin de tous les mots ! **[10]**

Mathilde – une résistante.

« Les femmes sont les êtres merveilleux » dit mon voisin. « Je me **1) souviens** d'une personne qui s'appelait Mathilde. Je ne l'ai pas connue mais j'ai entendu souvent parler d'elle par une de mes étudiantes. La distraction préférée de cette étudiante quand elle **2) voyageait** en métro était de mettre des tracts contre l'Allemagne dans les poches des soldats et les officiers nazis. Elle habitait au même palier que Mathilde, dans un immeuble à loyers modérés construit par la **3) Ville** de Paris pour la toute petite bourgeoisie. Mathilde, son mari et leurs sept enfants y étouffaient dans un logement de trois **4) pièces**. Un jour, Mathilde dit à mon étudiante « Il faut que vous m'aidiez contre les Boches ». Elle raconta la faim de ses enfants, les queues inutiles, la torture des **5) hivers** sans charbon, « Je veux travailler à la perte des Boches, à les faire crever ». Ainsi elle accepta de **6) distribuer** les journaux clandestins. C'était un travail immense qu'elle accomplissait avec une méthode et un soin de détail sans erreur. Elle était **7) surtout** heureuse lorsqu'il fallait ajouter des explosifs aux tracts imprimés. Pour traverser Paris elle cachait les journaux et les cartouches de dynamite au fond de sa petite voiture d'enfant qui servait à son **8) dernier-né**, un bébé de six mois. Deux de ses filles plus âgées l'accompagnaient – elles étaient enveloppées d'exemplaires de presse clandestines sous **9) leurs** manteaux. Qui eût soupçonné cette femme à figure maigre, sérieuse **10) faisant** une promenade avec ses enfants mal nourris ? »

allant	Cité	dernier	distribuer	étés	
faisant	hivers	jamais	leurs	moque	pièces
premier	prenait	salles	ses	souviens	surtout
	vendre	Ville	voyageait		

Question 7

Lisez la première partie de ce texte « *Malgré les protestations, neuf Afghans ont été expulsés mardi 15 décembre* ». [5]

Résumez les détails suivants **en français**. Il n'est pas nécessaire d'écrire des phrases complètes.

- Les évènements en octobre [2]

Acceptable	Reject/Notes	Marks
les (trois) (premiers) Afghans (sont) partis / (ont été) renvoyés (1)	reject le premier vol est parti (must mention Afghans)	2
AND on a démantelé / défait la jungle / le campement OR le campement démantelé / défait (1)	reject le camp/ le camping	

- La situation à l'avenir selon Éric Besson [2]

Acceptable	Reject/Notes	Marks
la situation en Afghanistan peut s'aggraver / se détériorer (1)	must mention Afghanistan	2
AND les Afghans ne retourneront pas en Afghanistan / chez eux / à leur patrie OR les Afghans resteront en France (1)	accept present tense	

- Le départ de mardi des exilés [1]

Acceptable	Reject/Notes	Marks
Any one from: ils sont partis de / ont quitté la France / Paris / Roissy- Charles de Gaulle (1)	must mention France, Paris or name of airport	1
ils sont partis en avion (1)		
ils sont partis juste avant minuit / douze heures (1)	must mention time	

Summary Question requiring a response in French

- If a candidate uses English words in the response, no mark will be awarded.
- No marks will be awarded for copying complete sections lifted from the text.
- Answers in French which have a French spelling which is incorrect, but nevertheless understandable, will generally be accepted **unless otherwise stated**.
- Minor errors and inaccuracies in lexis and structure which do not affect meaning will be tolerated.
- If a candidate writes a different answer to that given on the mark scheme and that answer conveys the same meaning, the mark should be awarded.

Question 8

Lisez la **deuxième partie** du texte « *Malgré les protestations, neuf Afghans ont été expulsés mardi 15 décembre* » et répondez aux questions **en français**.

Vous pouvez utiliser des mots du texte dans votre réponse mais vous ne devez pas copier des phrases entières. Il n'est pas toujours nécessaire d'écrire des phrases complètes ; **si possible vous pouvez écrire un seul mot.**

[10]

(a) Pourquoi un dixième ressortissant afghan a-t-il pu échapper à l'expulsion ?

Answer	Valid Alternatives	Notes/Reject	Mark
La cour d'appel l'a libéré	à cause de la cour d'appel	il est libre	1

(b) Comment savons-nous que la police est plus ouverte que le ministère de l'immigration ?

Answer	Valid Alternatives	Notes/Reject	Mark
La police a confirmé l'expulsion	Le ministère ne voulait pas confirmer l'expulsion	no past tense	1

(c) Pourquoi, selon quelques-uns, est-ce que les actions du gouvernement étaient honteuses ? Donnez **deux** raisons.

Answer	Valid Alternatives	Notes/Reject	Mark
(i) La France a perdu sa renommée d'être un pays accueillant	la France n'es plus considérée	un criminel	2
(ii) C'était un crime			

(d) Quels seraient les dangers pour les Afghans dans leur pays natal ?

Answer	Valid Alternatives	Notes/Reject	Mark
On a renvoyé les immigrés dans un pays dangereux	en guerre	dans la guerre	1

(e) Comment savons-nous que le gouvernement français ne respecte pas la loi ?

Answer	Alternative	Notes/Reject	Mark
Le gouvernement n'a pas suivi les ordres de la cour.	n'a pas obéi		1

(f) Comment savons-nous que le gouvernement afghan ne voulait pas le retour de ces personnes ?

Answer	Valid Alternatives	Notes/Reject	Mark
Il n'a pas donné un passeport afghan	il a refusé ...	il n'y a pas de passeport ...	1

(g) Selon le Président qu'est-ce que les jeunes Afghans devraient faire ?

Answer	Valid Alternatives	Notes/Reject	Mark
Ils devraient se battre dans leur pays natal (contre les Talibans)	lutter, combattre	battre	1

(h) Comment les Afghans en France sont-ils vus ?

Answer	Valid alternatives	Notes/reject	Mark
Comme déserteurs	Comme l'ennemi	soldats	1

(i) Quel est le rôle des soldats français en Afghanistan ?

Answer	Valid Alternatives	Notes/Reject	Mark
Aider les Afghans (à essayer) de vivre en liberté.		en libre	1

Reading Comprehension Question requiring a response in French

- If a candidate uses English words in the response, no mark will be awarded.
- No marks will be awarded for copying complete sections lifted from the text.
- Answers in French which have a French spelling which is incorrect, but nevertheless understandable, will generally be accepted **unless otherwise stated**.
- Minor errors and inaccuracies in lexis and structure which do not affect meaning will be tolerated.
- If a candidate writes a different answer to that given on the mark scheme and that answer conveys the same meaning, the mark should be awarded.

Section C – Translation (40 marks)

Question 9

Translate the following text into English

[20]

The translation from **French into English** is marked according to **A02**. The translation is divided into 20 sections with one mark per section.

The table below shows an English translation which is acceptable for each section of the text. Valid alternative translations are included. Similarly, translations which should be rejected are given. If candidates offer translations which are not listed, these should be considered acceptable if they convey the same intended meaning. Should a candidate misspell a word, provided there is no ambiguity, the mark should be awarded. It is important to mark positively. Valid alternatives will be discussed at the examiners' conference.

	Original French Text	Acceptable translation	Valid Alternative	Reject
1	En hiver 1943 à Grenoble,	In the winter of 1943 in Grenoble,		
2	la Résistance avait fait sauter	the Resistance had blown up		Perfect tense. Must have pluperfect. jumped
3	le dépôt de munitions.	a munitions depot.		
4	Puis elle avait mis le feu	Then it had set fire	Then it had set on fire	
5	à la caserne de Bonne.	to the barracks in Bonne.	the barracks in Bonne.	
6	Au début de l'année suivante	At the start of the following year		
7	la Résistance a intensifié son action.	the Resistance intensified its action.	..increased / stepped up its action	
8	Elle a donc concentré ses attentats sur les trains et les ponts.	It therefore concentrated on its attacks trains and bridges.		
9	On a également arrêté	Also several collaborators	They also arrested	
10	plusieurs collaborateurs.	were arrested.	several collaborators	
11	En réponse, les Allemands	In reply, the Germans		
12	et le gouvernement français	and the French government		
13	ont dû augmenter	had to increase		
14	leurs mesures répressives.	their repressive measures.		
15	23 étrangers communistes vivant en France	23 communist foreigners living in France	..who were living in France	strangers who lived
16	ont été accusés de ces crimes.	were accused of these crimes.		such crimes
17	Au printemps 1944, ils ont apparu	In the spring of 1944, they appeared		

18	devant la cour martiale allemande,	before a German court martial,		
19	et, une fois le jugement rendu	and, once the verdict had been given	judgement	once the verdict given
20	ils ont été immédiatement fusillés.	were shot immediately.	straightaway/at once/instantly	

<http://fresques.ina.fr/jalons/fiche-media>

(texte adapté)

Question 10

Traduisez en français.

[20]

The translation from **English into French** is marked according to **A03**. The translation is divided into 20 sections with one mark per section.

The table below shows a French translation which is acceptable for each section of the text. Valid alternative translations are included. Similarly, translations which should be rejected are given. If candidates offer translations which are not listed, these should be considered acceptable if they convey the same intended meaning. Should a candidate mis-spell a word, provided there is no ambiguity, the mark should be awarded. A minor slip in gender is acceptable but mistakes with common verbs are not. It is important to mark positively. Valid alternatives will be discussed at the examiners' conference.

	Original English Text	Acceptable Translation	Valid Alternative	Reject
1	It is not only the billionaire Bernard Arnault	Il n'y a pas que le milliardaire Bernard Arnault	ce n'est pas seulement...	laisse
2	who is leaving France to settle in Belgium.	qui quitte la France pour s'établir en Belgique.	qui part de.. habiter/ vivre	
3	Thousands of young French graduates	Des milliers de jeunes diplômés français	en France	
4	are emigrating there every year.	y émigrent chaque année.	tous les ans toutes les années	
5	They think that there will be	Ils croient qu'il y aura	ils pensent/ considèrent	
6	more jobs available	plus d'emplois disponibles	en étranger	
7	and that they will find a better	et qu'ils trouveront un meilleur		
8	way of life in Belgian cities.	mode de vie dans les grandes villes belges.		cités belgiques
9	Unlike "the richest man in France",	Contrairement à « l'homme le plus riche de France »,		
10	they are ready to pay taxes.	ceux-là sont prêts à payer des impôts.	ils sont prêts	
11	Why would these graduates	Pourquoi ces diplômés		
12	who are disappointed	Déçus		
13	with the world of work in France	par le monde du travail français	le marché du travail/la vie active	
14	prefer to live abroad?	préfèreraient-ils habiter à l'étranger ?		must have conditional dans l'étranger

15	"The fear of	« La peur de	du travail	
16	job insecurity in France	la précarité d'emploi en France		insecurité du travail
17	and the desire	et l'envie de	le désir	le désir (angl)
18	to live in a French-speaking country".	vivre dans un pays francophone ».	habiter	
19	Those are the main reasons	Voilà les raisons principales	ce sont les raisons	
20	for their choice.	pour leur choix.		

Candidate Name	Centre Number				Candidate Number			
					0			



A LEVEL FRENCH

COMPONENT 3: CRITICAL AND ANALYTICAL RESPONSE IN WRITING

SAMPLE ASSESSMENT MATERIALS

2 hours



ADDITIONAL MATERIALS

You will require an eight page answer booklet in which to write your answers.

INSTRUCTIONS TO CANDIDATES

For this paper you must write **two** essays, each one of **approximately 300 words**.

One essay must be about a literary text; the second essay can be either about a film or another literary text.

Write your essays **in ink** in the answer booklet.

No dictionaries are allowed in any section of the exam.

No texts or works are allowed in any section of the exam.

INFORMATION FOR CANDIDATES

This paper carries 40 marks. The number of marks is given in brackets at the end of each question. You are advised to spend approximately 1 hour on each question.

No certificate will be awarded to a candidate found to be involved in any unfair practice during the examination.

Vous **devez** répondre à deux questions ; soit sur **une œuvre littéraire** et **un film** soit sur **deux œuvres littéraires**. Vous **ne devez pas** écrire sur deux films.

Vous **ne devez pas** écrire sur une œuvre littéraire ou un film que vous avez préparé comme *Independent Research Project* pour l'épreuve orale.

Pour chaque rédaction vous devez écrire environ 300 mots **en français**.

La littérature

Delphine de Vigan: *No et Moi* [20]

1. Analysez et expliquez l'importance de l'amitié dans *No et Moi*.

Ou

2. Examinez le rôle des parents de Lou dans *No et Moi*.

Fouad Laroui: *Une année chez les Français* [20]

3. Analysez l'importance du lycée Lyautey de Casablanca dans le roman *Une année chez les Français*.

Ou

4. Discutez comment Laroui dépeint les Marocains dans le roman.

Jean Anouilh: *Antigone* [20]

5. Analysez les rapports entre Antigone et sa famille dans la pièce.

Ou

6. Quel est le rôle et l'importance du prologue dans la pièce ?

Albert Camus: *L'Étranger* [20]

7. Salamano et Meursault – une amitié bizarre. Analysez cette idée et justifiez votre réponse.

Ou

8. Examinez l'idée que l'indifférence est le thème principal de *L'Étranger*.

Vercors: *Le silence de la mer* [20]

9. Analysez le rôle de l'oncle et son importance dans *Le Silence de la Mer*. Justifiez votre réponse.

Ou

10. Croyez-vous que Vercors ait réussi à dépeindre un officier allemand sympathique? Analysez l'importance de cette idée et justifiez votre réponse.

Guy de Maupassant: *Boule de Suif et autres contes de guerre** [20]

11. Croyez-vous que Maupassant dépeinte une image pessimiste de la société dans «Boule de Suif et autres contes de guerre»?

***Any of the “contes” can be used to answer the question.**

Ou

12. Quelles sont les caractéristiques principales des Prussiens dans ces contes de Maupassant. A votre avis, que voulait-il montrer à travers cette représentation des Prussiens?

***Any of the “contes” can be used to answer the question.**

Les films

Eric Toledano et Olivier Nakache : *Intouchables* [20]

- 13 «Le film *Intouchables* présente une amitié improbable». Analysez cette affirmation.

Ou

14. Le personnage de Driss n'est ni tout à fait bon ni tout à fait mauvais. Jusqu'à quel point êtes-vous d'accord avec cette affirmation ? Justifiez votre réponse.

Christophe Barratier : *Les Choristes* [20]

15. Analysez le succès du retour en arrière (le flashback) dans le film.

Ou

16. Discutez l'idée que le thème principal du film c'est la vie de Pierre Morhange. Justifiez votre réponse.

Ismaël Ferroukhi : *Le Grand Voyage* [20]

17. Comment Réda change-t-il pendant le voyage à la Mecque ?

Ou

18. Les relations entre Réda et son père, sont-elles le conflit des générations ou de la culture ?

Matthieu Kassovitz : *La Haine*

[20]

19. Quel est le rôle et l'importance de Saïd dans *La Haine* ?

Ou

20. « Ça c'est la banlieue ! ». Analysez cette opinion du Parisien à la galerie d'art après la visite de Vinz, Hubert et Saïd.

Louis Malle : *Au Revoir les Enfants*

[20]

21. Quel est le rôle et l'importance de Julien Quentin dans le film ?

Ou

22. Quelle est l'importance du titre du film ? Justifiez votre réponse ?

Gérard Jugnot : *Monsieur Batignole*

[20]

23. C'est un peu "monsieur tout le monde". Discutez le personnage d'Edmond Batignole.

Ou

24. Analysez l'idée de l'injustice dans le film *Monsieur Batignole*.

COMPONENT 3: Critical and analytical response in writing (40 total marks)

MARK SCHEME

General Advice for examiners

The candidate is required to write **two** essays, one each on the two works they have studied for A level. One of the works **must be a literary work** and the second can be an additional literary work or a film. Candidates **may not answer more than one question on film** for this component.

The skills assessed on this paper are AO3 and AO4. For AO3 the candidate must demonstrate that he/she is able to manipulate French accurately in written form, using a wide range of lexis and structure. For AO4 the candidate must show knowledge and understanding of different aspects of the culture and society of countries or communities where French is spoken. In addition the candidate must demonstrate that they can respond critically and analytically to different aspects of the culture and society of countries or communities where French is spoken.

You will apply the mark scheme as set out in the marking grid. For AO3 and AO4 the marking grid has 5 two-mark bands. To select the appropriate band and mark you must do the following:

Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band.

You should first read and annotate a candidate's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied.

This is done as a two stage process.

Stage 1 – Deciding on the band

When deciding on a band for each assessment objective, the answer should be viewed holistically. Beginning at the lowest band, you should look at the candidate's answer and check whether it matches the descriptor for that band. You should look at the descriptor for that band and see if it matches the qualities shown in the candidate's answer. If the descriptor at the lowest band is satisfied, you should move up to the next band and repeat this process for each band until the descriptor matches the answer. If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the candidate's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. You should not seek to penalise candidates as a result of small omissions in minor areas of an answer.

Stage 2 – Deciding on the mark

Once the band has been decided, you can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. You will then receive examples of answers that have been awarded a mark by the Principal Examiner. You should mark the examples and compare your marks with those of the Principal Examiner.

When marking, you can use these examples to decide whether a candidate's response is of a superior, inferior or comparable standard to the example. You are reminded of the need to revisit the answer as you apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

For AO4 a successful critical and analytical response is one which will clearly demonstrate that the candidate is able to select relevant material, present and justify points of view, develop arguments, draw conclusions based on understanding and evaluate issues, themes and cultural and social contexts related to the works studied.

The approximate number of words advised for each essay is 300. Responses which exceed the guidance must not be penalised and reward must be given for all valid responses. It is content which will determine whether a candidate has written enough to access the full mark scheme and not the number of words. Additional notes are also provided with the mark schemes but they are not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a candidate need not cover all of the points mentioned in the additional notes but must meet the requirements of the highest mark band. Where a response is not creditworthy, that is it contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

When marking the essays you should have the titles to hand as the writing task requires the candidate to deal with a specific idea or ideas. The candidate is expected to answer the question as set and not provide a **general** comment on the subject matter as a whole. If a candidate adopts a broad-brush approach they will be unlikely to focus on the task as set, leading to digression and irrelevance.

Component 3: Mark scheme for essays

Two essays each marked out of 20.

For each essay the marks are divided as follows between the two Assessment Objectives; AO3 and AO4.

	AO3	Marks	AO4	Marks	Total marks
Essay 1	Manipulate language accurately using a range of lexis and structure	10	Critical analysis and evaluation of set work	10	20
Essay 2	Manipulate language accurately using a range of lexis and structure	10	Critical analysis and evaluation of set work	10	20
Total		20		20	40

Component 3: Marking grid for critical and analytical response in writing

Marks	AO3: manipulate the language accurately, in written forms, using a range of lexis and structure	Marks	AO4*: show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken
9-10	<ul style="list-style-type: none"> Consistently accurate manipulation of the language of study. Use of a wide range of lexis, grammatical structures and idiom. Style and register is appropriate for the task set. 	9-10	<ul style="list-style-type: none"> A detailed, critical appreciation and analysis of the literary work / film which is very well supported by evidence. Points of view are justified and fully developed. There is a clear and coherent analysis and evaluation of issues and themes. Clear and detailed analysis of the culture and society within the literary work / film where appropriate.
7-8	<ul style="list-style-type: none"> Accurate manipulation of the language of study, with only a few errors. Use of a good range of lexis, grammatical structures and idiom. Style and register is mostly appropriate for the task set. 	7-8	<ul style="list-style-type: none"> A critical appreciation and analysis of the literary work / film which is supported by good evidence. Points of view are justified and developed. There is a degree of analysis and evaluation of issues and themes, although it may not be in depth. An analysis is made of the culture and society within the literary work / film where appropriate.
5-6	<ul style="list-style-type: none"> Some errors in manipulation of language. Some vocabulary may be lacking or used inappropriately. Any idiomatic language used is simple. Style and register is generally appropriate for the task set. 	5-6	<ul style="list-style-type: none"> A sound knowledge of the literary work / film but some evidence is irrelevant. Points of view are expressed with some supporting evidence. There are attempts to develop arguments and main points are evaluated. Some analysis of the culture and society within the literary work / film where appropriate.
3-4	<ul style="list-style-type: none"> A high incidence of basic errors affect accuracy. Short sentences predominate. Some sentences incomplete and there is limited idiomatic knowledge. Style and register is simple. 	3-4	<ul style="list-style-type: none"> A superficial knowledge of the literary work / film with evidence which is nearly always irrelevant. Points of view expressed with little use of supporting evidence. Only a partial response to the question set. Limited analysis of the culture and society within the literary work / film.
1-2	<ul style="list-style-type: none"> Little if any understanding of grammar. Sentences often fragmented with very few correct patterns and features of language of study. Short phrases predominate. Heavy reliance on anglicised structures. 	1-2	<ul style="list-style-type: none"> A knowledge of the literary work/film which is extremely limited and there is no supporting evidence. Only a few points of view made are relevant to the question set. A minimal response to the question set. Very little attempt to analyse the culture and society within the literary work / film.
0	<ul style="list-style-type: none"> Nothing of value. 	0	<ul style="list-style-type: none"> Nothing of value.

*Please refer to the subject specific additional notes when assessing AO4.

Additional notes

La littérature

Delphine de Vigan: *No et Moi*

[20]

1. Analysez et expliquez l'importance de l'amitié dans *No et Moi*.

AO4	<p>In response to the essay question the candidate may include the following:</p> <ul style="list-style-type: none">• the circumstances of their first meeting at the station• how and why their friendship develops – Lou's school project on homelessness• the effect of their friendship on the events of the novel• the impact of their friendship on the life of Lou and her parents• analysis of the important messages regarding friendship conveyed in the novel <p><u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u></p>
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Ou

2. Examinez le rôle des parents de Lou dans *No et Moi*.

AO4	<p>In response to the essay question the candidate may include the following:</p> <ul style="list-style-type: none">• after the death of her sister Lou is now an only child – how important is this, especially with regard to her parents?• the relationship of Lou's parents as it develops throughout the novel• how their relationship impacts on the other characters, especially Lou and No's character• how the actions of Lou's parents influence the events of the novel ?• analysis of the important messages regarding family relationships conveyed in the novel <p><u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u></p>
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Fouad Laroui: *Une année chez les Français*

[20]

3. Analysez l'importance du lycée Lyautey de Casablanca dans le roman *Une année chez les Français*.

AO4	<p>In response to the essay question the candidate may include the following:</p> <ul style="list-style-type: none"> • analysis of the French colonial influences on education in Morocco in late 60s • for a young Moroccan boy like Mehdi why is studying at a French <i>lycée</i> of such importance ? What opportunities will this give him in the future? • how Moroccan life and culture in schools portrayed in the novel • when Mehdi arrives at Lycée Lyautey how is he affected by the social and cultural difference that he experiences? • how does Mehdi develop and change during his time at the <i>lycée</i>: the people he meets, what he learns, his attitudes to his native language and cultural background <p><u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u></p>
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Ou

4. Discutez comment Laroui dépeint les Marocains dans le roman.

AO4	<p>In response to the essay question the candidate may include the following :</p> <ul style="list-style-type: none"> • at the beginning Mehdi's family life is portrayed – a typical Moroccan household in a French colony • analysis of the linguistic and cultural representations of both French and Moroccan influences • when Mehdi arrives at <i>lycée</i> how are the cultural differences highlighted and how does this affect him? • the portrayal and role of the Moroccan characters provide a contrast with the French way of life in both linguistic and cultural terms <p><u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u></p>
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Jean Anouilh: *Antigone*

[20]

5. Analysez les rapports entre Antigone et sa famille dans la pièce.

AO4	<p>In response to the essay question the candidate may include the following :</p> <ul style="list-style-type: none"> • she is the daughter of Oedipus and Jocasta. Her parents are dead and her uncle Créon (Jocasta’s brother) is her guardian • after a battle Antigone carries out the burial of brother against uncle's wishes – he has decreed that such an action will be punishable by death • analysis of the relationship with her sister Ismène and Ismène's role in the play • Antigone and Ismène are totally different in appearance and attitude – Antigone is hard and inflexible, Ismène is gentle and pliant • Antigone’s conflicts with Créon are the central themes in the play he accuses her of being “l’orgueil d’Oedipe” – stubborn like her father <p><u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u></p>
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Ou

6. Quel est le rôle et l'importance du prologue dans la pièce?

AO4	<p>In response to the essay question the candidate may include the following :</p> <ul style="list-style-type: none"> • this character also acts as a messenger of death, but its origin makes it more complex. In Greek tragedy, the choir is a group of more than a dozen people. The “chorus” sings, dances, perhaps, and is found most often on the edge of the action • in <i>Antigone</i>, the chorus is reduced to one person, but keeps its original function collectively representing an unknown group, the people of Thebes • analysis of the role of the choir as a commentator of the action in the play • the prologue gives the audience extra information and introduces aspects and characters in the play • the fact that the audience knows what is, has or is going to happen before the characters (e.g. Créon) conveys dramatic irony <p><u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u></p>
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Albert Camus: L'Étranger

[20]

7. Salamano et Meursault – une amitié bizarre. Analysez cette idée et justifiez votre réponse.

AO4	<p>In response to the essay question the candidate may include the following:</p> <ul style="list-style-type: none"> • consideration of why the neighbour Salamano is worthy of mention by Meursault. The dog is a point of contact and arouses an interest in Meursault in his observations of everyday life • Salamano and his treatment of his dog and Meursault's interpretation of this relationship. He does not condone nor condemn • Meursault talks to Marie about Salamano and his dog in an objective, descriptive non-judgemental way • Salamano is heartbroken when his dog disappears and is very emotional – this contrasts with Meursault's reaction to his mother's death. Their different reactions to loss • analysis of the role of Salamano at Meursault's trial - Salamano speaks of Meursault's kindness to his dog <p><u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u></p>
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Ou

8. Examinez l'idée que l'indifférence est le thème principal de *L'Étranger*.

AO4	<p>In response to the essay question the candidate may include the following :</p> <ul style="list-style-type: none"> • use of first person narrative shows Meursault's own views and observation • analysis of his behaviour and reactions at his mother's wake and funeral do not conform to social norms • Meursault's attitude during his trial is very detached: he is an observer, an "outsider" • Meursault responds to sensual stimulus and the natural world • he is seen by others to be a monster, cold and hard-hearted, but should he be condemned for this <p><u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u></p>
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Vercors: Le silence de la mer

[20]

9. Analysez le rôle de l'oncle et son importance dans *Le Silence de la Mer*. Justifiez votre réponse.

AO4	<p>In response to the essay question the candidate may include the following :</p> <ul style="list-style-type: none"> • everything is seen through the narrator's eyes – he is an acute observer and gives an idea of life in Occupied France • the quiet and ordinary life of the uncle and his niece are greatly affected by Werner's arrival • analysis of the emotions and feelings of other characters as seen through the uncle's eyes • the narrator's reactions to Werner von Ebrennac change throughout the novel • the uncle conveys the attitudes and feelings of his niece and her growing feelings for Werner <p><u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u></p>
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Ou

10. Croyez-vous que Vercors ait réussi à dépeindre un officier allemand sympathique? Analysez l'importance de cette idée et justifiez votre réponse.

AO4	<p>In response to the essay question the candidate may include the following :</p> <ul style="list-style-type: none"> • analysis of the physical stereotype presented by Werner and comparison with the other Germans in the novel • Werner is a musician and a very cultured man; he loves literature and this appeals to his hosts • he has idealistic views and welcomes his stay in France – he sees it as a positive thing and expects a favourable outcome • how does the reader's reaction to Werner • Werner changes after the visit to Paris. He realises that he has been fooled, that the Germans plan to annihilate France and not unite with it <p><u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u></p>
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11. Croyez-vous que Maupassant dépeint une image pessimiste de la société dans « Boule de Suif et autres contes de guerre » ? **Any of the “contes” can be used to answer the question.**

AO4	<p>In response to the essay question the candidate may include the following:</p> <ul style="list-style-type: none"> • there is a feeling of pessimism in each “conte” because characters find themselves in difficult, unpleasant or tragic situations • analysis of the traits of characters (selfishness, hypocrisy) and the pessimistic view of society • the disappearance of moral values – e.g. the way the passengers in “<i>la diligence</i>” behave and their willingness to sacrifice a fellow French citizen for their own safety • Examples in the various “contes” of pessimism and its causes • The attitudes of the French towards the Prussian army <p><u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u></p>
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Ou

12. Quelles sont les caractéristiques principales des Prussiens dans ces contes de Maupassant. A votre avis, que voulait-il montrer à travers cette représentation des Prussiens ? **Any of the “contes” can be used to answer the question.**

AO4	<p>In response to the essay question the candidate may include the following:</p> <ul style="list-style-type: none"> • the various representations of the Prussians and differences between officers and lower ranked soldiers • to the French, the Prussian invasion is a monster capable of the worst atrocities • at the beginning of hostilities, the Prussians are accused of deceit and fear about spies is spreading • the Prussian army impresses with its flawless organization – it is rational and cold-hearted and without scruple • analysis of occasions when the victor becomes the victim (<i>Walter Schnaffs</i>), where the human angle is explored and shows the desperate situation of soldiers far from home <p><u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u></p>
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Les films

Eric Toledano, Olivier Nakache: *Intouchables*

[20]

13. «Le film *Intouchables* présente une amitié improbable». Analysez cette affirmation.

AO4	<p>In response to the essay question the candidate may include the following :</p> <ul style="list-style-type: none"> • Driss comes from a very underprivileged social background. He has unstable family background and lives in “la banlieue” • he is poor, unemployed and is “marginalisé par la société française” • the social background of the character of Philippe is a complete contrast – wealthy, lives in luxury, but is physically handicapped • they come to a mutual understanding as boss/employee as the film progresses • analysis of how the friendship between Philippe and Driss develops as a result of this and succeeds against all the odds <p><u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u></p>
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Ou

14. Le personnage de Driss n'est ni tout à fait bon ni tout à fait mauvais. Jusqu'à quel point êtes-vous d'accord avec cette affirmation? Justifiez votre réponse.

AO4	<p>In response to the essay question the candidate may include the following :</p> <ul style="list-style-type: none"> • analysis of the negative traits of the character of Driss - he is unemployed and not bothered about working. He is there at the interview as Philippe's carer to get a signature showing he was interviewed and rejected in order to continue receiving his welfare benefits. • Driss's criminal record which includes six months in jail for robbery and he still has a reckless streak • qualities of the character of Driss not obvious straightaway but he does help Philippe to put meaning back into his life • Driss encourages Philippe in his relationships with Eléonore and Elisa • Driss has concern for his own family and wants to help them <p><u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u></p>
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Christophe Barratier: *Les Choristes*

[20]

15. Analysez le succès du retour en arrière (le flashback) dans le film.

AO4	<p>In response to the essay question the candidate may include the following :</p> <ul style="list-style-type: none"> • the opening scene is set in the present day where Pierre Morhange is a famous and successful orchestral conductor • he returns to France for his mother's funeral and is reunited with Pépinot • the two men look at the picture taken at "Fond de l'Étang" and begin to talk about the past • Pépinot and Mathieu's diaries are used for the flashback plot and the explanation of the relationships in the film • analysis of the techniques used to move from the present day to the past – visual and sound effects <p><u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u></p>
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Ou

16. Discutez l'idée que le thème principal du film c'est la vie de Pierre Morhange. Justifiez votre réponse.

AO4	<p>In response to the essay question the candidate may include the following :</p> <ul style="list-style-type: none"> • the opening scene is set in the present day where Pierre Morhange is a famous and successful orchestral conductor • he returns to France for his mother's funeral – the flashback explains the mother/son relationship • analysis of Morhange as a pivotal character – his role and influence are evident in the film • his beautiful voice and his hostile attitude present a lot of problems for Clément Mathieu at the school • the film traces his life from failure to success thanks to Clément Mathieu but he cannot even remember Mathieu's name <p><u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u></p>
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Ismaël Ferroukhi: Le Grand Voyage

[20]

17. Comment Réda change-t-il pendant le voyage à la Mecque?

AO4	<p>In response to the essay question the candidate may include the following :</p> <ul style="list-style-type: none"> • analysis of Réda's attitude and behaviour. He is rebellious • Réda is resentful that he has to drive his father to Mecca for the hajj • he has a difficult relationship with his father: they don't even speak the same language although they understand each other • the relationship with his father changes during the journey as he begins to understand his father's beliefs and chosen way of life • his father dies and Réda's attitudes towards the role of religion and cultural differences have changed as a result of this journey, both literal and metaphorical <p><u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u></p>
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Où

18. Les relations entre Réda et son père, sont-elles le conflit des générations ou de la culture?

AO4	<p>In response to the essay question the candidate may include the following :</p> <ul style="list-style-type: none"> • the father is Moroccan and tries to impose this culture on his family now that they live in France • analysis of the linguistic and cultural differences between father and son • Réda is influenced by French way of life – he is a “<i>lycéen</i>”, he has a French girlfriend and he is well integrated into the French way of life • Reda does not understand his father's religious beliefs and customs – clearly seen when they visit Istanbul • the age gap has an effect – Reda is starting out on his life journey while his father's is coming to the end <p><u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u></p>
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Matthieu Kassovitz: *La Haine*

[20]

19. Quel est le rôle et l'importance de Saïd dans *La Haine*?

AO4	<p>In response to the essay question the candidate may include the following :</p> <ul style="list-style-type: none"> • analysis of Saïd as a product of the suburbs and portrays negative attitudes and the hardships of life. First seen defacing police van • his background and social milieu - immigrant family, brother and sister seen but no parents. Unemployed, poorly educated, deals in drugs and lives in “la cité” – represents youth • his character – he is chirpy and comedic, plays the clown tries to be a “big guy” (scene at Astérix’ flat) but suffers police brutality and racism • relationship with Vinz and Hubert – he is the sidekick, the joker, but he has optimism: “le monde c’est à nous” • the only one to survive at the end - the film focuses on his face at the beginning and the end <p><u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u></p>
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Ou

20. «Ça c’est la banlieue!» Analysez cette opinion du Parisien à la galerie d’art après la visite de Vinz, Hubert et Saïd.

AO4	<p>In response to the essay question the candidate may include the following :</p> <ul style="list-style-type: none"> • life in «<i>la banlieue</i>» and contrast with Paris, its monuments and historical importance. The scene at the art gallery highlights this • analysis of the social division and exclusion which is starkly portrayed against a background of violence and social unrest (<i>les émeutes</i>) • the consequences of the lifestyles of Vinz, Hubert and Saïd are represented in the film – criminal associations and activities, lack of jobs, no motivation, no hope • the views of Paris show the seedy side of life – police brutality, shooting, attack on skinheads • despite Saïd’s optimism “<i>le monde c’est à nous</i>” there is no future for the boys from « <i>la banlieue</i> » <p><u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u></p>
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Louis Malle: *Au Revoir les Enfants*

[20]

21. **Quel est le rôle et l'importance de Julien Quentin dans le film?**

AO4	<p>In response to the essay question the candidate may include the following :</p> <ul style="list-style-type: none"> • his role and influence as the pivotal character – he is the first child encountered and much of the film is portrayed through his eyes • at first he is jealous and suspicious of Jean Bonnet but they soon become friends and respect each other. He betrays Jean – is this deliberate or inadvertent? • he highlights the class difference – shown by the treatment of Joseph • his relationship with his family - spoilt younger son, cosseted by mother, in awe of elder brother François • ways that he affects and influences the plot through his relationships with Père Jean and the boys at school <p><u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u></p>
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Ou

22. **Quelle est l'importance du titre du film? Justifiez votre réponse?**

AO4	<p>In response to the essay question the candidate may include the following :</p> <ul style="list-style-type: none"> • the film begins with Julien leaving his mother at the station – an emotional goodbye. Under the Occupation (soldiers seen in early scenes) they are unsure of when they will see each other again • Julien on the train – sad at the separation, gloomy atmosphere and music highlights this • the importance of <i>goodbye</i> to innocence and childhood – Julien and Jean have to cope with the reality of the Occupation • the final scene with Père Jean - he is arrested by the Nazis for harbouring the Jewish boys • the sub-plot of anti-Semitism – Jean does not have the chance to say goodbye to his parents <p><u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u></p>
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Gérard Jugnot: *Monsieur Batignole***[20]**

23. C'est un peu «monsieur tout le monde». Discutez le personnage d'Edmond Batignole.

AO4	<p>In response to the essay question the candidate may include the following:</p> <ul style="list-style-type: none"> • analysis of him as an ordinary, everyday person • his family and their relationships with him • how he tries to ignore effects of "L'Occupation" • his relationship with his neighbours, the Bernstein family • analysis of how he is drawn into events despite his initial reluctance <p><u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u></p>
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Ou

24. Analysez l'idée de l'injustice dans le film *Monsieur Batignole*.

AO4	<p>In response to the essay question the candidate may include the following :</p> <ul style="list-style-type: none"> • analysis of life under "l'Occupation" – rationing, black market • anti-Semitism – treatment of Jewish families • Pierre-Jean Lamour – his role and actions • analysis of the attitudes of the French people during l'Occupation • the hardships encountered on the journey to Switzerland <p><u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u></p>
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