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**AS**  
**FRENCH**  
**7651/2**

**PAPER 2 WRITING**

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**Mark scheme**

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V1.0

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

## **Section A**

### **Guidance on level of accuracy in translations into the target language**

#### **Errors of accent**

Errors of accent are accepted unless (a) they are grammatical or (b) the inclusion of the accent(s) causes ambiguity.

#### **Errors of spelling**

Errors of spelling will not be tolerated.

Tense endings, irregular verb forms and adjective endings must be correct.

#### **Errors of gender**

Errors of gender will not be tolerated. Genders of nouns are clearly an area where guidance can be provided in the passage that supports the translation task.

#### **Alternative answers**

Alternative answers offered by the candidate – even if one is in brackets – will be rejected unless both answers are correct.

#### **A successful translation**

A successful translation is one which includes each element of the text to be translated and where there is no omission or paraphrase.

#### **Repeated errors**

Where a candidate repeats the same error within a question, no further penalty will be imposed in awarding the mark.

The table below shows the type of answer that is acceptable for each section of the text. Award one tick per correct section then use the conversion grid to award a total of 15 marks.

Question	English	Possible answer	Other acceptable answers	Unacceptable answers
01.1	Working as	Travailler		
	a volunteer	comme bénévole	comme un(e) bénévole	volontaire
	is something	est quelque chose	une chose	
	I've	que j'ai		Omission of que
	always found	toujours trouvé	If une chose tolerate missing agreement	
	interesting.	Intéressant.		

Question	English	Possible answer	Other acceptable answers	Unacceptable answers
01.2	After reading an advert	Après avoir lu une annonce	Ayant lu une petite annonce	Missing agreement on petite if used
	I decided	j'ai décidé		
	to contact	de contacter		
	a local agency	une agence locale	du coin	
	that was looking for	qui cherchait	recherchait	Use of pour
	volunteers.	des bénévoles.		Volontaires unless nfp from above

Question	English	Possible answer	Other acceptable answers	Unacceptable answers
01.3	So last summer	Donc l'été dernier		
	I had the chance	j'ai eu l'occasion	la possibilité	la chance l'opportunité
	to join	de (re)joindre	faire partie	Any form other than infinitive
	a team whose	une équipe dont	une équipe qui	
	responsibility it was	la responsabilité était	... était responsable	
	to organise sporting activities.	d'organiser des activités sportives.		

Question	English	Possible answer	Other acceptable answers	Unacceptable answers
01.4	This experience	Cette expérience		English experience
	allowed me	m'a permis		
	to share	de partager		
	my talents	mes talents		
	in a ...way	d'une façon	d'une manière	dans une...
	very positive.	très positive.		

Question	English	Possible answer	Other acceptable answers	Unacceptable answers
01.5	I would recommend	Je recommanderais		
	voluntary work	le travail bénévole	du travail bénévole	
	to all those	à tous ceux		
	who are interested	qui s'intéressent	sont intéressés	
	in helping	à aider		
	others.	les autres.	d'autres (gens/personnes)	des autres

[15 marks AO3]

Conversion grid	
Number of ticks	Mark
29-30	15
27-28	14
25-26	13
23-24	12
21-22	11
19-20	10
17-18	9
15-16	8
13-14	7
11-12	6
9-10	5
7-8	4
5-6	3
3-4	2
1-2	1
0	0

## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

**Section B****Questions 02 – 17 Assessment criteria**

Each assessment objective should be assessed independently.

Students are advised to write approximately 250 words. Everything that students write must be assessed; there is no word limit. Students writing the recommended length have access to the full range of marks.

<b>AO3</b>	
13-15	The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately. The student uses a good range of vocabulary appropriate to the context and the task.
10-12	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex structures accurately. The student uses a reasonable range of vocabulary appropriate to the context and the task.
7-9	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex structures accurately. The student uses a sufficient range of vocabulary appropriate to the context and the task.
4-6	The language produced contains many errors, some of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex structures accurately. The student uses a limited range of vocabulary appropriate to the context and the task.
1-3	The language produced contains many errors, most of a basic nature. The student shows very little grasp of grammar and is very rarely able to manipulate complex structures accurately. The student uses a very limited range of vocabulary appropriate to the context and the task.
0	The student produces nothing worthy of credit.

**Minor errors are defined as those which do not affect communication.**

**Serious errors are defined as those which adversely affect communication.**

**Minor errors include:**

incorrect but close to correct spellings  
incorrect genders and consequential errors of agreement  
incorrect or missing accents unless these alter the meaning.

**Serious errors include:**

incorrect verb forms especially irregular forms  
incorrect use of pronouns  
missing or incorrect agreements of adjectives or past participles.

**Complex language includes:**

use of pronouns of all types  
tenses that support conceptual complexity (as in *si* sentences)  
connectives supporting a range of subordinate clauses including those requiring subjunctive constructions with verbs and verbs followed by infinitive with correct preposition  
Use of present and past participles.

AO4	
17-20	<b>Very good critical response to the question set</b> Knowledge of the text or film is consistently accurate and detailed. Students consistently use appropriate evidence to justify their points of view, develop arguments and draw conclusions based on their understanding of the text or film.
13-16	<b>Good critical response to the question set</b> Knowledge of the text or film is usually accurate and detailed. Students usually use appropriate evidence to justify their points of view, develop arguments and draw conclusions based on their understanding of the text or film.
9-12	<b>Reasonable critical response to the question set</b> Knowledge of the text or film is sometimes accurate and detailed. Students sometimes use appropriate evidence to justify their points of view, develop arguments and draw conclusions based on their understanding of the text or film.
5- 8	<b>Limited critical response to the question set</b> Some knowledge of the text or film is demonstrated. Students occasionally use appropriate evidence to justify their points of view, develop arguments and draw conclusions based on their understanding of the text or film.
1-4	<b>Very limited critical response to the question set</b> A little knowledge of the text or film is demonstrated. Students very occasionally use appropriate evidence to justify their points of view, develop arguments and draw conclusions based on their understanding of the text or film.
0	The student produces nothing worthy of credit in response to the question.

**Question 02.1**

**Molière : Le Tartuffe**

Examinez le personnage de Tartuffe.

Vous pouvez utiliser les points suivants :

- ce qu'on apprend de Tartuffe avant son apparition en scène
- nos premières impressions de Tartuffe
- les conversations de Tartuffe avec Elmire
- son comportement au dénouement de la pièce.

**[35 marks]**

**Possible content:**

- Information about Tartuffe before his appearance on stage

Reference to the two camps – Mme Pernelle and Orgon versus the rest.

Damis and his thoughts on the way Tartuffe manipulates Orgon.

Impact of Orgon's behaviour on the household.

Dorine and how she has seen through Tartuffe; piety is an act.

Audience inclined to share Dorine's views about Tartuffe.

- Tartuffe's first appearance on stage

Dorine's previously expressed views are seen to be justified.

Tartuffe's false piety and hypocrisy evident in words and gestures (reaction to Dorine's exposed bosom).

Answers may go beyond text to deal with aspects of staging and direction.

- Scenes with Elmire

Mismatch between Tartuffe's so-called piety and his intentions.

His cleverness too in his use of language in disguising his rather base desires.

His cunningness in the second encounter when he is suspicious of Elmire's motives.

- Dénouement

Tartuffe now the completely ruthless and unscrupulous villain.

His desire for revenge on the family and his utter greed.

Hypocrisy, lust and greed but also very scheming, cold and calculating.

**Question 02.2**

**Molière : Le Tartuffe**

Examinez comment l'obsession d'Orgon avec Tartuffe affecte ses rapports avec les autres membres de sa famille.

Vous pouvez utiliser les points suivants :

- ses rapports avec Madame Pernelle
- ses rapports avec Elmire
- ses rapports avec ses enfants
- ses rapports avec Cléante.

**[35 marks]**

**Possible content:**

- Mme Pernelle

She and Orgon are initially of the same opinion.

Both have been duped by Tartuffe and both are in the 'pro-Tartuffe' camp.

Both have the rest of the family against them.

Mme Pernelle remains convinced of the sincerity of Tartuffe's piety despite all the evidence against this.

This puts her son in the same position that he has put the rest of his family.

- Elmire

His relationship with Elmire has been warped by his obsession.

Orgon has no concern for the fact that she has been ill during his absence because of his infatuation with Tartuffe.

She remains loyal to Orgon despite his attitude towards her.

Mention perhaps of Elmire's support of the rest of her family.

Thanks to Elmire, Tartuffe is finally seen for what he really is.

- Children

Relationship with children completely threatened and endangered by his obsession with Tartuffe.

Almost cruel behaviour towards Mariane in wanting her to marry Tartuffe.

Decision to disinherit Damis for trying to reveal the truth about Tartuffe.

Generally lack of trust in his children and blindness to their sincerity and love.

- Cléante

Orgon's attitude is respectful but impatient.

Conversation with Cléante instrumental in revealing the depth of his obsession.

Unable to describe Tartuffe in any meaningful way.

**Question 03.1**

**Voltaire : Candide**

Examinez l'importance du séjour de Candide et de Cacambo dans l'Eldorado.

Vous pouvez utiliser les points suivants :

- l'arrivée de Candide et de Cacambo et leurs premières impressions
- l'attitude des habitants
- les repas
- pourquoi Voltaire a créé ce monde parfait.

**[35 marks]**

**Possible content:**

- Arrival and first impressions

Specific reference to this being in Chapter 17 of the *conte*.

Some contextualisation of their journey and the chance nature of their discovery of this place.

Children playing in the streets with precious stones.

Candide and Cacambo take a meal at the inn and try to pay for it with gold pieces picked up off the ground – reaction of innkeeper.

- Inhabitants' attitudes

Specific reference to Chapter 18.

Visits to the sage and the king and what they discover.

Eldorado is protected from the outside world and people live in peace and harmony.

No persecution; everyone agrees about everything.

No courts or prisons and school concentrates on sciences and philosophy.

- Meals

The abundance and richness of the food and drink.

The generosity and hospitality shown towards the visitors.

- Purpose of this place

Voltaire's Utopia but an ironic picture of a land where everyone is happy.

No conflict, no persecution but nor is this a real place.

A place so perfect it cannot possibly exist.

Reference perhaps too to the wealth Candide manages to bring from this place and how this causes him problems and difficulties.

**Question 03.2**

**Voltaire : Candide**

Examinez les rapports entre Candide et les autres personnages.

Vous pouvez utiliser les points suivants :

- l'influence de Pangloss
- ses rapports avec Cunégonde
- ses rapports avec Jacques
- ses rapports avec Martin.

**[35 marks]**

**Possible content:**

- Pangloss

A philosopher and Candide's mentor.

Philosophy parodies Leibnizian optimism.

Pangloss is a distorted, exaggerated character that we cannot take seriously.  
He stubbornly ignores any evidence that contradicts his philosophy.

Candide initially believes in Pangloss but in the face of evidence begins to see the flaws in the philosopher's teaching that all is for the best in the best of all possible worlds.

- Cunégonde

Her beauty accounts for the attraction she holds but her beauty does not last.

Cunégonde however represents Candide's pursuit of happiness.

He cannot settle anywhere if Cunégonde is not there with him.

She returns Candide's love but is prepared to betray him for the sake of her own interests.

This selfishness makes Candide's passionate love for her difficult to understand.

- Jacques

Jacques is the humane Dutch Anabaptist.

He cares for Candide.

Despite his kindness, Jacques is pessimistic about human nature.

He drowns in the Bay of Lisbon while trying to save the life of an ungrateful sailor.

- Martin

As extreme a pessimist as Pangloss is an optimist.

More believable than Pangloss as his philosophy is rooted in his experience of life.

Does not believe that we can change the world by our efforts.

**Question 04.1**

**Guy de Maupassant : Boule de Suif et autres contes de la guerre**

Examinez comment les attitudes et le comportement des autres envers Boule de Suif changent au cours du voyage.

Vous pouvez utiliser les points suivants :

- pourquoi les passagers se trouvent ensemble
- les attitudes et le comportement des autres avant l'arrivée de la diligence à Tôtes
- comment les autres traitent Boule de Suif à Tôtes
- les attitudes et le comportement des autres après le départ de la diligence de Tôtes.

**[35 marks]**

**Possible content:**

- The travellers

Some brief context given of the Franco-Prussian war.

All have permission to leave Rouen as the French army is retreating.

Their intention to get to Le Havre and if necessary from there to England.

Mention of how the travellers represent different aspects of class and morality, ie the author's reasons for bringing them together.

- Before they arrive in Tôtes

Identification of main characters and the attitude shown towards Boule de Suif.

The slow progress of the journey and the lack of preparedness of the passengers.

Boule de Suif's foresightedness in bringing plenty of supplies.

Her generosity in sharing with the other passengers and how their view of Boule de Suif changes.

- Tôtes and how Boule de Suif is treated

The actions of the Prussian officer and why the travellers are detained.

Boule de Suif discloses what the condition for their departure is.

Initial outrage of passengers changes to attempts to persuade Boule de Suif to sleep with the officer.

Logic and morality used to persuade her.

Boule de Suif gives in to the pressure.

- The journey continues

Boule de Suif is ignored.

Passengers have food but refuse to share it with her.

Boule de Suif weeps at her loss of dignity.

**Question 04.2**

**Guy de Maupassant : Boule de Suif et autres contes de la guerre**

En vous référant à deux contes,- examinez les opinions de Maupassant au sujet de la guerre.

Vous pouvez utiliser les points suivants :

- expliquez votre choix de contes
- ce qui suggère que Maupassant est contre la guerre
- comment la guerre affecte les gens, selon Maupassant
- un personnage ou un événement qui illustre bien ce que pense Maupassant.

**[35 marks]**

**Possible content:**

- Choice of *contes*

Justification might be similarity of attitudes shown towards war or contrast.

Context briefly given of each story chosen.

- What suggests Maupassant is against the war

Actions of characters involved show an anti-war stance.

What characters experience of the war and how they react to it and how this reflects Maupassant's attitude.

Attitudes to higher authorities or powers that be and how this reflects an anti-war stance.

- How people are affected by war

Insight into before, during and after experiences.

How war affects the lives of the characters; their routine, their habits, their values, their behaviour, their relationships.

- Particular character or event

Detailed analysis of a character or event from each story chosen.

Reasonably balanced treatment across the two examples.

**Question 05.1**

**Albert Camus : L'étranger**

Examinez les rapports de Meursault avec les autres personnages.

Vous pouvez utiliser les points suivants :

- ses rapports avec sa mère
- ses rapports avec Marie
- son amitié avec Raymond
- son attitude envers l'aumônier.

**[35 marks]**

**Possible content:**

- Relationship with mother

Meursault's relationship with his mother is an important feature of the novel.

It seems to be a cold and uncaring one.

He has put her into a home without much regret and rarely visits.

He feels nothing at the news of her death.

How he behaves at her funeral.

Meursault identifies with his mother and thinks that she shared many of his attitudes.

- Relationship with Marie

His relationship with Marie is one-sided.

It seems purely physical from his side.

He agrees to marry her, but clearly not out of love.

Her visits to him in prison, when she forces herself to be cheerful, seem to bore and irritate him.

- Friendship with Raymond

Raymond's character traits contrast greatly with Meursault's, he is immoral, violent and cruel.

Meursault passively reacts to what happens around him but Raymond initiates action.

The relationship is ambiguous in that Raymond uses Meursault but also shows some loyalty at the trial.

- Relationship with the chaplain

The relationship with the chaplain is an important feature in Meursault's acceptance of the meaninglessness of life.

The chaplain expects Meursault to take comfort in God.

Meursault's atheism is unshakeable.

Meursault becomes angry and says that all are condemned to die; one of the few times Meursault shows any emotion.

**Question 05.2**

**Albert Camus : L'étranger**

Examinez l'indifférence de Meursault aux normes de la société dans laquelle il vit.

Vous pouvez utiliser les points suivants :

- son comportement à l'enterrement de sa mère
- son athéisme
- son caractère asocial
- son attitude pendant son procès.

**[35 marks]**

**Possible content:**

- Funeral

Several points about the funeral that are significant.

The funeral is a religious one but Meursault tells us that his mother never cared about religion.

He shows no emotion and does not cry.

Meursault's lack of outward grief at his mother's funeral represents a serious challenge to the morals of society.

- Atheism

His atheism brands him an outsider.

In meetings with the chaplain, Meursault comes to the conclusion that human life has no great meaning or importance.

His atheism is therefore one of his few certain beliefs.

- Personality

His anti-social personality stresses his indifference to society's rules.

He does not care that Marie loves him.

He makes friends with people like Raymond because he doesn't have a reason not to.

His detachment from the world is demonstrated by his sitting passively watching people in the street.

How he spends his Sunday.

- Trial

During the trial, Meursault feels excluded.

Feels it is happening to someone else.

Consistently refuses to show remorse or offer any explanation.

His lawyer's interpretation makes his mind wander and the death sentence seems bizarre to him.

The court is attempting to find a rational explanation for the murder but Meursault's inability to give a reason for the murder represents a threat to society's desire for order.

**Question 06.1**

**Françoise Sagan : Bonjour tristesse**

Examinez les aspects du comportement de Cécile qui causent des disputes entre elle et Anne.

Vous pouvez utiliser les points suivants :

- le rapport entre Cyril et Cécile
- l'attitude de Cécile envers ses études
- comment Cécile veut profiter de ses vacances
- ce que Cécile pense de la présence d'Anne.

**[35 marks]**

**Possible content:**

- Cécile and Cyril

Contrast relationship before and after Anne's arrival.

Before: Cécile and Cyril hanging around together at the beach.

Anne confronts Cécile and warns of unwanted pregnancy.

Anne seemingly interfering in Cécile's life and decisions.

- Cécile and studies

Again, a before and after perspective.

Cécile has failed her exams but nobody seems too concerned (especially not Raymond).

Anne confronts Cécile about not doing any work or revision.

Importance of studying and succeeding in order to succeed in life.

Anne's attitude goes against the holiday mood.

- Cécile and holidays

Holiday mood has clearly been established before Anne's arrival.

Cécile, her father and Elsa enjoying being on holiday.

Cécile's decisions and life-style challenged again by Anne.

- Cécile's attitude to Anne's presence

Resents her presence but admires her intelligence and how cultured she is.

Resents the influence Anne thinks she has/should have over Cécile.

Resents her relationship with Raymond.

Students might speculate about Cécile's jealousy of Anne.

**Question 06.2****Françoise Sagan : Bonjour tristesse**

Examinez l'influence que Raymond exerce dans la vie de sa fille, Cécile.

Vous pouvez utiliser les points suivants :

- l'effet de ses attitudes envers les femmes
- son comportement et ses attitudes envers Cécile
- comment son influence se reflète dans les attitudes de Cécile
- comment Anne réagit contre cette influence.

**[35 marks]**

**Possible content:**

- Effect of attitudes towards women

The role-model Raymond provides is less than positive.

Raymond is a widower and a womaniser.

Current girlfriend is Elsa – beautiful, almost half his age, seems to have drifted into this relationship with Elsa.

Gradually becomes aware of his feelings towards Anne.

Invitation to Anne to join him on holiday is destabilising for Cécile.

- Raymond and Cécile

Sees himself as a friend to his daughter rather than a parent.

Is irresponsible in the example he sets.

Little concern for her progress in studies.

No discipline or structure in Cécile's life.

- How influence manifests itself

Father's attitudes influence Cécile in her relationships with Elsa, with Anne, with Cyril.

Cécile's attitude to life, especially her studies, is carefree.

Shows little respect for Anne and resents her attempts to discipline her.

- Anne's actions

Sees herself as the parent-figure Cécile needs for discipline.

Challenges Cécile's 'live for the moment' attitude.

Sets her a study programme so that she will succeed in her studies.

Challenges Cécile's attitudes towards sex and relationship with Cyril.

**Question 07.1**

**Claire Etcherelli : Elise ou la vraie vie**

Examinez comment les rapports entre Elise et son frère Lucien changent au cours du roman.

Vous pouvez utiliser les points suivants :

- les rapports avant le départ d'Elise pour Paris
- les rapports après l'arrivée d'Elise à Paris
- le mode de vie de Lucien à Paris
- comment les événements influencent ces rapports.

**[35 marks]**

**Possible content:**

- Before Elise leaves for Paris

Limited experience and knowledge of life in Bordeaux with Lucien and grand-mother.

Frustration and belief that there is more to life; there is *la vraie vie* to discover.

Lucien is the prism through which Elise is aware of what life might offer beyond the confines of the apartment.

- After Elise arrives in Paris

Lucien more firmly settled in Paris than Elise, who is working to raise money to get back to Bordeaux.

Lucien persuades Elise to go for work in factory; brother very influential in sister's decisions.

Lucien growing apart from Elise; increasing influence on him of Anna.

- Lucien's life-style

Political awareness, commitment and active involvement.

Pressure of factory work and conditions on Lucien.

Threats to health from car-spraying.

- Events and relationships

Elise and Arezki.

Lucien and Anna.

Lucien's political activity and his death.

**Question 07.2**

**Claire Etcherelli : Elise ou la vraie vie**

Examinez comment les attitudes des autres affectent le comportement d'Elise et d'Arezki en tant que couple.

Vous pouvez utiliser les points suivants :

- combien le rapport entre Elise et Arezki est difficile
- l'influence des attitudes de leurs collègues au travail
- l'influence des attitudes de leurs amis
- l'influence des attitudes des autorités.

**[35 marks]**

**Possible content:**

- Difficulty of relationship between Elise and Arezki

Reference to the Algerian War and the effect this has on the status of Algerians in Paris.

Friendship, let alone love, between a French person and an Arab would be frowned upon.

Practical difficulties of relationship; finding the time or the opportunity to meet on the factory floor.

Acts of kindness shown to Elise by Arezki.

- Colleagues' attitudes

The place of women in the life of the factory.

Elise herself is seen as a 'misfit' on the factory floor.

Women have clerical/secretarial roles.

Elise draws attention to herself with this relationship with Arezki.

Warning from foreman that she is treading on dangerous ground.

- Friends' attitudes

Cannot be positive and encouraging.

Relationship goes against everything that is acceptable.

Indifference of Lucien – a disappointment to Elise.

Arezki's friends likewise critical of relationship.

Couple isolated and misunderstood.

- Attitude of authorities

Institutional racism and racist comments in public places.

Humiliation in scene of intimacy between Elise and Arezki.

Arabs constantly victims of round-ups and identity checks.

Atmosphere of tension and friction sustained throughout novel.

**Question 08.1**

**Joseph Joffo : Un sac de billes**

Examinez comment Joffo présente l'enfance des deux frères Jo et Maurice.

Vous pouvez utiliser les points suivants :

- comment la vie de famille est dérangée
- les aventures des deux frères
- les moments tristes de leur enfance
- les moments heureux de leur enfance.

**[35 marks]**

**Possible content:**

- Impact on family life

Initially father believes family will be safe in France.

Situation for Jews worsens eg compulsory wearing of yellow star.

Brothers Henri and Albert leave Paris to cross to the Free Zone.

Father's decision that young boys, Maurice and Jo, must make their way to the Free Zone to meet up with older brothers.

Family is thus broken up.

- Two brothers' adventures

Travelling long distances alone by train in difficult circumstances.

Crossing demarcation line with Raymond.

Maurice then going back and making money as a *passeur*.

Jo's time with Viale family.

Maurice re-inventing their past in case they are arrested and interrogated.

- Sad moments

Leaving their parents and premature end to childhood.

News of parents' arrest.

The boys' own arrest and interrogation at the Hotel Excelsior.

Loss of parents.

- Happy moments

Childhood games and pastimes.

Memory of reading *Le tour de France de deux enfants*.

Seeing the sea and going to the cinema in Marseille.

Menton; football, shopping, exploring.

Reunion with brothers and then with Rosette.

Release from Hotel Excelsior and paddling in the sea.

**Question 08.2**

**Joseph Joffo : Un sac de billes**

Examinez les attitudes qui sont en évidence dans le roman envers la situation des Juifs.

Vous pouvez utiliser les points suivants :

- les attitudes des Nazis qui occupent la France
- d'autres attitudes antisémites
- les attitudes de ceux qui veulent aider les Juifs
- les attitudes des Juifs eux-mêmes.

**[35 marks]**

**Possible content:**

- Occupiers

Nazi soldier and officers coming to the Joffo barber's shop.

Gestapo officials – cruel, harsh treatment of Jews.

Intolerance of Nazi occupying force.

Reaction of Jews – the need to escape.

Transit camps and deportation of Jews.

- Anti-Semitic attitudes

Reaction of school children (name-calling, insults, fighting) when they realise Maurice and Jo are Jews.

Boys no longer able to attend school.

Caricatures of Jews as presented in propaganda posters and materials.

Anti-Semitic attitudes boys encounter on their travels.

- Those on the side of Jews

The priest on the train as they approach Dax.

Those they meet on their travels who want to help the boys (the Viale couple; Moisson Nouvelle).

Intervention of priest to secure their release from Hotel Excelsior.

Support of Archbishop.

- Attitude of Jews themselves

Naïve optimism about their security and safety in France.

Incredulity about their circumstances.

Humour about their situation.

Defiance in the face of oppression (Jo's father challenges the officers who have their hair cut).

Escape and pursuit of freedom for some.

**Question 09.1**

**Faïza Guène : Kiffe kiffe demain**

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

Vous pouvez utiliser les points suivants :

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

**[35 marks]**

**Possible content:**

- Madame Burlaud's work

Psychologist or psychiatrist who has regular meetings with Doria.

Issues and problems discussed at these meetings.

Doria referred by teachers – educational psychiatrist.

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

Doria's attitude towards this intervention.

- How she tries to help

Subjects Doria to a number of psychological tests.

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

Trying to keep Doria motivated to study.

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

- Doria's description

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

Inoffensive but at times she worries Doria.

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

She always takes people seriously and never makes judgements.

- Relationship between Doria and Madame Burlaud

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

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

But this is never malicious.

**Question 09.2**

**Faïza Guène : Kiffe kiffe demain**

Examinez l'image de Paris et des Parisiens présentée dans ce roman.

Vous pouvez utiliser les points suivants :

- l'aspect physique de la banlieue
- comment les gens voient leur vie
- comment les gens vivent en communauté
- les opinions de Doria au sujet de Paris.

**[35 marks]**

**Possible content:**

- Physical aspect of *banlieue*

High-rise flats and CES.

Emphasis on Arab residents.

Section of journal given over to the annual *fête municipale*; detailed description of the community enjoying itself.

- How people see their lives

Limited ambitions because of lack of opportunities.

Petty criminality among young people.

Resigned to living forever in Livry-Gargan.

Family ties very strong.

- Community life

Strong male/female division and females support each other.

Inequality between the sexes; patriarchal family units.

Interventions from social services.

Festivals and celebrations linked to religion and faith.

Strong faith community.

- Doria's views on Paris

'Trapped' in suburb.

Dreams of 'escaping' but much irony in this.

She and mother visit Eiffel Tower for the first time despite having lived all their lives in Paris.

Paris, the capital city, is in their mind far from the place where they live.

**Question 10.1**

**Philippe Grimbert : Un secret**

Examinez les similarités et les différences entre le narrateur et Simon et comment elles influencent leur rapport avec Maxime.

Vous pouvez utiliser les points suivants :

- l'enfance du narrateur
- comment il s'entend avec son père
- l'enfance de Simon
- les rapports entre Simon et son père tels que le narrateur les décrit.

**[35 marks]**

**Possible content:**

- Narrator's childhood

Confusion over his family's past and his own place in his family.

Baptised a Catholic but not as a baby.

Objects of Judaism in his home; circumcision.

Senses suffering on the part of his parents and too afraid to ask questions about the past for fear of upsetting them.

Sickly child – constant visits to the doctor.

- Relationship with father

Distance between father and himself.

Father seems always disappointed with narrator.

Sharply contrasting physical differences: father sporty and strong; accomplished athlete and wrestler  
Narrator very weak – physical imperfections.

Conclusion of novel: how father and son become closer when the past is discovered.

- Simon's childhood

Narrator gradually discovers who his half-brother had been.

Louise's account of the past fills the gaps in the narrator's understanding.

Simon had been exactly like his father – physically very strong, sporty, a champion.

Totally the opposite to the narrator.

Link with the imaginary brother the narrator had invented.

- Simon and his father

The absolute embodiment of 'like father, like son'.

Total understanding between the two of them.

Complete sharing of the same interests, strengths, priorities and talents.

Serves to emphasise even more the distance between narrator and father.

## Question 10.2

### Philippe Grimbert : Un secret

Examinez les attitudes de Maxime envers ses origines juives.

Vous pouvez utiliser les points suivants :

- comment il est affecté par l'expérience de l'Occupation
- comment il réagit aux avertissements de son père
- pourquoi il accepte d'avoir une cérémonie de mariage juive
- comment il réagit à la présence des Nazis.

[35 marks]

#### Possible content:

- Experience of Occupation

At the time of the Occupation refusal to wear the yellow star.

Defiant in the face of Nazi oppression.

Decision when the fate of Jews becomes obvious to cross the demarcation line.

Family meetings to discuss the strategy for doing this.

After the war the change of name from Grinberg to Grimbert.

- Reaction to his father's warnings

Context needed to understand Joseph's warnings viz his escape from persecution in Romania; his experience of persecution of Jews.

Maxime is in denial about this; believes he and other Jews are safe in France.

What Joseph warns of cannot possibly happen in country that believes in *Liberté, Égalité, Fraternité*.

False sense of security and optimism.

- Jewish marriage ceremony

Wants to keep on the right side of his in-laws – material gains.

Wants to keep Hannah happy and celebrate their wedding how she wants to.

Influenced by his own and his wife's family values and traditions.

Keeping families happy can advance his own career and aspirations.

- Reaction to presence of Germans

Confident that he is safe.

Believes any stories circulating about them are exaggerated/scare-mongering.

Only believes what is happening when he is actually confronted by it.

### Question 11.1

#### Delphine de Vigan : No et moi

Examinez le rôle de Lucas dans la vie de Lou et comment il influence les rapports entre Lou et No.

Vous pouvez utiliser les points suivants :

- l'attrait qui existe entre Lucas et Lou
- comment leurs rapports se développent
- comment il aide Lou et No
- l'attitude de Lucas envers No à la fin.

**[35 marks]**

#### Possible content:

- The attraction

Huge eyes; always a smile for No from the day they first met.

Open shirt, jeans too big, barefooted in his trainers.

Physical appearance reflects his temperament – looks as though nothing about life scares him.

For No he is handsome – even from a distance.

- How relationship develops

Time spent together at school; Lucas's nickname for Lou is Pepite; becomes protective towards her.

Lou is falling in love with Lucas but is scared she doesn't know how to kiss.

Lucas admires Lou's intelligence; Lou is sensitive to the humiliation Lucas experiences in lessons.

- How he helps

Provides a space for No.

Doesn't make any judgements about either Lou or No.

Is there for Lou when she needs him.

Can make apartment available for them as they require.

- Lucas's influence on relationship between Lou and No

Takes care of No for Lou's sake.

Wants to help Lou save No and return her to normal life.

His support and encouragement convince Lou that she can help No.

He is there for Lou at the end when No has abandoned her; hostile towards No.

## Question 11.2

### Delphine de Vigan : No et moi

Examinez les rapports entre Lou et ses parents.

Vous pouvez utiliser les points suivants :

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

**[35 marks]**

#### Possible content:

- Relationship with father and mother

Lou is very isolated.

Mother is completely wrapped up in herself.

Father influenced by mother.

Dysfunctional as a family unit.

- The effect of the past

Lou's parents had lost a child.

Details of this loss and its impact.

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

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

- No's arrival and impact

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

The detail of what this means, for example.

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

Lou's decision to run away with No.

- Parents' treatment of Lou

They don't judge.

They allow Lou to make mistakes.

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

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

## Section C

### Question 12.1

#### Louis Malle : Au revoir les enfants

Examinez comment le rapport entre Jean et Julien change au cours du film.

Vous pouvez utiliser les points suivants :

- le rapport entre les deux garçons quand Jean arrive
- pourquoi et comment le rapport change au cours du film
- un épisode ou un événement qui montre combien les garçons sont proches
- comment Julien réagit à la fin du film.

**[35 marks]**

#### Possible content:

- Relationship when Jean first arrives

Julien feeling threatened – his intelligence, his place in class, his success.

Jealousy and rivalry at the outset.

Difficult moments between the boys.

General attitudes towards new arrivals and how these are displayed.

- How and why this changes

What Julien discovers about Jean and how.

What they have in common and how they come to realise this.

How they begin to communicate and get to know each other better.

What they find out about each other.

- Significant episode or event

Piano playing/behaviour during air-raid.

Treasure hunt when they are lost together.

Meal in restaurant.

When they are found and brought back by the German soldiers.

Sickbay episode.

- Julien's reaction at the end of the film

His sense that he betrayed his friend.

His sadness and sense of loss.

His attitude towards Joseph.

His memory of Jean's departure from the school.

## Question 12.2

### Louis Malle : Au revoir les enfants

Examinez comment la famille de Julien est présentée dans ce film.

Vous pouvez utiliser les points suivants :

- Julien et sa mère
- Julien et son frère
- l'absence dans le film du père de Julien
- un épisode ou un événement qui montre les rapports entre mère et enfants.

**[35 marks]**

### Possible content:

- Julien and his mother

Julien's behaviour at the start of the film towards his mother.

His sadness at leaving her.

His wanting to stay with her.

Letters from his mother.

- Julien and his brother

How they are at school with each other – ambivalent relationship – distant but close.

Julien wants to behave like his brother.

Julien the go-between with the piano teacher.

Incident involving Joseph and reprimand from headmaster.

- Father's absence

How this affects Julien's feeling towards his mother.

Why the father is absent.

The effects of the war and the Occupation – disruption to normality.

- Significant episode or event

The meal at the restaurant.

The mother's visit and conversation with her sons – the sons making fun of her.

Their reaction to what happens in the restaurant and what this shows.

**Question 13.1**

**François Truffaut : Les 400 coups**

Examinez les facteurs qui motivent les actions d'Antoine Doinel dans le film *Les 400 Coups*.

Vous pouvez utiliser les points suivants :

- le milieu où habite Antoine
- ses rapports avec les adultes
- le vol de la machine à écrire
- Antoine dans le centre de correction.

**[35 marks]**

**Possible content:**

- Where Antoine lives

Cramped conditions in the flat; sleeping arrangements for Antoine less than satisfactory.

Tension between stepfather and mother; mother's 'overtime'.

Expectations on Antoine; chores and jobs; parents largely indifferent to Antoine.

Some lighter moments eg cooking supper with stepfather and trip to cinema.

- Relationships with adults

Antoine generally ill at ease in company of adults.

School life is difficult – always the one to get the blame; victimisation; not good relationships with teachers.

Relationship with stepfather sometimes positive but quite a fragile relationship.

Relationship with mother alters significantly when he sees her in Paris with her lover.

Antoine unwanted; unloved.

Relationship with psychiatrist in interview.

- Typewriter incident

Why he decides to steal this typewriter.

The significance of the episode: sums up Antoine's life of plans and impulsive actions that back-fire; puts himself at risk, only to find that he cannot get rid of the machine. When he tries to put things right, he gets caught.

The consequences of this episode.

- Antoine in the young offenders' centre

The way he is treated; the brutal regime and how this affects the inmates.

The interview with the psychiatrist.

Antoine's escape and his arrival at the sea.

The end or the beginning?

**Question 13.2****François Truffaut : Les 400 coups**

Faites le portrait d' Antoine. Dans quelle mesure est-ce qu'on peut justifier son comportement ?

Vous pouvez utiliser les points suivants :

- comment il est physiquement
- comment est son tempérament
- un événement important dans sa vie d'adolescent
- une scène qui illustre bien son caractère.

**[35 marks]**

**Possible content:**

- Physical

Age, appearance, way he dresses.

How appearance changes with change in circumstances.

How appearance may be affected by his domestic circumstances.

- Temperament

Attitude to studies and school work – forgetful, lacks motivation, not interested.

Behaviour in class and what this says about him.

How he reacts to what happens to him.

Impulsiveness – doesn't think through his actions.

Lost, unloved, confused.

Rebellious, dishonest, a bit of a rogue.

- Important event

Playing truant and seeing his mother with her lover.

The consequences of not doing his lines.

Running away from home.

- A scene that shows his character

The scene at René's home.

The theft of the typewriter.

The time spent at the police station.

The scene when René comes to visit him at the young offenders' centre.

His escape from there.

The closing scene of the film.

**Question 14.1**

**Mathieu Kassovitz : La Haine**

Examinez les similarités et les différences entre Saïd, Vinz et Hubert dans *La Haine*.

Vous pouvez utiliser les points suivants :

- comment ils sont physiquement
- comment sont leurs tempéraments
- leurs actions au cours du film et leur motivation
- une scène qui illustre bien leurs caractères.

**[35 marks]**

**Possible content:**

- Physical appearance

Hubert – tallest of three, physically very strong, very fit, dark-skinned.

Vinz – very short hair, looks menacing and aggressive.

Saïd – smallest of the three, always looking more cheerful.

Can be dealt with as separate descriptions or similarities and differences can be drawn out more.

- Personality/temperament

Despite their friendship, there is much tension and friction between them.

Vinz's aggression and anger contrast with Hubert's calmer nature.

Vinz's extreme views and behaviour contrast with Hubert's more reasonable manner.

Saïd is the least clearly defined of the three.

Maybe reference to caricatures rather than characters – Arabe, Juif, Noir.

- Actions and motivation

Riots and fate of friend Abdel will feature within motivation.

Tensions between them and police; between them and others more generally.

Aggression and hostility never far below the surface.

Actions almost inevitably always lead to conflict.

The scenes where there is little or no action and how this reflects life in the suburbs.

- A significant scene

For individuals to choose and justify – possible examples:

The scene at the barbecue on the roof.

The interrogation scene and Vinz's absence from this.

The hospital scene.

The scene at the gallery.

The visit to the more affluent part of Paris.

The closing scene.

**Question 14.2****Mathieu Kassovitz : La Haine**

« Le titre du film *La Haine* est bien choisi car il reflète exactement le thème principal du film. » Dans quelle mesure êtes-vous d'accord avec ce jugement ?

Vous pouvez utiliser les points suivants :

- une explication du thème principal du film
- le lien entre ce thème et le titre du film
- une scène qui exemplifie le thème principal
- le tempérament des personnages principaux du film et leur lien avec le titre.

**[35 marks]****Possible content:**

- Main theme of film

May be explicitly stated as *la haine* but some discussion required about the interpretation of this.

Whether the three protagonists are victims of hatred or perpetrators or both and this needs explaining.

Inspiration behind the film and Kassowitz's motives in making the film.

Hubert: *la haine attire la haine* and the significance of this.

Themes other than *la haine* – friendship, solidarity, racism, discrimination, inequality, social deprivation.

- Links with the title

The response here will be determined by the response to the first bullet point.

A judgement as to the appropriateness or otherwise of the title.

An assessment of how well it reflects the main theme of the film but also how it falls short of so doing.

- A significant scene

For individuals to choose and justify – possible examples:

The interrogation scene and Vinz's absence from this.

The scenes with Vinz and the gun.

The scene with Hubert – *la haine attire la haine*.

The closing scene.

- The main characters' temperaments and the link with the title

In different degrees according to characters – aggression, violence, hatred, defiance, frustration.

Optimism versus resignation.

Drug abuse and links with temperament and character.

What does and what does not match the title of the film.

**Question 15.1**

**Cédric Klapisch : L'auberge espagnole**

Examinez ce que Xavier apprend des autres dans ce film et comment ses expériences le changent.

Vous pouvez utiliser les points suivants :

- Xavier et sa copine au début du film
- Xavier et ses rapports avec Anne-Sophie à Barcelone
- son rapport avec les autres jeunes dans l'appartement qu'ils partagent
- comment Xavier se comporte à la fin du film.

**[35 marks]**

**Possible content:**

- Xavier and girlfriend

At the start of the film – their sadness when Xavier decides to leave for Barcelona.

The scene at the airport and Xavier's sadness once on the plane.

His letters and phone-calls to Martine and the growing distance between them.

Martine's visit to Barcelona and what this shows of their growing apart.

Martine's decision to break with Xavier and how he reacts.

- Xavier and Anne-Sophie

Similarities in their circumstances but differences in how they react to these.

What Xavier learns from his relationship with Anne-Sophie.

Xavier's search for himself and his dissatisfaction with life and relationships.

How their relationship ends and what Xavier learns from this.

- Xavier and flatmates

Why Xavier is so keen to live in this flat and his reaction to the interview.

Relationship with Isabelle especially and what she teaches Xavier.

Relationship with Wendy and William.

The shared values of the flat community.

- Xavier at the end of the film

Xavier when he arrived in Barcelona and Xavier when he leaves – how he has changed.

Return to Paris: reunion with mother, with Martine and how he reacts.

His first day at work and how he is affected by this.

His decision to abandon his career and become a writer.

## Question 15.2

### Cédric Klapisch : L'auberge espagnole

Examinez l'importance de la ville de Barcelone dans ce film.

Vous pouvez utiliser les points suivants :

- le choix de Barcelone comme lieu principal du film
- ce que Barcelone représente pour Xavier au début
- ce que Barcelone représente pour les autres personnages principaux
- le lien entre la ville de Barcelone et le titre du film.

**[35 marks]**

#### Possible content:

- Choice of Barcelona

Lively, animated, culturally rich city.

City in constant change.

Spanish versus Catalan and notion of identity.

Erasmus programme – Xavier needing to improve his Spanish.

- What the city represents for Xavier at the start

Totally alien and foreign.

Chaotic: completely changes his life.

Mysterious and unknown.

An exciting city waiting to be discovered.

A fresh start.

- City for other main characters

For Erasmus students a means to an end.

An exciting city; lively; night-life; independence.

For Anne-Sophie quite a frightening city – she is uncomfortable in Barcelona; she misses France.

For Martine – a city she feels she does not and cannot belong to; Xavier's city, not hers.

- Link with title of film *L'auberge espagnole*

Cosmopolitan; link with Klapisch and visit to his sister while she was on Erasmus programme.

Student-life; problems finding accommodation; *le bordel* and how this appeals to Xavier.

**Question 16.1**

**Jean-Pierre Jeunet : Un long dimanche de fiançailles**

Faites le portrait de Mathilde et analysez ses actions pour retrouver Manech.

Vous pouvez utiliser les points suivants :

- comment elle est physiquement
- comment est son tempérament
- sa façon de faire des recherches pour retrouver Manech
- la réunion de Mathilde et Manech à la fin du film.

**[35 marks]**

**Possible content:**

- Physical appearance

Small, slim but very strong.

Suffered from polio as a child and therefore walks with a limp.

Very pretty/beautiful.

Some judgement about Audrey Tautou's suitability for the role (not essential).

- Temperament

Slightly shy, reserved, timid but very determined.

Naive.

Seeks consolation by playing her tuba.

Very brave/courageous.

Believes in fate.

- The way she researches what happened to Manech

Meticulous, stubborn, obstinate.

Follows up every lead: never gives up hope even when threatened.

Engages services of detective; uses advertisements for information.

Travels a lot to talk to people and find out what she can – persuasive.

Slowly and carefully pieces together Manech's story and past.

- Mathilde and Manech at the end of the film

The suspense leading up to the closing scene.

Mathilde slowly makes her way through the house and down the garden.

Nervousness and anticipation.

Manech applying gold-leaf, absorbed in the task.

Sees Mathilde: question about her limping is the one he asked her as a young boy.

Ambiguous ending to the film – does he recognise Mathilde and is this why he asks the question or is he asking the question, in his mind, for the first time?

The whole closing episode is very understated and subtly conveyed.

**Question 16.2**

**Jean-Pierre Jeunet : Un long dimanche de fiançailles**

Examinez les méthodes adoptées par Mathilde et Tina à la recherche de la vérité ou de la revanche.

Vous pouvez utiliser les points suivants :

- ce qui motive Mathilde et ses actions
- ce qui motive Tina et ses actions
- le résultat des méthodes adoptées par les deux femmes
- les méthodes différentes, sont-elles efficaces et réussies ?

**[35 marks]**

**Possible content:**

- Mathilde's motivation

Search for the truth becomes search for Manech.

Mathilde's search is uncertain; she has to be meticulous; she has to follow every possible lead.

She has to remain hopeful, optimistic, even in the face of the scepticism of others.

She is motivated by the search for her childhood sweetheart and the person who is the centre of her life.

She is motivated by love.

- Tina's motivation

She knows the truth about her lover; she is motivated by the need to avenge his death.

Ruthless, unscrupulous in her pursuit of those responsible and in killing them.

Tina has nothing more to lose in her life.

Uses her sexuality to exact revenge; lures her victims to their death.

- Results/outcomes and success of methods

Tina meets her death but her mission has been completed.

Mathilde finds Manech and retrieves her life (we assume).

- Success of methods

Conclusion that both women achieve what they have set out to do.

Some judgement about the meaning of success.

Some judgement about how Tina's success and sacrifice compare with Mathilde's.

### Question 17.1

#### Laurent Cantet : Entre les murs

Examinez le comportement des élèves dans ce film. Parmi les élèves, pour qui avez-vous le plus de sympathie ?

Vous pouvez utiliser les points suivants :

- ce qui motive ou dé motive les élèves dans la classe de Monsieur Marin
- pourquoi la vie scolaire des élèves est difficile
- l'influence de Monsieur Marin et la réaction des élèves envers lui
- l'élève pour qui vous avez le plus de sympathie.

**[35 marks]**

#### Possible content:

- What motivates

Personalised learning including the 'autoportraits' and own interests.

Playing football in the school yard with the staff at the end of term.

Teachers who show an interest in them and times when work is valued.

What demotivates

Having to learn things which are not relevant (with examples).

Lack of interest and/ or respect from teachers.

- Why school life is difficult

Generally unsupportive home background where French is often a foreign language.

A wide ethnic mix in the classroom and general lack of respect.

Poor discipline in the class with almost constant conflict which hampers learning.

Emphasis on sanctions and punishments rather on rewards.

- Influence of Monsieur Marin/students reaction to him

He establishes clear routines and procedures for his class.

Marin provides some relevance (with exemplification).

A judgement about the effects of Marin's influence.

Reaction to Marin:

Confrontational; generally unsupportive; disrespectful (with exemplification).

Attitudes towards Marin and basis for these.

- Students inspiring the most sympathy

Obvious choices are Souleymane and Wei (with justification).

Candidates free to choose **any** student but justification needed.

**Question 17.2****Laurent Cantet : Entre les murs**

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

Vous pouvez utiliser les points suivants :

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

**[35 marks]****Possible content:**

- Physical description of Marin

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

- His personality/temperament

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

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

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

Respects his students.

- His methods of teaching

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

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

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

He tries to make lessons relevant; positive atmosphere.

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

Tries to promote good values: politeness, mutual respect.

- Result of his influence/methods.

Routines are not always followed and there are often moments of chaos as well as of calm.

The students don't always understand his humour and they dislike his sarcasm.

Despite his best efforts some students remain inattentive in class (exemplification).

He is a lone voice in the school, where the students are punished more often than rewarded.

Has only limited success (exemplification).

