

Examiners' Report  
June 2013

GCE French 6FR04 01

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## Introduction

Unit 6FR04 and the Specification in general are now well established. Most candidates know what is expected of them and have assimilated the correct strategies needed to deal with the unit. The paper consisted of the same three exercises, a short translation from English into French, a general essay in French and a Research Based Essay (RBE). It was extremely rare for any of the exercises not to be attempted or to be unfinished. The time available thus seemed appropriate and was well managed. Rubrics concerning word counts were largely adhered to and most candidates at least appeared to be aware of the need to stay relevant, although some digress into generalities, particularly in the RBE.

Where choice is available in Sections B and C, a similar pattern of selection was found. Very few candidates were attracted by the creative options in Section B, questions 2b and 2c were again particularly out of favour. The vast majority of answers were on discursive themes. Question 2e was by far the most popular and in general was well handled. In Section C the Literature and the arts area remains the overwhelming choice with the split between films and books once more about equal. Where a film and a book version of the same subject exists, examiners would question the wisdom of studying both, since in some cases candidates seem to become confused by differences between the two versions. *La Haine* remains the most popular film by a long way with *Au revoir les enfants* and *Amélie*, presumably because of its relatively recent release. *Intouchables* also attracted some interest. *L'Etranger* is still the most widely read text, followed by *Un sac de billes* and *L'Avare*.

Overall, the performance was similar to previous years. The translation was found to be marginally more demanding. Section B essays were more impressive this year, there were few misunderstandings or even misinterpretations. Candidates largely appreciated the implications of the questions and wrote in a genuinely discursive manner. Reactions to the RBE were rather more mixed. Many candidates struggled to find enough to say about style in relation to their chosen work in the Literature and the arts section. It is worth repeating that the choice of work in this section is crucial. Examiners can legitimately set tasks on four broad subject areas: characters, theme(s), setting and style. When selecting a work to be studied and researched, candidates and those who guide them should be certain that there is enough to be said in these four areas before they proceed with the text or film. It also must be said again that in this section the single book or film studied constitutes in itself all the research material. Candidates are not expected to research other works by the same author or director and do not need to study literary or film critics. This year in particular, quite a few candidates included quotations by such critics. If entirely relevant, such quotations might be a useful reference but mostly they had little to do with style and were used gratuitously. Concentration on an individual work is also necessary. Some of those who had studied Truffaut wrote about *la nouvelle vague* without a single reference to a film or else they mentioned lots of films and even other directors in passing so that there was very little on any one film by Truffaut. Examiners would much prefer to receive a candidate's own thoughts and opinions, backed up and illustrated by precise, apposite references to the specific work studied.

It is disappointing to report that unacceptable practices are still being encountered in a couple of ways which have been highlighted in these reports and elsewhere. Firstly it is a requirement that the area of study in Section C must concern a francophone community. This year just as many essays were encountered as in previous years in which this was clearly not the case. Thus essays were found on China, Japan, Iran, Colombia, Germany, Pakistan, the Middle East, the effects of 9/11, the carvings on the Egyptian pyramids, the hostility between the Greek and Turkish communities in Cyprus, the recent war in Sri Lanka and the repercussions of the Wall Street Crash amongst other things. These subjects could not gain any credit.

For two years this report has spoken of a very unhelpful practice in Section C in which a question is answered in one area based on research in another. It was, therefore, disappointing to note that this is still happening with just as much regularity. Several candidates who had studied either a film or a book, chose instead to respond to question 3b, rather than 3d. They thus wrote about an event in their work. As a 3b answer this was obviously totally irrelevant. Examiners tried to treat such offerings as 3d answers and looked for anything which could remotely be said to deal with style. In most cases this was very difficult and these essays could only be given a small amount of credit, if any. Those who guide candidates in the preparation of this unit must impress on them that this is an unacceptable approach which has a considerable effect on the overall mark for the paper.

Attainment on this unit was improved this year. The increased scores are largely explained by better performances on the general essay in Section B and in particular by the fact that the most popular task (2e) was by and large well handled.

## Question 1

The transfer of meaning exercise in the shape of a short passage of about 80 words of English to be translated into French was found to be a little more demanding this year. The Content concerning poverty and the homeless should have been familiar to students. As before, the passage was separated into 30 short items, each worth one point, if correct, and the total gained was divided by three to give a final mark out of ten. Accents which affected the meaning or 'grammatical' accents such as *é* on a past participle were insisted on but examiners considered other accents or the absence of them. The whole range of performance was encountered.

The English in itself posed few problems. Many candidates started well and recovered somewhat towards the end but the middle section in many cases did not yield much credit. A certain amount of anglicisation was found. For example *charité* was often given for a charity, *la tête* served as a head of a charity, *médecine* became the substance, on the television was almost universally rendered as *sur la télévision*, as was *le troisième monde* for the Third World. Capital letters in the latter and in 'the West' also proved problematic. Tense did not cause too many difficulties this year. *Bien que* as a conjunction was well known but not all could manage the subjunctive required after it. Spelling overall was reasonably accurate with the notable exception of *Récemment*. *Affecte* or *touche* early on were well handled. Some straightforward boxes were dealt with competently. These included boxes 1, 2, 4, 9, 10, 14, 23 and 28. Candidates had most difficulty with the two items requiring inversion after direct speech - 'said the head' and 'he added'. Very few could use *fournir* properly and 'the things they need' was mostly given as *les choses qu'ils ont besoin de*. In box 29 the *ce* needed before *que* was usually omitted. It was surprising that the appropriate term for 'a well-known charity' was not more widely known, as it seems a vocabulary item which would figure on most programmes of study. 'The whole world' gave rise commonly to *tout le monde*, *demande* was usually followed by *pour* and *essayer* by *à*. Many candidates forgot that *choses* is feminine and gave *tels que* after it. Those who used *comme* here found the rendering more straightforward. Hyphens were inserted where they were not necessary or omitted when they should have been present but examiners decided to ignore all these instances except in *a-t-il ajouté*.

There were few totally incompetent renderings but equally very high totals were also rare. More careful revision would have improved many scores.

Translate the following passage into French.

Poverty is a problem which affects the whole world. Although in the West we see homeless people asking for money in the streets, the situation is much worse in the Third World. Recently we have again seen on the television disturbing images of people suffering from malnutrition. 'We shall try to provide them with the things they need, such as food, drinking water and medicine,' said the head of a well-known charity. 'In the short term this is all we can do,' he added.

La pauvreté est un problème qui touche tout le  
monde. Bien que dans l'ouest <sup>on voit</sup> ~~on voit~~ ~~voit~~ des  
sans-abris, demandant l'argent dans les rues, la  
situation est ~~très~~ <sup>beaucoup</sup> ~~pire~~ <sup>pire</sup> dans le monde développé.

Récemment, nous avons vu encore à la télé des  
péturbantes de gens qui souffrent  
images ~~péturbantes~~ de souffrance de la mal-nutrition.

«Nous essayerons de leur donner les choses de lesquelles  
ils ont besoin, comme la nourriture, l'eau potable et  
la médecine», a-t-il dit, le chef d'une organisation  
bénévole <sup>bien-connue</sup> ~~bien-connue~~. «Dans le terme court

c'est tout que nous pouvons faire» <sup>a-t-il</sup> ~~id~~  
ajouté. ajouté.



## ResultsPlus

Examiner Comments

This translation achieved a slightly above average score. The candidate did many good things: bien que was properly handled, de gens was given and not the much more common des gens, à la télé was correct as was the last box, although the previous piece of inversion was not manipulated correctly. On the other hand the candidate committed many of the errors commonly seen: tout le monde for le monde entier, ouest with no capital, la médecine was misapplied, ce was missed out from the penultimate box and dans le terme court was not quite right. It was a pity that perturbantes was slightly misspelt. This was a worthy effort which gained 16 items of credit leading to a final score of 5.

Translate the following passage **into French**.

Poverty is a problem which affects the whole world. Although in the West we see homeless people asking for money in the streets, the situation is much worse in the Third World. Recently we have again seen on the television disturbing images of people suffering from malnutrition. 'We shall try to provide them with the things they need, such as food, drinking water and medicine', said the head of a well-known charity. 'In the short term this is all we can do', he added.

La ~~paup~~ pauvreté est une problème qui concerne tout le monde. Bien que dans l'ouest, ~~on~~ on vise les personnes sans logements ~~qui~~ demandent pour l'argent dans les rues, la situation est plus mauvais que le tiers-monde. Récemment, on a vu encore sur la télé, les images perturbés des gens qui souffrent à cause de malnutrition. "Nous essayons de <sup>les</sup> ~~à~~ fournir avec les choses qu'ils ~~ont~~ ~~besoin~~ ont besoin, tels que la nourriture, l'eau pour boire et le médicament," dit le ~~le~~ principal d'une bien-connu charité. "Dans le dernier terme, ~~à~~ c'est tout que nous ~~peu~~ pouvons faire", il ~~dit~~ dit aussi.



**ResultsPlus**

**Examiner Comments**

Only 6 boxes could be credited in this attempt at the transfer of meaning exercise. Major and minor errors were evident and the candidate made some of the common mistakes which have already been noted. The genders of some basic words were incorrect: une problème, le situation. Agreements also went astray: tels que, bien connu with a feminine word. There were some non-existent verb forms such as vise (part of voir) and provider and the paraphrase at the end to render 'he added'. Spelling was erratic: suffrent, oest, peturbés and it was pity that tiers monde had no capitals. The candidate scored in some 'easy' boxes with Bien que, dans les rues and c'est tout but Récemment was spelt correctly and nous essayerons de was given accurately. The passage was not entirely without merit but only a total of 2 was gained.

Translate the following passage **into French**.

Poverty is a problem which affects the whole world. Although in the West we see homeless people asking for money in the streets, the situation is much worse in the Third World. Recently we have again seen on the television disturbing images of people suffering from malnutrition. 'We shall try to provide them with the things they need, such as food, drinking water and medicine,' said the head of a well-known charity. 'In the short term this is all we can do,' he added.

La pauvreté est un problème qui affecte le monde entier. Bien que l'on voie dans l'ouest des sans-abris demandant de l'argent dans les rues, la situation est bien pire dans le Tiers-monde. Récemment nous avons de nouveau vu à la télévision des images perturbantes de gens souffrant de la malnutrition. "Nous essayerons de leur ~~donner~~ donner les choses dont ils ont besoin, ~~comme~~ telles que de la nourriture, de l'eau potable et des médicaments", a dit le directeur d'une charité connue. "Sur le court-terme c'est tout ce que nous pouvons faire", a-t-il ajouté.



## ResultsPlus

Examiner Comments

This is an excellent response to the task. The meaning of the original English is transferred with great fluency and accuracy. There are errors such as not giving an acceptable rendering for the English 'charity' in this context. 'In the short term' is also not given correctly. Otherwise the version is of the highest order and gained 9 out of a possible 10 marks, a score which was very rarely encountered.

## Question 2 (a)

This question, which invited a story to be written based on a picture of a seemingly happy young man using a laptop on a beach, proved to be the most popular of the creative pieces but still there were not a great number of reactions seen. A similar rubric has been used for this question previously but this year's *Racontez l'histoire de ce jeune* was taken by some as an invitation to write a complete life-story of the person with no specific reference to the picture. Those who did as intended mostly produced a reasonably coherent, plausible account but many lacked a great deal of imagination. There was a sort of recurring theme of a young person who had risen to wealth from humble beginnings, sometimes through activities connected to new technology. Usually a clear story was told which was organised satisfactorily but answers could often have been improved by the use of more description, a wider range of vocabulary and the use of speech, either direct or indirect.

"Tout a commencé en CM2, quand j'étais à la maison avec des notes terribles. Mes parents ne me faisaient plus confiance et avaient complètement perdu ~~tout~~ espoire en moi. Alors j'ai décidé de quitter l'école et de construire mon propre avenir."

~~Un jour~~ Un jour je marchais dans les rues de Paris sans savoir où j'allais. J'avais dix ans quand tout a commencé. Ce jour-là, je suis tombé sur une affiche qui indiquait qu'il y avait une petite maison en vente. J'ai donc ~~trouvé~~ <sup>travaillé</sup> travaillé et je suis parvenu à m'offrir cette maison. Après deux ans de travail dans plusieurs petits restaurants, j'ai pu acheter cette maison, je l'ai renouvelée puis rajouté du charme. Après un an de récupération d'objets des petits marchés à Paris, j'ai fini de modifier l'intérieur de la maison, puis simplement, j'ai collé plein d'affiches dans toute les rues de Paris. En espace de deux jours, j'ai reçu plein de messages, Je l'ai donc vendu double le prix originale. Avec plus d'argent, je me suis permis d'en acheter beaucoup plus. Finalement, c'est comme cela, que moi, l'un des jeunes ~~les~~ plus riche au monde, et devenu l'homme de ~~des~~ <sup>business</sup> business, me transportant

partout, avec mon ordinateur portable et mon téléphone en  
voyageant autour du monde pour vendre des maisons.

Je ne félicite énormément.

On ne trouve pas autant de monde, qui s'amuse en ~~travaillant~~  
travaillant.

Le petit garçon au habits déchirés est devenu le jeune riche  
en ~~sa~~ chemise-cravatte.

~~maintenant~~, <sup>Maintenant</sup> je rentrerai à la maison avec des notes incroyablement  
hautes.



## ResultsPlus

### Examiner Comments

This reaction to the picture is very mixed but in some ways typical of what was seen. Until the end there is no precise reference to the picture and the setting which are supposed to be the stimulus to the subsequent account. Mention of the laptop and mobile were at least made to fit in with the rest of the life-story and so the piece was considered satisfactory but little more. The use of the stimulus was not very imaginative and for Understanding and Response the essay was given 7. Examiners always have to be careful to separate out the different aspects they are assessing and this is a case in point. When seen in its own terms the Organisation and Development of the piece are very good. The account progresses very logically with no digression or irrelevance. There is a nice cyclical structure with references to being marked for performance at the beginning and the end. The essay is easy to read and follow and for these aspects a mark of 13 from the top part of the grid was awarded. The language is also rather mixed. There are quite a few errors in forms, some of them quite major ones, although, if read aloud, the narrative has a certain degree of fluency. There is some misuse of tense but some complex structures are deployed naturally. The vocabulary has some nice features and is appropriate. The essay was given 3 for Accuracy, communication is definitely not impaired, and 7 for Range and Application, since the language is manipulated quite well. Something of an unusual mixture, this example was given 30 marks out of a possible 45.

### Question 2 (b)

Hardly anyone chose this option. In the small number of essays seen the continuation was plausible and within context. Details of how the fire had started were usually given and a credible outcome was provided. Some continued the conversation with the policeman in an apt way. Candidates were mostly able to deploy some appropriate lexis and managed to continue the atmosphere of anxiety. The four years of this specification show that this exercise no longer seems to appeal to the candidature.

## Question 2 (c)

As usual few candidates completed this exercise, which is a pity, since those who tackled it tended to do it well. They had obviously been well schooled in this type of writing and could often produce something with a genuine journalistic tone. The thief's modus operandi, as outlined in the headline, was explained in more detail. Reactions to the incident were given from a variety of plausible characters, such as the elderly lady herself, a relative or neighbour and the police. Anyone with information was invited to communicate it to the authorities and were given the means to do so. Many authentic sounding accounts were thus provided. There was often talk of the police's ongoing lines of enquiry. All these things were entirely in keeping with a real life account of a similar happening. Very few, if any, candidates selected this option at the last minute without being trained to deal with it.

Pour entrer dans la maison et voler la ~~vieille~~ ~~dame~~ vieille dame, le malfaiteur dit qu'il a perdu son chien.

Samedi dernier, le 15 juin 2013, une dame âgée de ~~62~~ soixante-douze ans, s'est laissée prendre au piège d'un voleur, qui a ravagé la région de Rosay-sur-Lieure. 'A une heure de l'après-midi', nous raconte la vieille dame, Madame Dubières, 'un homme d'une trentaine d'années a ~~frappé~~ <sup>frappé</sup> à la porte'. Il m'a expliqué qu'il avait perdu son chien et qu'il avait l'intuition que son chien s'était égaré dans mon jardin. Comme mon jardin est ~~assez~~ <sup>assez grand</sup>, je l'ai invité à entrer et à aller à ~~la~~ la recherche de son chien ~~et~~ lui-même. ~~Et~~ Puis je l'ai guidé jusqu'<sup>au milieu du</sup> au <sup>garden</sup> et suis retourné à mes affaires.' La police affirme que c'est durant ce temps que le ~~malfaiteur~~ <sup>malfaiteur</sup> a fait son coup.

Le ~~me~~ voleur a volé des bijoux d'une valeur de dix mille euros que la ~~vieille~~ vieille dame gardait dans sa chambre. Le malfaiteur profita que la propriétaire soit occupée dans la cuisine pour aller fouiller dans sa chambre. Il partit une heure plus tard avec le regret de n'avoir pas retrouvé son chien, expliqua la ~~vieille~~ <sup>vieille</sup> dame. La police n'a toujours pas ~~trouvé~~ <sup>trouvé</sup> ~~le~~ <sup>de trace du</sup> malfaiteur.

bien que la description de Madame Dubières soit très précise. L'homme est grand, à peu près un mètre quatre-vingt dix, et a des cheveux noirs. Il a les yeux bleus et une carrure de costaud. Il ne portait pas de vêtements particulier mais il avait des bandages sur les deux mains.

Si vous avez aperçu cet individu ou avez des renseignements à fournir ~~sur~~ concernant le malfaite, informez la police.

Gérard Magnin,

Le journal des campagnes.

26/30 marks



## ResultsPlus

Examiner Comments

This was considered to be an excellent response to the exercise. How the theft took place is explained clearly, a suitable reaction from the victim is given. Perhaps comment from a third party could have been included. Details of what is missing follow with a description of the thief and the public is invited to help. All of this seems wholly in keeping with the task. The candidate obviously fully appreciates what is expected and delivers a very good piece in a fitting tone and register. For Understanding and Response the essay was given 13. The article is extremely well organised and developed. The account proceeds very logically and is perfectly easy to follow. There is some internal linking and the shape is totally clear. For Organisation and Development the essay was given 14. There are a few errors in the forms of the language but nothing which impairs communication and for Accuracy 4 marks were awarded. The vocabulary is excellent, it is entirely appropriate to the subject matter. Some complex structures are used successfully. For Range and Application the piece received 9 marks giving a total score of 40 out of 45, a very commendable performance.

### Question 2 (d)

The discursive essays in general were very popular. This is understandable, since they complement the work done in preparation for Unit 6FR03. Virtually all candidates now appreciate the need to deal with both sides of a subject. Candidates are, of course, perfectly entitled to come down on one side of an issue but they must show at least an awareness of the unfavoured position, if only to refute it. All-purpose, set phrases seemed to be a little less in evidence this year, which is welcome. Quite a number of candidates do still waste time at the beginning recasting the question and saying that they are going to deal with it. Some essays were a little difficult to follow with ideas randomly presented. The best examples had a short but effective introduction and conclusion and in the middle treated the pros and cons of the topic, either by dealing with all they had to say on one side and then the other or by taking each point raised and discussing arguments for and against, before moving on to the next idea. Either method can be equally effective.

The first of the discursive titles and its implications were fully understood and led to many balanced, reasoned responses. Almost all those who treated the subject were able to discuss the loss to local communities and the damage to small town High Streets, the difference in price and range of goods between local shops and supermarkets and the knock-on effect that the economic crisis is having in this regard. Some also mentioned that local shops provide a more individual shopping experience, if one has time to enjoy it, and some talked about where our food is sourced from and the repercussions that this has for the environment and our health. Although it did not attract a very large number of candidates, this question proved to be thought-provoking and lent itself readily to a fully discursive approach.

Les supermarchés et les hypermarchés ont ~~pas~~ remplacé les petits-magasins ~~et~~ et maintenant on peut acheter tout dans le même bâtiment. Pour les consommateurs cela est une bonne chose ~~parce que~~ puisque faire des courses est plus facile, ~~mais les propriétaires~~ ~~à~~ ~~et~~ mais les conséquences pour notre société ~~seront~~ pourraient être ~~très~~ graves. <sup>43</sup>

Les supermarchés nous permettent d'acheter les produits bon-marchés ~~à~~ ~~monde~~ ~~partout~~ dans le monde. ~~même les propriétaires des petits magasins~~ ~~ne peuvent pas le supporter~~ ~~pas que nous~~ ~~devra~~ ~~arriver~~ ~~payer~~ plus. Par conséquent, les agriculteurs du tiers monde peuvent nourrir leurs familles et nous pouvons manger les ananas ~~et~~ à l'hiver. ~~Les petits magasins~~ ~~ne peuvent pas faire les mêmes produits au même~~ ~~prix~~ ~~ce~~ n'est pas ~~Il~~ n'est pas dans l'intérêt des consommateurs d'acheter des petits-magasins, ~~présente~~ ~~ne peut~~ les attendre ~~personne~~ ~~pas~~ ~~pas~~ ~~pas~~

16

~~et les petits-magasins ferment - c'est le capitalisme~~

~~Néanmoins, quand les petits-magasins ferment, les salariés et les propriétaires n'ont plus un emploi. Cela est triste, mais au plan national le manque d'emplois est acceptable l'état-providence qui doit soutenir les chômeurs. De plus, les supermarchés créent de moins en moins de travaux en utilisant les ordinateurs.~~

~~Cependant, il est plus facile de trouver ce qu'on veut acheter au même lieu. Tout le monde est si occupé de nos jours - pourquoi voudrions-nous passer plus de temps aux magasins? guide la maison avec la famille? Maintenant que les femmes travaillent, elles ne peuvent pas les autres veulent voir leurs enfants autant que possible, donc, si les supermarchés sont plus convenables, elles les choisiront.~~

~~Parfois, au moins tout le monde parle à l'un l'autre aux magasins, mais les supermarchés sont très impersonnels. C'est un exemple du fait que la société devient plus fermée. Nous parlons seulement aux portables et nous ignorons ceux qui sont avec nous. Les petits-magasins forment une communauté et, en les perdant, nous perdons aussi la solidarité.~~

56



manque d'emplois accable l'état-providence qui doit soutenir les chômeurs. De plus, les supermarchés créent de moins en moins travaux en utilisant les ordinateurs.

Cependant, il est plus facile d'acheter tout au même lieu. Tout le monde est si occupé de nos jours - pourquoi voudraient-ils passer plus de temps aux magasins? Maintenant que les femmes travaillent elles veulent voir leurs enfants autant que possible, donc, si les supermarchés sont plus conviviaux, elles les choisiront.

Autrefois, tout le monde parlait à l'un l'autre aux magasins, mais ~~maintenant~~ les supermarchés sont très impersonnels. C'est un autre exemple du fait que la société devient plus fermée. Nous parlons seulement aux portables et nous ignorons ceux qui sont devant nous. Les petits-magasins forment une ~~communauté~~ communauté et, en les perdants, nous perdons aussi la solidarité.

En conclusion, <sup>bien que je comprenne</sup> ~~malgré~~ toutes les avantages des supermarchés, je crois que la perte des petits-magasins est une chose à regretter. Les gens deviennent au chômage <sup>et</sup> ~~et~~ nous ne ~~so~~ <sup>270</sup> pas même dérangés puisqu'ils ne sont pas les amis de « Facebook ». <sup>284</sup>



## ResultsPlus Examiner Comments

This essay was seen as a very worthy response to the question. Some sensible, tenable things are said on the matter in hand. Perhaps the emphasis is a little too much from the supermarket angle, more focus could have been given to the small shopkeeper, as suggested by the title. However, bearing in mind the constraints of the word count, the candidate manages to cover a suitable amount of relevant ideas on both sides. Just occasionally the treatment digresses into such things as new technology but full relevance is quickly restored. The candidate obviously understands the implications of the question and can safely be placed in the 'good' category for Understanding and Response (12). The Organisation is not quite as good. There is a clear shape but in the body of the essay ideas seem at times to be put forward in a rather random fashion. The essay is still quite logical and clear (10). The language is quite accurate in its forms, certainly errors do not impede understanding (4). The vocabulary is perfectly adequate, without being stunning and there is some successful manipulation (7). This essay is very competent without being in any way outstanding and was given a total of 33 out of a possible 45.

## Question 2 (e)

Question 2e was by far the most popular of the discursive titles and it was well completed overall. Undoubtedly candidates used some of the material with which they had become familiar through preparation for Unit 3 but they did so sensibly. In advance of the examination some disquiet was felt that reliance on such material might lead some candidates into a one-themed approach but in reality this did not prove to be the case. Almost without exception candidates dealt with several elements on each side of the subject. The benefits of modern science and technology to medical advancements were very much seen as a positive, as were developments in communication and clean energy. It was felt that there were definite advantages and disadvantages to controversial things such as cloning, OGM and stem cell research. The effects of a sedentary life which can be encouraged by the excessive use of computers and computer games were considered to be certainly negative. Most candidates were eventually in favour of technological advances but this did not lead them into a one-sided response. Dangers were definitely recognised and the usual conclusion was that science and technology should be allowed to go ahead but required careful monitoring. The question invited consideration on whether progress should be actually stopped. Not much was said on this point, although some were of the opinion that you simply could not put a stop to it, even if you wanted to. In general there was a very pleasing reaction to this question

Il faut arrêter les progrès scientifiques et technologiques, car ils nous apportent plus de soucis que de ~~benefits~~<sup>bien</sup>faits. Jusqu'à quel point ~~(les vous)~~ êtes-vous d'accord?

De nos jours on se demande plus que jamais si notre mode de vie a été amélioré ou exacerbé à cause des avancées scientifiques. Des millions utilisent les technologies modernes chaque jour, par exemple un téléphone portable, mais est-ce que c'est néfaste?

Au premier lieu examinons les bienfaits de la technologie. Grâce aux progrès scientifiques notre espérance de vie est ~~est~~ en hausse puis qu'on sait éviter la malbouffe par instance. Par ailleurs les savants ~~est~~ ont découvert ~~(les traitements)~~ beaucoup de traitements.

~~(Il existe aujourd'hui un remède pour presque)~~  
~~(tous)~~ ~~(La génétique)~~ La connaissance de la  
génétique a augmenté - donc les ~~(transplan)~~  
transplantations sont plus ~~(soin)~~ efficace.

De plus les autres avantages de  
la technologie moderne sont vraiment  
significants. Les portables sont utiles  
pour bavarder avec les amis, mais  
aussi pour appeler un hôpital ou une  
équipe ~~de~~ secours. ~~(si)~~ ~~(La)~~ ~~(Les progrès)~~  
~~scientifique~~ ~~(ont)~~ ~~(don)~~ Une personne  
aurait un portable pour qu'elle puisse se  
sentir en sécurité.

Pourtant il y a naturellement les  
soucis qui entourent ce sujet. Bien qu'il  
soit fantastique que la santé publique est  
protégé, ~~par la science~~ quelques aspects, comme  
~~(par exemple)~~ le clonage sont ~~(de temps en)~~  
~~(temps)~~ effrayants. On ne comprend pas ~~(tous)~~  
toutes les possibilités. Va-t-on devenir un  
robot dans le futur? Il vaut mieux  
se méfier à <sup>aux</sup> ~~les~~ progrès scientifiques.

En outre ~~(il existe a)~~ selon quelques

études ~~sont~~ les téléphones portables et le wifi <sup>sont</sup> dangereux. La radiation pourrait nuire ~~(à)~~ au cerveau. Il faut considérer aussi que l'internet apporte les désavantages comme les pirates informatique, ces gens ne doivent pas avoir le pouvoir. ~~(Il est <sup>donc</sup> nécessaire de) d'arrêter (les progrès technologiques)~~ Alors il est nécessaire <sup>d'empêcher</sup> ~~d'arrêter~~ <sup>des</sup> <sup>les</sup> progrès technologiques.

~~(En)~~ En guise de conclusion, je dirais que les progrès scientifiques et technologiques ont apporté ~~plus de~~ <sup>beaucoup de</sup> soucis. ~~(que bienfaits)~~ C'était plus simple ~~(à)~~ avant la technologie ~~et nous~~ ~~(devrions)~~ et la science; nous ~~(devrions)~~ ~~(les)~~ devons les éviter <sup>si possible.</sup> ~~(aussi souvent)~~ ~~(que possible)~~. Cependant ce n'est pas nécessaire d'arrêter les progrès complètement! Cependant il ne faut pas arrêter les progrès.



## ResultsPlus

Examiner Comments

This essay is of a suitable length. The candidate seems to have gone through pruning certain sections and this may have made the whole a little disjointed. The candidate fully understands the question and its implications. A balanced piece has been created and a range of illustration is used on both sides. The Understanding and Response was felt to be very good, many relevant ideas have been expressed within the word limit and a mark of 14 was awarded. The piece reads well, opinions are given clearly and logically with no digressions. The essay has definite shape, although the conclusion is perhaps a little contradictory. Nevertheless, it was felt that the clarity of the development merited a similar score of 14. There are a few mistakes in the forms of the language, a couple of them are fairly major but communication is in no way lost and for Accuracy the essay scored 4. There is quite a lot of appropriate vocabulary and some complex manipulation of the language leading to a score of 8 for Range. Overall this essay received 36 out of 45.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box  and then indicate your new question with a cross .

Chosen question number:

Question 2 (a)

Question 2 (b)

Question 2 (c)

Question 2 (d)

Question 2 (e)

Question 2 (f)

Question 2 (g)

C'est vrai que le monde ont toujours changé et  
grand différence  
de nos jours il y a un ~~croissance~~ dans le domaine de  
les progrès scientifiques et technologiques qu'auparavant.

Il semble qu'il soit beaucoup des arguments donc  
j'analyserais le pour et le contre avec mon opinion  
à la fin.

D'un côté, certains gens pensent le progrès avancé  
provoque beaucoup des risques et problèmes, surtout  
~~avec~~ parce que tout de nouvelle technologie est

à ~~est~~ pas nécessaire quand il y a des plus importantes problèmes partout. Par exemple, le gouvernement devrait passer plus d'argent d'aider la pauvreté ~~sur en Angleterre~~ nous avons beaucoup des choses cependant il y a des personnes qui n'ont rien des choses comme la criminalité, la violence et la pauvreté dans notre société, pour créer <sup>mieux</sup> un ~~mieux~~ monde pour la prochaine génération.

~~La plupart de gens disent c'est pas~~ Si nous arrêtons pas ~~l'arrêter~~ ce problème maintenant, il pourrait provoquer plus de problèmes à l'avenir.

En revanche, en utilisant la nouvelle technologie et la connaissance des scientifiques, ils peuvent découvrir beaucoup des choses intéressantes dans le monde. Il n'a jamais été facile pour cet industrie, ~~à~~ cause du fait que dans le passé était <sup>plus</sup> difficile car ils n'avaient pas la technologie comme de nos jours pour les ~~aider~~ <sup>aider</sup> ~~st.~~. Il est essentiel que nous ayons la technologie dans notre société ~~pour~~ puisque il est bon pour aider avec des maladies graves ~~comme~~ <sup>comme</sup> ~~le~~ cancer par exemple. Si on avait eu la croissance pour les

problèmes, il serait ~~parfois~~ des décès  
chaque année.

J'en viens à conclure que les progrès  
avancés dans notre société est clé  
pour aider d'éviter certains problèmes  
mais aussi pour la croissance de  
notre monde. Je crois que pour chaque  
mauvais chose il y a une positive. (38)

MOTS: 261.

Luci Aubrac man

intro: 29 mots

Il est clair que le thème majeur dans le film est d'amour.

contraste les deux  
premiers scènes

les techniques - le montage, le montage,  
les voix et  
le dialogue

Raymond + Bouche  
(livre du loup)

Klaus Barbie.

'des mots cruels!'

mots: intro: 29

1st: 90

2nd: 82

conc: 35

277

Luci et  
Paul Lardanchet

un gros plan

émotionnel



**ResultsPlus**

**Examiner Comments**

This is one of the less impressive reactions to the same Question 2e but the essay is not entirely without merit. There is some attempt to address the task and a few examples are quoted on both sides. However, the ideas are somewhat confusing and at one stage there is a rather lengthy digression on what the government should do about a seemingly unrelated issue. The treatment is very vague and general but a couple of relevant implications have been touched upon. Although there is certainly a lack of clarity and ambiguity of content, there is sufficient relevance to be considered satisfactory enough to warrant a mark of 8. The ideas are not developed well and from this point of view the essay could be said to be rambling. However, the piece is quite well organised with an introduction, two sides and a conclusion, albeit with a rather enigmatic comment at the end. For Organisation and Development the piece was given 9. The language is consistently flawed in its forms to such an extent that communication is compromised so that only 2 could be given for Accuracy. On the other hand the vocabulary is adequate and there is an attempt to go beyond the composition of simple sentences. The manipulation of the language is not always successful but a middling score of 5 was gained. Overall a total of 24 was given to the essay.

## Question 2 (f)

Amongst the discursive titles this one attracted the least number of candidates. Quite a lot of those who completed it did not see the full implications of this task. They tended to answer a question which they thought they had been asked or which they wished they had been asked. Very few candidates managed to focus on the key concept of *amitié* in the wording of the question. Instead they chose to write an essay about equality, women's rights or the battle of the sexes. Whilst such material was not totally irrelevant, it was unconvincing and did not get to the crux of the matter. There was a relatively small number of well-reasoned, pertinent answers. A few candidates thought that genuine friendship was not possible because sexual attraction usually intervened with all the complications that this brought. Others felt that friendship was perfectly possible in modern times since there were now many more opportunities for boys and girls to mix in a relaxed atmosphere and to do many things on an equal footing. Mixed education received a good press as far as successful relations between the sexes were concerned.

"Les deux sexes ne sont pas fait pour se comprendre.  
L'amitiés entre les filles et les garçons est-elle  
alors possible? Expliquez votre réponse."

Cette discussions à été la part de chacun  
société pour beaucoup des années! Ceux deux  
sexes - les filles et les garçons - sont trop  
différente mais évidemment ils ont  
été vivant dans une société pour plus des  
sié des - donc ~~il y a~~ il y a ~~droit~~ serait  
du facteurs mutuellement?!

Prémièrement, pour <sup>beaucoup</sup> ~~beaucoup~~ des années, les  
femmes ont été souffrir de inégalité dans  
beaucoup des sociétés. Par exemple, pour pour  
beaucoup des centièmes, une fille était la  
propriétaire d'un garçons et elle n'avait pas  
soudan les droits ou van un voix. Pour ces raisons,  
la sexe de la femme à toujours <sup>eu</sup> ~~avait~~ une rôle  
moins respectable. Aussi, pour la même raisons,

les filles ont été lûter contre les garçons pour leurs droits ~~qu'ils~~ qui ~~va~~ mettre les deux sexe ~~en~~ dans une situation difficile et pas de amiable.

Cependant, dans la ~~monde~~ 21<sup>ème</sup> siècle, les choses ont changé. Ces jours ci, les fille et les garçons ont travaillé ensemble plus des temps, et dans la les pays trop moderne, ~~les filles~~ la plupart des filles ont avous les mêmes rôles ou position comene les garçons à travaillé. Et encore, ~~les~~ il y a un différence de payé entre eux car les filles ~~reçoivent~~ moins d'argent par rapport des geurgons dans la monde du travaille - mais ce n'est peut pas la raison seulement pour ~~un~~ une amitié qui n'existe pas?

Certaines ~~personne~~ personne croient que la amitié entrer ~~ou~~ ceux deux sexes puisse seulement possible si les filles sont regardées comme également par les garçons et obtienne les droits ~~ont~~ actuellement. Mais les auteurs disent que, ~~afin~~ que il est important que nous ayons une séparation des rôles et les droïts entrer les deux sexes ~~afin~~ que d'être ~~la~~ une part d'une société "normale".



**ResultsPlus**  
Examiner Comments

This is a fairly typical response to the question as far as content is concerned. The question is not really answered, there is limited understanding of the task and its implications. A few relevant points are made but not pursued and the essay seems mostly to be about equality rather than the possibility of friendship. For Understanding and Response, therefore, the essay was not felt to be satisfactory and was awarded 6 marks. In its own terms the essay has a little shape and organisation, although the ideas are not developed particularly coherently. In this regard the piece was given 8 marks. The language is inaccurate. The forms are consistently flawed and it is difficult to follow. There are many errors of all descriptions, the verb forms in particular are erratic. For Accuracy a below average score of 2 was given. There is a little vocabulary and some attempt at complex language but overall the manipulation is wayward and for Range the essay received 4 marks. The overall total for this piece of work was thus 20 out of 45.

## Question 2 (g)

This was the second most popular of the discursive titles and performance on this topic was rather polarised. At the top end there were very well-argued essays about the provision of a work-life balance. It was felt that in today's frenetic society people had a need to recharge their batteries by taking a holiday. Perceptive candidates went on further to talk about how this might be achieved through a mixture of relaxation combined with cultural and/or physical activity which can lead to a revitalisation of the individual and how this is good for the economy and one's well being. Some candidates suggested that doing nothing could be seen as a waste of time and money, particularly if one has paid for an expensive holiday abroad. Such pieces tended also to be well planned and scored highly. Unfortunately the majority of essays seen were less impressive. Many candidates simply gave a list of things you could do on holiday or focussed on the lot of the poor A Level student who had worked hard and had deserved the right to relax during the holidays. Perhaps understandably, in view of the age of most candidates, *vacances* was often taken as *vacances scolaires* and a debate ensued on the merits of getting a holiday job or not or on the desirability of doing some academic work before another gruelling term. For others 'doing nothing' meant simply staying at home and not going on holiday at all and a discussion followed on the pros and cons of going on holiday per se. This question gave rise to the greatest number of rather mediocre essays which showed little insight or development and the scores for Content were often quite low.

"Les vacances c'est pour ne rien faire". Que pensez-vous de cette déclaration?

### PLAN.

#### POUR. (rien faire)

- tous besoin de temps pour se relaxer et évacuer le stress accumulé en tps normal, à cause de notre style de vie rapide et mouvementé.
- ~~Il y a~~ Beaucoup de plages magnifiques; les eaux turquoises et petites îles sont qqch. que tt. le monde veut voir, mais où l'on ne fait rien de productif.

#### CONTRE. (Vacances actives).

- Bcp de gens regrettent de ne pas avoir le tps de faire des choses d'habitude, autant profiter des vacances.
- Où que l'on aille il y a des choses à faire ou à voir; les vacances sont une opportunité pour enrichir notre culture, élargir nos horizons ou gagner de l'expérience.
- Meilleure façon de se changer ~~et~~ complètement les idées parfois.

(stages, sport, visites, ludique  
photographie (musiq, danse,  
écriture (cuisine))

- on peut voir (images) de plages. Se ressemblent à toutes
- tant qu'à être à la mer, autant faire de la plongée.

ça dépend des gens.

De nos jours, ~~beaucoup de gens~~ beaucoup de personnes veulent partir en vacances pour se changer les idées; mais les vacances passives sont-elles préférables aux vacances actives?

25

D'un côté, nous avons tous besoin de vacances reposantes pour nous relaxer et évacuer le stress que nous pouvons accumuler en temps



normal, à cause de notre style de vie parfois mouvementé. Nous devons donc pouvoir savourer chaque instant de nos vacances sans tracas. Des activités apaisantes comme passer du temps en famille à la campagne sont essentielles à notre bien-être, également, rien que l'on puisse se sentir passif. De plus, on dit que les vacances à la plage ne qu'on ne fait rien pendant des vacances à la plage; pourtant elles constituent quelque chose dont tout le monde veut avoir l'expérience, et ne rien y faire est le but, ultime.

04  
pendant

~~Pendant~~ Cependant, beaucoup de gens regrettent de ne pas avoir le temps de voyager, et les vacances sont faites ou d'essayer des activités et stages, et les vacances sont le temps idéal pour cela.

En outre, où que l'on aille, les vacances sont une opportunité pour enrichir notre culture, notre savoir, pour élargir nos horizons ou gagner de l'expérience, que l'on aide une charité chez nous ou que l'on fasse un voyage photographique.

Enfin, les vacances actives sont la meilleure façon de se changer complètement les idées: en étant occupés on voit souvent des choses nouvelles et on ne pense plus à notre routine habituelle et à nos problèmes ou disputes.

04

En fin de compte, la façon dont nous passons nos vacances peut dépendre de notre personnalité et humeurs; nous avons tous besoin de vacances pour nous reposer, mais aussi pour avoir de belles expériences.

34

25  
+ 34  
+ 104  
+ 104  
267

(268 mots)  
à peu près



## ResultsPlus

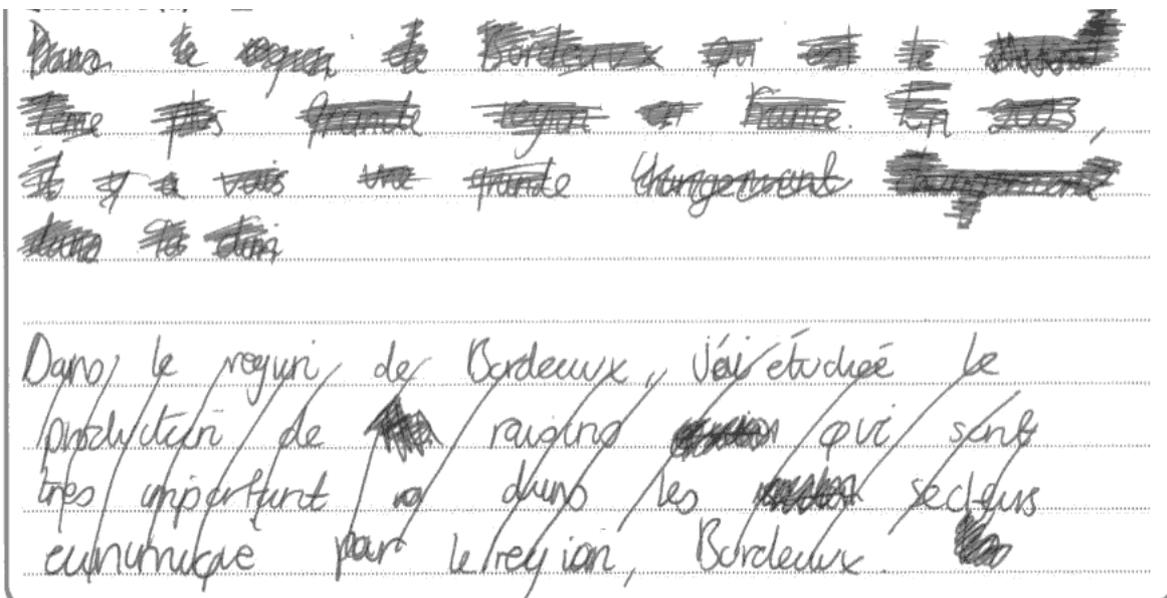
Examiner Comments

This is definitely one of the better reactions to this question. The essay has a clear shape, is easy to follow and the ideas are quite well developed and illustrated. For these reasons, for Organisation and Development a score at the top end of the 'good' category was awarded (12). The piece received the same mark for Understanding and Response. The candidate patently understands the question and its implications, has thought about it carefully and has produced a balanced, relevant piece with no digressions. The concluding ideas to the first part concerning time spent on the beach are unfortunately somewhat unclear. The forms of the language are very accurate, the vocabulary is appropriate to the task and there are some examples of successful manipulation of complex language. The combined quality of language mark was 13 out of 15. The total score of 37 out of 45 made this essay certainly one of the best responses to Question 2g.

### Question 3 (a)

Only a relatively small number of candidates had researched a geographical area. Concentration is no longer just on the *régions de France*. Essays on exotic places such as Ile Maurice, Madagascar and parts of West Africa were found this year. Large cities such as Lyon, Toulouse, Geneva, Montreal, as well as Paris, also featured. All such locations are legitimate places to study and research as long as they are home to a francophone community. The economy of chosen places had unfortunately not been researched in any great detail and few very good pieces of work were seen. Hardly anyone could focus on economic sectors, primary, secondary and tertiary and at best candidates could merely produce a very general review of the economy. This was often restricted, consisting of little more than a consideration of tourism. Comments on the tourist industry frequently digressed into descriptions of attractions. Many candidates did not address the question of which sector or part of the economy was most important explicitly, the rest of what they wrote was left to speak for itself. Those who did treat the evaluation part of the question directly could rarely prove their assertions with any facts or figures.

It seems that many who offer the Geographical Area for their RBE cannot resist the temptation to begin with a lengthy, general description of the chosen location with no reference to the precise aspect required by the question. A lot of candidates, and for some reason this particularly applies to those who study La Bretagne, wrote a long introduction explaining where to find the area, which *départements* it comprises, the major cities, rivers and mountains and how many people live there. All of this is simply a waste of time and precious space. It is felt by many to be legitimate to write down anything which is known about an area regardless of the question. In this instance there were digressions into demography, traditions and so forth. Candidates should not think that the Geographical Area section of the RBE is an easy option which requires no research other than the reading of a couple of tourist brochures.



~~Bordeaux~~ Bordeaux est connu pour leur vin spéciale et le production de raisin. Ils beaucoup d'argent par le économie de Bordeaux. Chaque année, les ~~raisins~~ vins de Bordeaux attire de millions de gens de culture et nationalités différentes.

Le raisin, Bordeaux est très dépendant <sup>sur</sup> ~~de~~ leur production de <sup>raisins</sup> ~~raisins~~ par leur business du vin. Bordeaux est connu pour s'est vin populaire entre les autres pays. Mais aussi, les viticulteurs sont très important pour le économie de Bordeaux car le production du vin amène beaucoup d'argent dans l'économie de Bordeaux. A mon avis, le secteur de ~~agriculteur~~ agriculteur en Bordeaux est le plus important secteur parce que la région a une revenue très grande chaque années. <sup>ce</sup> ~~pour~~ <sup>est</sup> ~~pour~~ <sup>pour</sup> ~~ce~~ <sup>pour</sup> ~~raison~~, le gouvernement peut dépenser l'argent pour aide plus de gens ~~travaille~~ et le région Bordeaux. Donc, c'est une ~~très~~ secteur très importante pour le gouvernement surtout. Bordeaux est une petite région donc, est donc le business du vin est très grande pour le économie. Car ~~millions~~ <sup>beaucoup</sup> de touristes de culture différents <sup>viens</sup> ~~viens~~ juste pour <sup>savoir</sup> ~~plus~~ plus d'information ~~de~~ de ses

~~re~~ raisonnées et de goûter leur vins et c'est  
deur que ça ~~amène~~ ~~travaille~~ beaucoup d'argent  
dans leur économie<sup>-153</sup> Donc c'est sur que dans  
le region de Bordeaux, le gouvernement devrait  
préservé le ~~secteur~~ secteur de ~~tourisme~~ <sup>pour</sup>  
tourisme pure - que c'est une grande part  
de le économie de Bordeaux et ça  
attire beaucoup de gens du venir  
chaque année<sup>190</sup> et ~~pour~~ ~~crois~~ ~~particulier~~  
~~le~~ ~~gouvernement~~ ~~devrait~~ ~~aider~~ ~~les~~ ~~particuliers~~  
~~tourisme~~ plus parce que ils sont les  
~~touristes~~ ~~travaille~~ Bordeaux et est comme  
il est ~~aujourd'hui~~ aujourd'hui. Récentement,  
c'était reporté que ~~les~~ <sup>le</sup> changement  
climatique va être encore pire en  
2050 and que il ~~va~~ <sup>vas</sup> faire encore chaud  
dunc, ça ~~montre~~ ~~de~~ ~~que~~ ~~le~~ ~~gouvernement~~  
d'action devrait être <sup>le</sup> prendre tout de  
suite suite. Si <sup>non</sup> ~~non~~, Bordeaux va perdre  
beaucoup de leur secteur de tourisme et  
beaucoup d'argent par leur économie.



## ResultsPlus

Examiner Comments

This is a very poor reaction to the question. By Bordeaux the candidate presumably means the city and the surrounding area. Much of the essay is not made relevant. There is minimal understanding of the question and a complete lack of concrete detail means that hardly any research is apparent. The essay just about conveys the fact that wine is produced which brings in tourists and very little else. The candidate is thus forced into repetition and is eventually led off into irrelevance. No explicit attempt is made to deal with the evaluative part of the question analysing which is the most important sector. There is little shape to the essay, it rambles along with no obvious direction and no meaningful development leaving a reader with an impression of incoherence. The language does not help in the communication of any ideas. It is very inaccurate and often breaks down so that the message is lost. Extremely erratic spelling makes some of the French unrecognisable. This RBE was awarded 6 for Reading, research and understanding, 2 for Organisation and development and 1 for Quality of language, giving the total of just 9 marks.

### Question 3 (b)

Historical study for the RBE was completed by a certain number of candidates. The most popular periods were again the Occupation and the Revolution. There was very wide interpretation of what constitutes an 'event'. Some candidates nominated the whole of World War Two or the four years of Occupation. Many selected the signing of the armistice but again this in turn led to general effects for the whole of the period of German presence in France. Essays likely to be more successful concentrated on something much more specific, such as the storming of the Bastille or the introduction of the S.T.O. Relatively few candidates could deal in detail with the effects on ordinary people which, with reference to the Occupation, should have been quite straightforward. Where candidates did have detailed knowledge, it tended to relate to national and political events and not to everyday life. It was surprising how often key detail such as dates, how long the war lasted and the names of those involved, was given incorrectly. This seems to suggest that only superficial research had been carried out.

Armistice

- pétain, quand ✓
- zone occupé ✓
  - couvre-pet ✓
  - ligne de démarcation ✓
- Alsace
  - langue interdite
  - Wehrmacht
- zone libre
  - révolution nationale ✓
  - STO ✓
- économique
- inflation
- pénuries
- 

HOLOCAUST

Pendant la Seconde Guerre Mondiale en France,

l'événement qui a touché les plus gens français était l'armistice que Pétain a signé le 22 juin 1940. les conséquences étaient répandues et graves.

Selon l'armistice, les départements d'Alsace et de Lorraine ont été annexés au Reich.

La France était divisée en deux et la zone nord a été occupé ~~occupé~~ par les Allemands, tandis que Pétain a dirigé la zone libre.

Bien que la France ait gardé sa souveraineté, elle devait collaborer avec le régime Nazi.

À la zone Dans la zone occupée  
les gens ~~part~~ étaient au début consignés  
à leur maisons il y avait un couvre-feu  
que personne ne pouvait dépasser et personne  
ne pouvait franchir la ligne de démarcation  
bien qu'elle ~~était~~ <sup>ait divisé</sup> certaines villes. ~~Tous~~  
~~les~~ droits et les libertés étaient supprimés.

Et Dans les zones annexés, les Nazis  
ont essayé à «germaniser» les gens. La langue  
française était interdite et les hommes ont été  
forcés à rejoindre le Wehrmacht.

Le gouvernement fantoche de Pétain a  
dirigé la zone libre. Ici, il a effectué la  
Révolution Nationale pour «redresser moralement» les  
français. ~~Tous~~ Tous les pouvoirs de l'état lui ont

été ~~part~~ investi et les valeurs traditionnelles étaient  
promues. En 1943, Pétain a introduit le service du  
Travail Obligatoire, qui envoyait les hommes français  
en Allemagne pour compenser ~~l'armée allemande~~ le  
manque d'hommes allemands. <sup>L'Holocauste a aussi eu lieu en France.</sup>  
~~Pétain a aussi permis à~~

~~l'Holocauste d'avoir lieu en France. 73,500 juifs~~  
étaient tués. ~~à cause de politiques antisémitiques.~~

~~Il est douteux ~~part~~ que ~~ces~~ <sup>celles</sup> politiques ~~ont~~ ont  
été une conséquence de la collaboration, plutôt le  
résultat d'antisémitisme français à ~~ce moment là~~~~

Les conséquences économiques ~~ont~~ ont compris  
les pénuries puisque l'armée allemande ont pris  
les ressources françaises et la grande  
inflation puisque les allemands ont dévalué le

franc contre le reichmark. ~~Heinrich~~ ~~les riches~~  
~~ont~~ ~~bénéficié~~ ~~du~~ ~~marché~~ ~~noir~~ Toute la nourriture  
était rationnée, bien que les riches aient  
~~pu~~ profiter du marché noir.

En conclusion, l'armistice a eu un grand  
impact sur les vies des gens français ordinaires.  
Les conséquences <sup>graves</sup> ~~étaient~~ <sup>étaient</sup> <sup>270</sup> économiques autant  
que sociales, et elles ont compris l'occupation et  
l'Holocauste. <sup>282</sup>

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- <http://fr.vikidia.org>
- [www.france3945.com](http://www.france3945.com)



## ResultsPlus

Examiner Comments

This essay is clearly structured and quite easy to follow, although there could be more explicit development in the precise terms of the question. The material is well planned and sequenced and for Organisation and development a mark of 7 out of 9 was gained. The language is far from perfect but it gives good communication and the errors do not impede comprehensibility, there is some range and in this category a mark of 5 out of 6 was given. The candidate obviously understands the question and, although more explicit reference to ordinary people could have been made, the underlying emphasis is on this part of the question. The candidate has evidently studied the chosen period in some detail and has used knowledge gained from research to answer the specific task quite closely. For Reading, research and understanding, the essay was placed in the 'good' category with a score of 21 out of 30, thus giving an overall total of 33 out of 45.

### Question 3 (c)

'Aspects of Contemporary Society' was again the RBE area of study which attracted the least interest. The same subject matter which has been seen over recent years, such as immigration, the situation in the suburbs and laïcité, were once more much in evidence but, there were also references to contemporary subjects. This year's question was somewhat more specific than in previous years. Candidates were asked to judge to what extent social or political developments were unexpected. Many chose to ignore this entirely and wrote instead in very general terms about their chosen aspect of society. Whilst such essays may have been informative and may have demonstrated some knowledge and research, they could not be rewarded highly, since the evaluative part of the answer was missing. Candidates should not believe that they can get by in this section of the paper by reading a few newspaper articles. Genuine research is still required.

Dans la France la société évolue de façon inattendue, surtout dans les banlieues.

En théorie, en France la protection des minorités religieuses et ethniques est garantie par un principe appelé laïcité, qui est l'idée derrière la loi de 1905 qui sépare l'Église et l'État. Ainsi la

religieuses. Mais les interprétations de la laïcité par les pouvoirs publics se sont radicalisées.

L'absence d'orientation religieuse de la part de l'État est devenue l'interdiction de l'expression de sa religiosité individuelles dans la sphère publique.

La loi <sup>française</sup> sur les signes religieux dans les écoles publiques voté en 2004, interdit le port des signes religieux à l'école.

Il est aussi interdit de porter la burqa en France depuis 2009.

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Des nombreuses de personnes on vu ces loi comme des restrictions de la liberté individuelles, mais aussi comme une expression de l'incapacité à la France à intégrer ~~est~~ sa minorité musulmanes.

La loi de 2004, ~~était~~ sur les signes religieux, était centré sur le foulard islamiques.



**ResultsPlus**

**Examiner Comments**

It is not absolutely clear what subject the candidate is writing about. There is a little detail and some very general knowledge is displayed but there is no attempt to deal with the idea of 'unexpected'. With the subject matter this should definitely have been possible. Nothing on this crucial aspect of the question can even be inferred from the essay. The reference to *La Haine* is unhelpful and anachronistic. The Organisation and development is very loose and there is little sense of structure and no discernible conclusion. There is also no real development of ideas. The language is adequate and satisfactory communication takes place. The essay received scores of 10 - 3 - 4, giving a total of 17 out of 45.

### Question 3 (d)

As stated elsewhere, the overwhelming majority of scripts included a Research Based Essay based in the Literature and the arts area. The performance in these essays was higher than in the other three areas, indicating that these candidates in general performed more competently. This year the question concerned the style used by the author or film director, a subject with which candidates have had difficulty in the past. They were asked both to describe and analyse the style used. The outcomes this year were very varied, a wide range of attainment was seen. At the top end there was some quite stunning work. Candidates here had an excellent idea of what constitutes style. They discussed techniques used and linked them to the work studied with a variety of relevant examples and references with no digressions. These candidates were also able to evaluate the purpose and impact of the style and techniques mentioned. In some slightly less impressive essays techniques were identified but candidates struggled to find apposite examples and illustrations. Even less successful essays tended merely towards narrative and descriptive writing. Many candidates were clearly confident and well briefed in the discussion of themes but struggled to relate their knowledge to the question of style. 'Intouchables' often came in for this treatment, themes of race and handicap were discussed without reference to the style deployed in their depiction. The same can be said of such things as the loss of childhood in *Un sac de billes* or violence and hatred in *La haine*, which were equally discussed at some length with little or no mention of style. With some works which had been selected candidates struggled to find anything much to say about style or techniques, perhaps suggesting an unwise choice.

L'Étranger Albert Camus

Le style dans l'œuvre est plutôt simple, les phrases sont courtes et le vocabulaire est comme celle d'un enfant.

Pour cela l'œuvre se lit comme un journal intime du protagoniste. Par ce moyen on voit que le Meursault est innocent. <sup>on le comprend.</sup> ~~et qu'il n'est pas un meurtrier.~~

Le passé composé donne l'impression que tout est figé dans le temps.

Et c'est le temps d'oral pas d'écrit. Donc le livre semble plus réel grâce à ce fait.

Le style décrit la vie du protagoniste de son point de vue. Il décrit son miro-

nement avec beaucoup de détails et pour le lecteur c'est plus facile à suivre et vraiment sentir, imaginer l'ambiance d'Alger dans ce temps. En plus On gagne aussi l'impression que Meunault n'est pas un membre de cette <sup>société</sup> Dans la deuxième partie ~~on~~ la vie du protagoniste est décrit par ses amis et des autres personnes. C'est très intéressant qu'il réfléchit aussi sur sa vie et il dit que même si le prison est étrange pour lui « on finissait par habituer à tous » Il ne regrette rien mais il ~~ce comprend~~ <sup>qu'il est coupable</sup> ~~pourquoi~~ ~~il est condamné~~. ~~Il est pour être différent~~. Il n'accepte pas les normes de la société c'est la raison.

Vers la fin ses phrases ~~devennent~~ ~~se~~ complexifient ~~parce que~~ il analyse sa vie et ses actions plus

et Il comprends que sa vie a seulement un sens quand <sup>si</sup> il meurt, condamné à mourir par la société qui le juge parce qu'il reste vrai à soi-même. ~~Il ne ment pas~~ <sup>43</sup> jamais.

~~La seule chose qui peut fasciner est la nature et à cause de ça il la décrit beaucoup aussi dans sa cellule ; la couleur du ciel comme il l'imagine.~~

X<sup>1</sup> Il y a toujours des références de l'enterrement de sa «maman».

Meursault dit qu'il a une fête d'enterrement le jour qu'il tue l'Arabe. Il semble donc un peu plus réaliste qu'il est condamné, parce qu'il n'a <sup>pas</sup> pleuré à l'enterrement de sa mère, au lieu de ~~le~~ tuer l'Arabe.



### ResultsPlus Examiner Comments

This essay on one of the most popular texts seems to appreciate the need to discuss style and techniques. It mentions some tenable abstract examples of what is needed but does not include much, if any, illustration. The essay throughout requires exemplification which is not forthcoming. If aspects of style mentioned had been illustrated with reference to the text, the essay has the potential to be quite reasonable. There is evidence of adequate understanding of the question and of the text which has obviously been read and studied but tangible evidence of reading and research is of a premium. A score of 15 was given on the first grid. The essay is organised mostly satisfactorily but the development is patchy and so a mark of 5 was awarded for Organisation and development. The language is not very impressive but it communicates and gained 4 marks.

# PLAN ("Décrivez et commentez le style de l'œuvre que vous avez étudiée.")

## Le style de Le Scaphandre & Le papillon

\* répétition des motifs du scaphandre & papillon

\* caméra subjective

\* voix off

\* flash-backs

\* scènes 'imaginaires'

il répète

il répète

répéter

répéter

répéter

répéter

la répétition

la répétition

la répétition

le style utilise de nombreuses techniques

Le film utilise un style très symbolique afin de représenter la dichotomie entre l'emprisonnement physique et la liberté de l'imagination. Le réalisateur du film, Julian Schnabel, utilise beaucoup de techniques cinématographiques afin de nous faire comprendre les sentiments du protagoniste. C'est un style très symbolique, un style qui nous fait percevoir la perception du protagoniste.

## INTRO

Dans le film *Le Scaphandre & Le Papillon*, il s'agit de la vie d'un homme qui est "paralysé de la tête aux pieds".

Le protagoniste qui est "paralysé de la tête aux pieds"

Schnabel a utilisé de nombreuses techniques symboliques afin de représenter ces deux thèmes, et pour nous faire comprendre les sentiments du protagoniste. C'est un style très symbolique, un style qui nous fait percevoir la perception du protagoniste.

## PARA ① - Le style utilisé pour représenter l'emprisonnement physique de Baudry

\* caméra subjective

→ nous partageons la perception visuelle de B, nous comprenons sa frustration

\* voix off - Thierry Comier crée

grâce à l'écriture adroite du dialogue au début du film, ça prend 5 minutes jusqu'à ce que le spectateur se rende compte que B ne peut pas parler.

\* motif de l'image du scaphandre - on le voit aux moments quand il se sent particulièrement piégé.

## PARA ② - Le style utilisé pour représenter la liberté de son imagination

\* motif du papillon - symbolique de la lib de son imag' - "Je peux imaginer..."

\* scènes d'interactions imaginaires - eg dîner romantique avec Claude - révèle les désirs de son imagination.

\* Aussi grâce à son imag' il retourne à son passé par la technique des flash-backs  
→ flash-back d'époque où il était rédacteur en chef - il y a bc de bruit + de mouvement, ce qui souligne le contraste entre sa vie artistique et sa situation actuelle.

## CONCLUSION

Création de l'empathie pour le protagoniste

Message que l'imagination peut surmonter l'emprisonnement physique. La dichotomie entre l'emprisonnement physique et la liberté de l'imagination.

Le réalisateur du film *Le Scaphandre et le Papillon*,  
~~Julian Schnabel~~

Julian Schnabel, emploie un style très symbolique

afin de représenter la dichotomie entre ~~l'emprisonnement~~

l'emprisonnement physique et la liberté de l'imagination.

~~Il a utilisé~~ Ce style <sup>utilise</sup> ~~comprend~~ de nombreuses

techniques stylistiques qui nous font comprendre les

sentiments du protagoniste Bauby, qui est "paralysé de

la tête aux pieds". (39)

Pendant la plupart du métrage, Schnabel emploie

le style d'une caméra subjective, pour que les spectateurs

partagent la perception visuelle de Bauby, et alors nous

~~compr~~ comprenons sa ~~fr~~ frustration car c'est comme

si nous étions aussi "prisonnier[s] de [s]on corps".

De façon similaire, l'utilisation d'une voix off a

l'effet que "le spectateur devient le confident privilégié

de ce héros sans voix", comme constate ~~le critique~~

Thierry Cormier<sup>①</sup>; grâce à l'écriture adroite ~~de la~~ du

dialogue au début du film, cela prend cinq

minutes jusqu'à ce que le spectateur se rende compte

que Bauby ~~est~~ est muet. Son emprisonnement est

symbolisé par le motif du scaphandre, une image

~~que~~ <sup>qu'on voit</sup> ~~apparaît~~ aux moments où il se sent particulièrement

piégé, par exemple après avoir appris qu'il a "ce

qu'on appelle locked-in syndrome". ~~98~~ 98

~~D'autre~~ D'autre part, le motif du papillon est symbolique de ~~la~~ la liberté de son imagination ; la première fois que cette image apparaît, Bouby dit "Je peux imaginer n'importe quoi, n'importe qui, n'importe où...". Le style du film montre qu'il peut "[s]'évasion de [s]on saphandre", par des scènes d'interactions imaginaires, par exemple celle où il partage un dîner romantique avec Claude, ce qui révèle les désirs de son imagination. Aussi grâce à son imagination il retourne à son passé par la techniques stylistiques des ~~des~~ flash-backs ; dans celui à l'époque où il était rédacteur en chef du magazine Elle, il y a beaucoup de bruit et de mouvement, ce qui souligne le contraste entre sa vie antérieure et sa situation actuelle. <sup>(102)</sup>

~~39+100+102=241~~

En conclusion, il résulte clair que le style ~~est~~ ~~est~~  
utilisé par Schnabel contribue beaucoup à la  
création ~~de~~ de l'empathie pour le protagoniste, et à  
la représentation du contraste entre l'emprisonnement  
physique et la liberté de l'imagination. (34)

273 mots

① Thierry Cormier, 2008, publication de CinéLigue  
"Le Saphandre et le Papillon".



## ResultsPlus

### Examiner Comments

This is an excellent response to the question. Just about everything in the essay is centred on describing and analysing the effect of a variety of cinematographic techniques. The candidate has fully understood the question and appreciated its implications. The film has obviously been studied in considerable detail and parts of it are used to illustrate the points being made in an apt fashion. There is mention of an opinion of a film critic but it fits what is being said and it appears that most of the essay is a direct reflection of the candidate's own thoughts and ideas. There is perhaps a little repetition and there might have been a bit more exemplification at the start but the essay can safely be placed at the top of the 'very good' category (24). The piece is easy to follow and has good shape and clear development (7). The quality of language is as expected of a non native-speaker in an unseen situation and it was given a maximum 6. A total of 37 was thoroughly deserved for a very competent piece of work.

## **Paper Summary**

It was pleasing to see that candidates showed a clearer understanding of the questions, particularly in Section B. Candidates could still pay greater attention to all the precise terms of a question and make sure they are addressed. Candidates cannot expect to be able to answer a question they would like to have been asked, rather than the one they are faced with on the examination paper. In Section C especially candidates will be given little credit for knowledge of the chosen area of study which does not fit the question asked, even if the knowledge is sound. They should not expect to force such knowledge into whatever question is asked. The familiar rubrics are now mostly followed which is a welcome development. If possible, enough time should be reserved at the end for careful review of what has been written, as this should enhance scores in all areas. It seems impossible to persuade a lot of candidates of the desirability to plan their work in outline in the target language. Once more this year notes included on the script revealed that much of the preparation is still done in English, often in considerable detail and this can only have a damaging effect on the natural fluency of the eventual French.

## **Grade Boundaries**

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>



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