

# ResultsPlus

Examiners' Report  
June 2011

GCE French 6FR04 01

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## Introduction

This was the second session in which Unit 6FRO4 was sat. This unit is not available in the winter series. Candidates were required, as before, to complete three exercises, a short translation from English into French, a general essay in French and a Research Based Essay (RBE). The vast majority of scripts were completed in the allotted time of two and a half hours. Almost all candidates managed to keep their two essays within the prescribed word limits. Where alternatives were available, the same patterns of choice of questions, as established in June 2010, were followed. In Section B discursive essays were selected far more frequently than creative pieces of writing. Amongst the latter Q2b and Q2c gave rise to very few responses. Reactions to the photograph were a little more widespread but the discursive titles in general attracted much more interest. Q2g was attempted by relatively few candidates but the other three tasks produced similar numbers of essays.

In the RBE Section C the choice of areas of study followed very closely to that of the previous year. Literature and the arts produced far more essays than the other three areas put together. It was rather disappointing that in this second year some RBE essays still had to be given 0 as there was not even a remote connection to a francophone context, as required by the specification. Thus population trends in China, Greece, Dublin and other inappropriate places were discussed, as was George Bush's decision to invade Iraq, in the historical area of study. In the latter section decisions made by non-French personalities were accepted as long as the impact concerned France. For example Churchill's and Eisenhower's plans for D-Day and their effects in France were legitimate but Hitler's decision to eliminate the Jews without a single mention of France was not. In the Literature and the arts section a few purely Hollywood films were treated and this could not be credited. As far as books were concerned a small number of candidates chose to write about translations into French of works from an entirely different culture and this is not felt to fall within the prescriptions of the specification. As in 2010, a tiny group of candidates had studied a book but, whether by accident or design, answered the question set on the historical area, thus writing about a decision made by a character in their chosen text. Such essays were treated as attempts at the last question but in most cases it was very difficult to find anything relevant.

## Question 1

The transfer of meaning exercise consisted of a short passage of about 80 words of English to be translated into French. The method of marking was as before: the passage was separated into 30 boxes, each worth one point and the total gained was divided by three to give an overall mark out of 10.

The French given for each box had to be both an accurate rendering of the meaning of the original English and an entirely correct version for the point to be awarded. As ever, the way to treat accents gave rise to some difficulties. Examiners could ignore them entirely or could insist that every single one be entirely correct. Neither approach was felt to be appropriate and the more pragmatic decision to legislate for each one in the mark scheme was again taken. Accents on common words, those which alter meaning and those of syntactical importance were deemed to be essential. In other cases examiners were more tolerant. Thus the absence of the accents on *j'espère*, *se débrouiller*, *bientôt* and *indépendant* was allowed. Other words with unwanted accents were accepted if they did not alter the meaning in any way and were not too shocking. Although such an approach will probably be adopted in the future, candidates should be encouraged to use accents as accurately as possible and to write them with great care.

The original meaning of the English should not be altered to make the translation more accessible for the candidate, nor should paraphrase be used. Some boxes are inevitably longer and seemingly more complex than others. In this year's piece of English some of the sections which might have been seen to be more demanding such as 'because he has never learnt to', 'if he had gone' and 'he would have become' (at least in its formulation) were often well handled. On the other hand, apparently straightforward bits of English such as 'at school', 'and soon' and 'a flat' were not rendered in an acceptable way on more occasions than one would have imagined. Thus many examiners gained the impression that carelessness rather than a lack of linguistic competence often prevented candidates from scoring more highly. This underlines the need for careful checking once the translation has been completed.

The passage was based on a mixture of the seven General Topic Areas studied by those working towards this examinations. The vocabulary used in the extract was for the most part straightforward and proved accessible with a few exceptions. The English verb 'cope' was successfully rendered by only a very small number of candidates. There were many lengthy circumlocutions used in an attempt to give 'boarding school' in French and, very surprisingly, 'soon' caused a large number of problems, often being rendered as 'plutôt'. The difficulties with 'medicine' were more predictable. To translate this single word item candidates commonly used *médecin*, the English spelling and even *médicaments*.

On the whole spelling was quite satisfactory but there were some notable exceptions. *Appartement* and *indépendant* were very commonly given with anglicised spelling, *cuisinier* was used as a verb and quite a few candidates had trouble producing an entirely correct version of *année dernière*.

Tenses did not cause too many problems this year. A pleasing number of scripts had the correct sequence of tenses in 'If he had gone ..... he would have become'. Incorrect pronoun word order sometimes spoilt an otherwise correct translation of 'He has told us' and only a small number of candidates managed an acceptable sequence with *peut-être*. *Espérer* was quite commonly thought to require the subjunctive, a correct *parce qu'il n'a jamais appris* was often spoilt by being followed by *de*. In incorrect versions of this box the past participle of *apprendre* was given as *apprenu* or *apprit* on quite a few occasions. For some reason *faire le ménage* quite often became plural: *faire les ménages*. The first sentence (boxes 1-6) was well done overall, as was the sequence from 'He has told us' to 'with three friends' (boxes 15-19). The last part (boxes 26-30) proved to be the most challenging. Box

26 was often correct, even when there were many errors elsewhere, but the following box was rarely worthy of credit, many attempts at paraphrase being offered. Box 28 was nearly always right but the word order in the following box was rarely a good fit. In the last box English spelling was used more often than not. Those who chose to put *peut-être* later in the sentence or indeed at the end saved themselves some of these difficulties.

The whole range of attainment was encountered in this exercise. As one would expect, the two most extreme scores were almost never found. It is pleasing to report that this year there were considerably more scores in the range 6-9. More skilful proof reading, perhaps at the very end of the examination, might increase the average score further.

### SECTION A: TRANSLATION

#### Question 1

Translate the following passage into French.

My son is at present in his last year at school and soon he will be going to university. Provided he gets good marks in his exams, he is going to study medicine in London. He has told us that he intends to share a flat with three friends. I hope he will be able to cope, because he has never learnt to cook or do the housework. If he had gone to a boarding school, perhaps he would have become more independent.

Mon fils est en ce moment dans ~~son~~<sup>sa</sup> dernière

~~année~~ année au lycée et puis il

ira aller à l'université.

Pourvu qu'il ~~reçoive~~ ait des bons notes en ses

examens, il va étudier médecin à Londres.

Il nous a dit qu'il intend ~~s~~ à partager

<sup>appartement</sup>  
~~une flat~~ avec trois amis. J'espère qu'il

pourra manager, ~~?~~ parce qu'il n'a jamais

<sup>appris</sup>  
~~apprendre~~ à cuisiner ou faire des jobs de la

maison. Si l'~~était~~<sup>était</sup> allé ~~à~~ l'école d'abord,

peut-être il ~~aurait~~ <sup>serait</sup> devenu plus indépendant.



**ResultsPlus**

**Examiner Comments**

This was a competent translation which gained 18 points, giving a score of 6 out of 10. There is a certain amount of anglicisation - intend, manager, independent. The candidate fails to gain credit mostly through lexical deficiencies rather than a lack of knowledge of structure, for example, *puis* is rather weakly used for 'soon'. When faced with difficult vocabulary the candidate either invents (*l'école d'abord*) or indulges in circumlocution (*faire des jobs de la maison*). The forms of the language, even in quite complex sections (*s'il était allé*), are generally well handled. The compound tense in *il serait devenu* is well formed but unfortunately the point is lost in box 29 because of the failure to follow *peut-être* in a suitable fashion.

#### SECTION A: TRANSLATION

##### Question 1

Translate the following passage **into French**.

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Mon fils est en présent dans la dernier  
année de l'école et bientôt il va à  
l'université. Si, il fait des bon résultats  
dans ses examens, il est aller étudier  
le ~~le~~ <sup>allimentations</sup> ~~medicaments~~ en Londres. Il a  
dit que il a' eu la chance de

partager un appartement avec trois  
de ses amis. J'espère que il est  
avoir la confiance, parce que il  
ait jamais apprendre de faire la  
cuisine ou fait les ménages. Si  
il avait aller dans un école ou  
tu coucher dans la nuit, peut-être  
il est ~~avoir~~ devien plus independent.



### ResultsPlus Examiner Comments

This translation has only patchy accuracy, 12 points out of the possible 30 were gained giving an eventual below average score of 4 out of 10. The piece begins quite well, gaining a reasonable amount of credit in the first sentence. At the beginning of the second sentence the examiners intended to test the subjunctive after *pourvu que* but in the eventual mark scheme *si* was considered to be an alternative conjunction and is accepted here for one point in spite of the rather odd punctuation. The candidate then begins to have trouble with tenses, verb forms and vocabulary, supplying the somewhat wild *alimentations* for 'medicine'. Boxes 17-19 inclusive gain credit but afterwards the translation becomes very poor, scoring only twice more with the isolated items *faire la cuisine* and *peut-être*. Examiners were prepared to tolerate some accent mistakes in *j'espère* but not the inclusion of an acute e at the end. The latter stages of the translation reveal little control of linguistic forms and a paucity of appropriate vocabulary.

## SECTION A: TRANSLATION

### Question 1

Translate the following passage **into French**.

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Mon <sup>fils</sup> ~~fil~~ est au présent dans ~~l~~ l'année terminale du lycée et va ira bientôt à l'université. ~~For~~ <sup>pour</sup> ~~si~~ <sup>si</sup> qu'il obtient de ~~bonnes~~ <sup>bonnes</sup> notes dans ses examens, il va étudier la médecine à Londres. Il nous a dit qu'il a l'intention de partager un appartement avec ~~des~~ trois amis. J'espère qu'il ~~va~~ <sup>aura</sup> sera capable de ~~cooper~~ <sup>durer</sup> parce qu'il n'a jamais appris ~~comment~~ <sup>comment</sup> cuisiner ou faire les courses. ~~Si j'étais allé(e)~~ à l'école, ~~peut être~~ <sup>peut-être</sup> Si il était allé à l'école, peut-être qu'il serait devenu plus indépendant.



**ResultsPlus**

Examiner Comments

This was a very good translation, it gained 24 out of the possible 30 points which converted into a final score of 8 out of 10. The two difficult lexical items 'cope' and 'boarding school' were not known and the English spelling of medicine could not be credited. The candidate has very good knowledge of grammar, some sophisticated structures, including the use of *que* after *peut-être* are all known and applied correctly. The verb in box 23 is formed accurately but unfortunately the preposition following *apprendre* is not given. Overall this was a very effective demonstration of the ability to transfer the meaning of the original English passage.

## Question 2 (a)

The creative writing section as a whole was not particularly popular but of the three titles offered this proved to be the most appealing. Most answers told a credible story connected to a wedding. Sometimes the accounts were romantic, more often they were in the soap opera mould. Some candidates concentrated on the wedding itself, rather than telling of the lives of the people in the picture, as seemed to be required by the term *l'histoire* in the title. Those who did concentrate on the actual scene did not necessarily look at the picture carefully for it does not seem to be on a boat or in an exotic beach location. Some offerings were a little implausible, some had gruesome outcomes and several involved an improbable love triangle. Most responses did, however, arise from the subject matter and there were very few which stretched the limits of credibility.

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)

~~anciante anceinte      Serieuse meilleurs vœux  
Plan quand: 17 Juin 200      faisait ~~fait~~ fête  
qui: Isabelle Roux, Alain Claude.  
géné: mariage avec Jean-Luc Claude, Dan Claude  
Luce Claude: souhaite gâteaux <sup>avec</sup> gâteaux  
félicitation remarquer ~~remarquer~~ <sup>aux</sup> ~~coste~~ <sup>gâteaux</sup>~~

Il faisait chaud à Lyon ce jour-là.  
Le soleil a été parti très tôt le matin  
pour le mariage de Isabelle Roux et  
Alain Claude, et pendant l'après-midi il faisait  
une chaleur épouvantable. Autour de la  
table avec le gâteaux gâteaux, il y avait  
Isabelle, Alain, et la famille d'Alain, ses  
parents, Luce et Daniel, et son frère, Jean-Luc.  
La famille souhaite le mariage de Alain  
et Isabelle, avec leurs meilleurs vœux. ●  
Daniel, le père d'Alain a dit que il

ne pouvait pas demander pour une meilleur femme pour leurs fils. A ce moment la, Isabelle se rougie, en disant que elle

ne pouvait pas demander pour un meilleur mari, qu'il etait si gentil, \*

Après une petite pause, Isabelle avec ~~a~~ <sup>devenu ~~la~~</sup> ~~remarquable~~ <sup>etait</sup> serieuse, en disant qu'elle avait des grandes nouvelles. Alain souri, et dit a ses parents d'écouter.

'Je suis ~~encore~~ enceinte!' dit'elle, en souriant.

Luce applaudit, Dan cris « Bravo! » et Jean-Luc sere la mains d'Alain en disant « Felicitations mon frere! »

Isabelle tiens Alain par la main et dis que il avait déjà trois semaine qu'elle etient enceinte. Luce lui demande si elle voulais un garçon ou une fille.

Isabelle reponds que elle voulais une petite fille, blonde aux yeux bleu.

Alain, en contre, voulais un garçon, costaux et sage, mais enfin, ça ne fesait rien, ils voulait juste un petit pour s'en occuper.

Après tout ça, Dan lève son verre, en disant « Au Petit » et ils ont tous bu pour le futur petit Elande.



**ResultsPlus**  
Examiner Comments

This reaction to the photograph is a little unoriginal. It concentrates on the wedding itself and gives a somewhat rambling narration of what happened at the ceremony. Although it is on the subject matter suggested by the picture, it cannot be said to give a good account of the story of the people involved. It was nevertheless thought to demonstrate a satisfactory understanding of what was required and an adequate, albeit unimaginative, response to the stimulus. In its own terms the piece reveals a logical progression and a sequence which is easily followed. The language used is unimpressive. Some familiar language is accurate but there are many errors and misspellings to such an extent that comprehension is slightly compromised. The vocabulary used is somewhat limited, there is some repetition and misuse. The candidate uses *en* with the present participle accurately a couple of times but apart from that there is little complexity in structure and the ability to manipulate the language is not obvious. This essay gained 9 for understanding and response, 10 for organisation and development, 4 for range and application of language and 2 for accuracy, giving an overall total of 25 out of 45.

## **Question 2 (b)**

There were very few responses to this question. The best examples managed to continue the atmosphere of fear alluded to in the original passage for a while and then provided a credible explanation of it. Some answers, rather surprisingly, did not mention the radio again or any other form of news and others omitted any further mention of the parents. Inevitably, several accounts involved the appearance of aliens and monsters.

## **Question 2 (c)**

This question also did not attract much interest. Most of the reactions to it used an appropriate journalistic style. The best essays produced a very authentic version of this rather specialised style of writing and they had obviously been well trained to do so. Some reasonable stories were told, with good structures, including rewards offered, websites and telephone numbers to contact the authorities and interviews with or statements from interested parties such as the police and the man's family. There was little concentration on the fact that the missing person was a businessman. It was felt in advance of the examination that his profession would provide fertile material on possible reasons for the disappearance but speculation on why the man was missing, if any was given, seemed to centre on a romantic involvement. In general those who produced an answer to this question revealed a pleasing sense of engagement with the task.

If an essay is to be creative it should be imaginative and lively without teetering into the implausible. Most candidates who attempted Q2c managed to achieve this.

Indicate which question you are answering by marking a cross in the box ☒. 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) ☒

Disparition mystérieuse d'un homme d'affaires

Toutes les polices de France sont à sa recherche depuis une semaine, l'homme d'affaires très sérieux a disparu la nuit de 20 au 21 avril 2011. Sa femme affirme que l'homme se trouvait au restaurant avec des collègues ce soir là, mais il aurait été aperçu autre part à ce moment là. D'après un témoin cet homme se trouvait dans un club de strip-tease qui appartenait à des russes. L'homme serait impliqué dans des affaires de trafics d'armes avec les russes la mafia russe. (82)

Cet homme, directeur d'une compagnie aérienne privée, s'occupait de beaucoup de clients russes. D'après la police il faisait passer des armes et sûrement de la drogue entre la France et la Russie. L'homme travaille dans cette compagnie depuis plus de dix ans et c'est lui qui s'occupait des voyages entre la France et l'Asie ce qui nous fait croire qu'il était impliqué dans cette affaire depuis

longtemps.

(148)

~~La raison de sa disparition est assez claire, l'homme avait démissionné le 18 et les russes <sup>ne</sup> doivent pas être content de sa démission, car leur business va sûrement tomber à l'eau.~~

La raison de cette disparition n'est pas encore établie, mais la police pense que cela ce serait passer suite à la démission récente du directeur de la compagnie aérienne qui arrêta provisoirement le trafic d'armes qui avait lieu grâce à cet homme.

(180)

Le lieu où l'homme se trouve est inconnu, mais nous pensons que la mafia russe le détient en otage dans un de leur club privé à Paris. Si jamais la police le retrouve il aura de sérieux problèmes avec la justice, il risque entre 20 et 30 ans de prison ferme.



### ResultsPlus Examiner Comments

This is a very good reaction to the Q2c task which captures a journalistic tone quite well. The situation is obviously unresolved as required by the headline to which the candidate is responding. Speculation about what has happened is plausible and is in keeping with the person's status as a businessman. Towards the end the account perhaps becomes a little too personalised and the article might have been enhanced by some direct interviews with interested parties. However, overall the piece was considered to be a good, appropriate reaction to the task. The article also makes logical, clear progress and is easy to read. The vocabulary used is very authentic, in some places it captures exactly the tone likely to be used in a genuine newspaper piece dealing with similar subject matter. The candidate demonstrates a certain facility with some advanced structures. The forms of the language are very accurate. There is only a small number of minor errors and comprehension is beyond doubt. This essay was awarded 12 for understanding and response, 13 for organisation and development, 8 for range and application of language and 4 for accuracy. The total was 37 out of 45, an excellent overall score.

## Question 2 (d)

The wording of Q2d lent itself easily to discursive treatment. Some good, balanced answers were seen which were very perceptive, giving examples in both categories, citing individual factors and coming to a conclusion. A few candidates took the subject matter as an excuse to deliver well-rehearsed material on one-parent families and teenage pregnancies which did not lead to a relevant response. Others merely gave a list of reasons for and against having children. Advice on parenting and even on birth control did not have much relevance here. Quite a few essays were rather narrow in scope, concentrating on childbirth and its immediate aftermath, thus dealing more with *devenir parent* than with the *être parent* used in the title but this was taken as a legitimate interpretation. In general, candidates found it easier to talk about the joys associated with parenthood than with responsibilities. When attempting to deal with the latter they were much more likely to talk about inconveniences, such as the cost of children, the limits placed on one's social life and the fact that young children keep you awake at night. Some candidates pointed out that children were a blessing because they would look after their parents in their old age, which many examiners found encouraging. It was also heart-warming to read a not inconsiderable number of accounts which hoped that they had brought more joy than pain to their parents, which said they were looking forward to parenthood but were aware of the responsibility involved and hoped that they would make as good a job of it as their own parents had done.

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)

~~parenthood change in life no longer  
all about you. without doubt difficult  
on demand 24h/7 Is it worth it  
Children need our help. A good pal?  
personal dev / <sup>acc. dev</sup> replaces other experiences  
Giving love - can only make you a better person.  
On the ~~at~~ other hand responsibility never  
<sup>18yrs + more</sup> ends risks increase with teenagers  
intensity of the child's needs that makes  
it so incredible  
→ I have 3 kids. Can't imagine life without  
them. Make my life complete.~~



visibles mais les ados ont un tas de besoins aussi.  
Durant les années quand leur enfants La vie  
d'un parent pendant ces temps est très stressé.  
~~Les jeunes ~~ne~~ vendent leur liberté mais ils ont~~

~~nouveau ~~de~~ naifs sur les risques dans le monde~~ (19.6)  
Cependant <sup>Néanmoins</sup> ~~la~~ ~~je~~ il est absolument sûr que les  
enfants soient un source de joie. Ils sont  
amusant ~~en~~ ~~à~~ et ils ~~est~~ ~~se~~ <sup>vous</sup> obligez à jouer. Il  
faut les protéger et ça donne la vie une  
nouveau niveau d'importance.

Pour conclure je doit dit que ~~à~~ le rôle ~~à~~ d'un  
parent est une expérience positive (pour la  
plupart). Moi j'ai trois enfants. ~~Quelle~~ Quelque  
fois je manque la liberté de ma jeunesse, mais  
~~Mais je ~~ex~~change ~~me~~ je n'échangerai jamais~~  
je n'échangerai rien.



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Examiner Comments

This is a rather average reaction to the question about the joys and responsibilities of being a parent, written it would seem from first hand experience. The candidate makes some valid points but the essay is not particularly well organised and is indeed a little confusing in parts, although it does have a definite shape. After an introduction, which does little more than repeat the question, the essay appears to be dealing with responsibilities which in fact turn out to represent an advantage and is, therefore, meant to be treatment of joys. The following paragraph seems to show that children can be a limiting influence on one's own life, not quite what was intended as responsibilities, and things only get worse as children become teenagers. There is a short paragraph on joys to be had in being a parent but they are not particularly obvious ones and they are not developed. The candidate concludes on a positive note. The question has been answered to some extent but not closely in the terms used in the title. Some material could have been made more relevant. From the content and organisation points of view the piece was considered to be satisfactory but little more. The vocabulary is adequate for the task, there is a small amount of lexis appropriate to the task. The candidate can manipulate the language to some extent but some attempts at more complex French are not handled successfully. There are many errors in the forms of the language, some of these are quite basic. However, it was not thought that comprehension was seriously compromised by these recurrent flaws. This discursive essay was given 7 for understanding and response, 8 for organisation and development, 5 for range and application of language and 3 for accuracy. The overall total was 23 out of 45.

## Question 2 (e)

This was the second most popular title but the precise wording of the question caused a few problems. The expression *se permettre* was obviously not fully understood. Very few candidates took any notice of *ne ... plus*, as there was hardly any consideration of recent developments which might have a bearing on our attitudes to free speech. Freedom of expression was taken in many senses and related to such things as music, art and fashion. This was legitimate but often led to digressions. For example, mention of dress invariably led to long discussions about laicity in France and the right to wear the burqa, perhaps recycling material which had been used in the Unit 3 oral test. This provided another indication that candidates need to be careful with familiar material, they should not try to fit it in at any cost and should make sure of its relevance. A brief mention of the recent controversy concerning dress in France might well have been made relevant here but to base virtually the whole essay on it was not sensible. Some candidates felt so strongly about freedom of speech that they became carried away and forgot to consider the other side of the argument, leading to some one-sided essays. Others limited themselves to examining the situation as it is at present, answering a question such as 'is there freedom of speech in the world we live in?' Some very good essays considered the changed circumstances which have arisen from the spread of global terrorism, they discussed the difficulties of policing the internet and of determining where free speech ends and offence begins and who should determine this. Wikileaks and super injunctions were sometimes quoted.

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) ☒

~~PLAN~~

~~↳ les médias ont beaucoup de pouvoir, ils ont le monopole sur les informations, ils les exploitent la liberté d'expression pour s'en bénéficier. L'Internet + l'internet et technologies permettent aux gens de d'identifier et pourchasser les gens qui s'expriment~~

~~↳ liberté d'expression = droit de l'homme, ne doit pas l'enlever etc. Permet aux gens d'avoir un voix pour faciliter / inciter du changement~~

Bien que la liberté d'expression puisse poser des problèmes dans notre monde de technologies avancées,

L'idée de l'empêcher est ~~très~~ ~~plus~~ vraiment pire.

~~Je~~ J'admets que de nos jours il existe des gens qui exploitent la liberté d'expression à des fins égoïstes.

Surtout les médias, ayant la monopole sur les informations, et par conséquent un pouvoir important, ~~appuient~~ appuient sur cette liberté pour s'excuser de la publication des informations ~~publiées~~ confidentielles pour s'en bénéficier financièrement. Cette attitude est inacceptable, et souligne les répercussions extrêmes

de la liberté d'expression. En plus, dans notre ère ~~de l'information~~ <sup>informatique</sup>, les gens qui s'expriment sur des blogs, par exemple, pourraient être identifiés <sup>és</sup> et ~~possibles~~ persécutés <sup>és</sup> pour leurs opinions, même s'ils avaient l'intention de présenter un argument anonyme.

D'autre part, la liberté d'expression constate un droit fondamental de l'homme. Dans notre société progressive, ~~ce~~ il serait scandaleux ~~d'abandonner~~ ~~ou~~ de renoncer ce droit ~~parce~~ parce que cette ~~mentalité~~ mentalité s'oppose directement à l'esprit démocratique. ~~Comme résultat~~. En outre, si on présentait l'idée ~~que~~ que la liberté d'expression <sup>est</sup> ~~est~~ quelque chose de ~~nécessaire~~ <sup>nécessaire</sup>, même dangereux, on inciterait les sentiments anti-démocratiques ~~par exemple~~ et oppressifs; ça aurait un effet ~~très~~ catastrophique dans le monde, en soutenant des régimes dictateurs. La liberté d'expression est essentielle pour que les gens aient une voix, avec laquelle ils puissent favoriser les valeurs de justice, et faciliter le changement nécessaire pour atteindre un monde de paix, et d'égalité.

Certes, la liberté d'expression a des inconvénients ~~ou des conséquences~~ concernant l'exploitation de ce droit, et à l'inverse concernant le danger d'être ciblés grâce à vos opinions. Cependant, il vaut mieux risquer ces conséquences ~~que~~ qu'empêcher ce droit de

l'homme, qui ~~est~~ véhicule le changement positif dans le monde.

270 mots



## ResultsPlus

Examiner Comments

This is an excellent response to the question on freedom of speech. The short introduction is perhaps a bit more like a conclusion since it gives the author's eventual standpoint. However, after that the piece is extremely well organised with a very clear, logical shape and progression. The essay is definitely discursive since both sides of the issue are considered and are given balanced treatment. The candidate is obviously aware of the need to discuss whether new circumstances might have caused us to reconsider our attitude to free speech since it talks about the activities of the modern press and the whole new situation brought about by advances in technology. Perhaps the candidate could also have considered restrictions imposed by the spread of global terrorism. In the second part of the essay there is a well argued, mature defence of free speech as a pillar of democracy. A balanced conclusion is drawn at the end. The linguistic forms of the language used are almost flawless. The candidate also manages to use a range of quite complicated structures which are introduced naturally into the flow of the argument, they do not give the impression of having been inserted gratuitously. This essay was given 13 for understanding and response, 14 for organisation and development, 8 for range and application of language and 5 for accuracy. This meant that the overall total was 40 out of 45, an excellent score.

## Question 2 (f)

This was the most popular of the titles in Section B and here again the precise wording of the question was not given sufficient attention. Many candidates failed to appreciate the significance of the *en* in *pour en avoir l'expérience*. This led them to discuss such issues as doing work experience abroad, the benefits of settling in a foreign country and the value of a student gap year. Reading the title properly would also have prevented candidates limiting themselves to an essay on holidays abroad versus those taken in Britain. In this question, however, many candidates did see the implications of *ne ... plus*. The notion that multiculturalism in the U.K now removed the need to travel to experience other cultures was commonly put forward. Perceptive candidates wondered whether talking to people on Skype or Facebook, seeing a country on Google World or on the television and paying regular visits to a range of exotic restaurants were the equivalent of visiting foreign countries. Most essays came down heavily on the side of continued travel.

De nos jours, l'utilisation et le développement de technologie a signifié qu'il n'existe pas le besoin pour <sup>se</sup> rendre dans un pays étranger pour en avoir l'expérience. Donc, j'essayerai d'expliquer, selon moi, ~~comment~~ pourquoi ce n'est plus nécessaire à cause d'immigration, et de la technologie, mais <sup>pourquoi</sup> ce pourrait être utile <sup>aussi</sup>.

Tout d'abord, dans la plupart de pays européens, il y a une mélange de beaucoup de nationalités et cultures différentes. En plus, on peut apprendre à leur respecter et aussi socialiser plus. Cela ~~montre~~ signifie que si on veut s'entendre bien avec les personnes d'éthnique différente, on n'aurait pas besoin de voyager afin de le faire. Aussi bien que dans la ~~communauté~~ <sup>communauté</sup>, la technologie ~~pe se~~ permet de découvrir les choses normales pour le gens différent. ~~Par~~ <sup>Par</sup> exemple, à la télé, on peut remarquer ~~comment~~ l'importance de jeûner pour beaucoup de musulmans, sans aller à l'étranger. Ainsi, ~~la~~ la société moderne a augmenté notre conscience des cultures différentes.

~~Plus~~ En revanche, bien que l'immigration et la technologie aient amélioré la conscience, ~~si encore~~ on ~~ne~~ <sup>n'a</sup> ~~est~~ pas <sup>encore</sup> l'expérience étrangère. Pour ~~qu'on~~ <sup>puisse</sup> On doit passer du temps au pays étranger par qu'on puisse comprendre leur vie quotidienne.

Surtout en Afrique, afin de voir leurs difficultés avec l'eau et la nourriture, c'est <sup>essentiel</sup> nécessaire de voyager pour témoigner les problèmes. <sup>198</sup> Donc, le temps passé à l'étranger est très <sup>utile</sup> important <sup>214</sup> encore.

Pour terminer, le monde moderne a ~~ré~~ réduit le besoin pour ~~le~~ voyager afin d'avoir une expérience spéciale, ~~mais~~ Cependant, dans les circonstances importantes, j'estime que <sup>cela peut être</sup> ~~est~~ <sup>utile</sup> nécessaire, mais ce <sup>pas toujours</sup> n'est ~~pas~~ <sup>pas</sup> nécessaire. <sup>est</sup>



This was a creditable but unspectacular response to the question on whether we need any longer to travel to gain experience of foreign countries. The essay has a definite shape with an introduction and a conclusion and in the middle paragraphs the two sides of the issue are treated. However, the development of the ideas is not very convincing. To contend that there is no need to leave home the candidate points to the presence of many people of different races in European countries acquaintance with whom will allow us to experience other cultures, a tenable point. The advances in new technology also help in this regard but this point could have been illustrated much more effectively. On the other hand, the candidate contends that one must visit a country to understand it fully, again a good point but one which could have been underlined more forcefully. The candidate was felt to have a good understanding of the implications of the question and the organisation and development of the essay were thought to be perfectly satisfactory. The language is rather mixed. The vocabulary is certainly adequate to convey the message, although no really outstanding lexis is used. There are some quite complex structures which are handled correctly but also some fairly basic errors. Comprehension is not really impaired by any shortcomings. This essay received 10 for understanding and response, 9 for organisation and development, 6 for range and application of language and 3 for accuracy. The overall total of 28 out of 45 represents a sound score.

## Question 2 (g)

Unfortunately there were few responses to this question. A small number of candidates ignored the concept of classic authors altogether and wrote an essay on whether in the age of new technology there was any longer the need to read conventional books. On the other hand there were some really good pieces, some quoting the ancients, some citing Jane Austen, Shakespeare et al in praise of their continuing relevance.

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)

Les auteurs classiques sont très reconnus partout dans le monde d'aujourd'hui même si ils ne sont plus vivants donc peut-être on ne devrait pas lire leurs ~~ouvrages~~ œuvres. 27

Premièrement, je trouve que les auteurs classiques comme Molière par exemple sont très importants dans ~~ce~~ cette génération car ils ont une façon d'écrire qui n'existe plus de nos jours et qui ont ~~de~~ <sup>les</sup> devraient être étudiés car ce n'est pas la même chose que ce ~~qu'on~~ <sup>que nous</sup> ~~avons~~ ~~aujourd'hui~~ lisons et écrivons de nos jours. En lisant et en apprenant ces différents textes cela nous donne une 62

impression différentes et aussi ~~réalisé~~  
~~réalisé~~ réalisé la différence entre  
cette ~~génération~~ génération et ce qui  
ce passait il y a plus de cent-  
ans car beaucoup ~~deviennent~~ ~~écrits~~  
d'~~écrivains~~ <sup>auteurs</sup> ~~qui~~ écrivent de ce qui  
ce passe autour d'eux. 32

Deuxièmement, au contraire on peut  
dire que ce n'est pas nécessaire  
de lire ~~les~~ les œuvres des  
auteurs classiques car cela est  
très vieux temps et ~~ce~~ pour  
les jeunes ~~qui~~ ~~doivent~~ ~~les~~  
doivent les lire ~~car~~ ~~les~~  
ennuyer et à cause de cela  
peuvent même perdre l'intérêt  
à la lecture. ~~Non~~ Pas ~~seulement~~  
ce mais aussi leur contexte dans  
c'est livres ~~est~~ aussi très vieux  
donc peut-être <sup>celle</sup> <sup>peut</sup> ~~plus~~ avoir  
~~de~~ ~~un~~ n'y a plus de sens dans  
cette génération car les jeunes  
sont élevés très différemment que  
à l'époque. Donc ~~ce~~ les œuvres  
qui à l'époque étaient les ~~de~~

meilleures livre à lire ne sont plus comme ça ~~car~~ à cause du changement de la façon les gens sont élevés. 20

En conclusion, je trouve que c'est très important ~~quand~~ de lire les auteurs classiques car ça fait partie de l'histoire mais c'est important de choisir les œuvres qui sont encore intéressantes même avec tous le changement du monde. mais des auteurs classiques ~~seuls~~ ~~pas seulement~~ ~~des~~ ~~seuls~~ ~~à~~ ne produisent pas ~~seulement~~ ~~des~~ ~~livres~~ mais aussi de l'histoire.



## ResultsPlus

Examiner Comments

This was an acceptable but not outstanding reaction to the question about the point of reading works by classic authors. One specific example is quoted. The essay has good shape and a clear and logical progression. The actual content is sound but is a little laboured. One gets the impression the candidate could have included more material if there had been a more succinct approach. There is an introduction though the point being made is not immediately obvious. Molière is given as an author one should continue to read. The reason given is perfectly acceptable but the point is rather forced and nothing new is added. To deal with the other side the candidate claims that young readers will find such authors and their works very old fashioned, a very fair contention. This idea, however, is similarly dealt with in a somewhat repetitive way. The organisation is good, the content and the development are not quite as impressive. The language is inconsistent. There are some quite basic errors in such things as concord and agreements, the spelling is also somewhat patchy. On the other hand there are some complex structures which are well handled. It is likely that this candidate could have produced better French with a little more care and perhaps more precise checking. The essay gained 9 for understanding and response, 11 for organisation and development, 6 for range and application of language and 3 for accuracy.

### Question 3 (a)

Responses here tended to be from mostly less able candidates with some notable exceptions. Some talked about a visit to a town or region and felt that very superficial knowledge was sufficient. Others tended to write anything and everything they knew about the chosen location with no concentration on factors affecting population change. Relevance in such essays was usually accidental. Those who selected large conurbations for discussion were mostly less convincing in their response. Brittany and PACA were by far the most popular regions. Candidates had difficulty in discussing the notion of population movement and fluctuation effectively. Commonly there was too much focus on tourism which was relevant but should not have formed the basis of the whole essay, as was often the case. The best candidates, however, did apply their knowledge of an area to analyse the factors that have influenced population change in recent years.

#### SECTION C: RESEARCH-BASED ESSAY

##### Question 3

Répondez en français à une des questions suivantes. Écrivez entre 240 et 270 mots.

##### Zone géographique

(a) Analysez les facteurs qui ont influencé l'évolution de la population dans la région que vous avez étudiée.

##### Étude historique

(b) Décrivez une décision significative prise par un personnage important de la période que vous avez étudiée et évaluez les effets de cette décision.

##### Aspects de la société francophone contemporaine

(c) Décrivez un développement social ou politique de la société francophone dans les années récentes. Jusqu'à quel point ce développement a-t-il changé la société ?

##### Littérature et arts

(d) Décrivez un thème important traité dans le livre, le film ou la pièce que vous avez étudié(e). Ce thème est-il intéressant pour un lecteur ou un spectateur moderne ? Expliquez votre réponse.

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

Chosen question number:

Question 3 (a)  Question 3 (b)  Question 3 (c)  Question 3 (d)

que j'ai  
La région étudiée est la région parisienne.  
La population de cette dernière a augmenté  
considérablement durant les dix dernières  
années. Ceci est dû aux différents  
facteurs qui ont influencé cette évolution  
de la population.  
Le premier facteur est l'infrastructure ;  
ce facteur est important car il permet de

Ce facteur est important car si on augmente le nombre d'appartements, qu'on ouvre plus de supermarchés, magasins...

On augmente aussi la capacité de la région, ce qui veut dire que de plus en plus de gens peuvent venir habiter en région parisienne et ceci donc augmente le taux de population.

Un autre facteur important est le travail: ~~est~~  
Plus il y a d'emplois, plus les gens quittent les régions rurales pour des régions plus urbaines tel que la région parisienne ~~est~~  
~~avec des revenus~~

Un troisième facteur est le transport:

Plus il y a de moyens de transports dans une région, plus les gens aimeraient y vivre car cela leur ~~permettra~~ facilitera <sup>leur</sup> la vie quotidienne et pour aller au travail, faire ses courses, accompagner ses enfants à l'école.

Un autre facteur est l'éducation:

La construction d'écoles, de collèges, de lycées et d'université est essentielle à l'évolution de la population car cela ~~attire~~ attire les parents de familles à venir s'installer en région parisienne.

Il existe aussi un facteur qui influence cette évolution, mais il n'est pas très important aux yeux de la majorité des personnes: le climat.

~~Pour moi, le climat influence peut  
influences~~

~~Si une région n'est pas~~

Si une région possède un climat désastreux,  
peut de gens y habiteraient, à part si  
les infrastructures nécessaires sont disponibles  
afin de mieux vivre avec ce climat



**ResultsPlus**

**Examiner Comments**

This is a rather vague response to the question of population change and the factors which influence it. There is a basic and adequate response to the question. The points made, however, are general and could apply equally to just about any location. They also seem to be the result of population change rather than the cause of it. The introduction makes the point that the population of the Paris area has grown and this is attributable to various causes. So far so good. The candidate claims that people move to the area because of good transport and general infrastructure. One might equally argue that these things improve once the population is there to warrant it. However, the main weakness is that no precise detail pertaining to the chosen area is given. The statements could be made concerning just about any other area of growth. The best point is probably the one about the availability of work causing people to move into certain regions but again there is no precise detail about the Paris region to back up this argument. The organisation and structure of the essay is good but the development of ideas is not nearly as impressive. Overall, therefore, the organisation and development when taken together can be said to be patchy. The language is perfectly adequate for the task, it is accurate and quite varied, it perhaps lacks enough natural fluency to be given the top mark in this category. This essay was given 15 for reading, research and understanding, 6 for organisation and development, 5 for quality of language.





### Question 3 (c)

There were relatively few answers in this area. A wide range of subjects was discussed. Personalities such as Coco Chanel and Brigitte Bardot can hardly be seen as Aspects of Contemporary Society. Subjects such as Aids that had little specific reference to a francophone culture were also encountered. On the other hand there were some very mature essays with impressive mastery of political terminology and examiners were pleased to report on some very perceptive and informed essays on immigration. Only the best candidates could demonstrate effectively changes wrought on society by the social or political aspect under review.

#### SECTION C: RESEARCH-BASED ESSAY

##### Question 3

Répondez **en français** à **une** des questions suivantes. Écrivez **entre 240 et 270 mots**.

##### Zone géographique

(a) Analysez les facteurs qui ont influencé l'évolution de la population dans la région que vous avez étudiée.

##### Étude historique

(b) Décrivez une décision significative prise par un personnage important de la période que vous avez étudiée et évaluez les effets de cette décision.

##### Aspects de la société francophone contemporaine

(c) Décrivez un développement social ou politique de la société francophone dans les années récentes. Jusqu'à quel point ce développement a-t-il changé la société ?

##### Littérature et arts

(d) Décrivez un thème important traité dans le livre, le film ou la pièce que vous avez étudié(e). Ce thème est-il intéressant pour un lecteur ou un spectateur moderne ? Expliquez votre réponse.

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

Chosen question number:

Question 3 (a)  Question 3 (b)  Question 3 (c)  Question 3 (d)

l'importance comme démigration a été un  
profonde développement social et politique dans la société  
française, ces de années récentes.

un politicien détraque droit  
Président Sarkozy, qui est devenu président en  
2007, cette "année" a lancé une politique en  
vue d'établir les Romes de la France. a été

une ~~position~~ <sup>politique musclée</sup> ~~forte~~ concernant l'immigration, ~~démontre~~ <sup>démontre</sup> indigné par sa politique, lancée l'année dernière,

qui cible les Romes. Ils sont accusés sous couvert des infractions routières, alors ils sont ordonnés de quitter le pays, et par conséquent l'année dernière <sup>en 2010</sup>, ~~il y avait~~ <sup>il y avait</sup> selon l'INED, il y avait plus de 28,000 expulsions en France. De plus, son ~~not~~ ancien ministre d'immigration Eric Besson a lancé 'Le Débat sur la Nativité'. En réponse, Azoué Bégas, le ministre de la promotion d'égalité des chances a déclaré "ce débat est scandaleux!"

De plus, la politique ~~in~~ d'immigration de la France, ~~se~~ conduit la France dans des conflits internationaux. Le mois dernier, elle tenté de fermer sa frontière avec l'Italie car ~~ils~~ <sup>sa voisins</sup> ~~avait~~ <sup>avaient</sup> admis bien ~~des~~ des immigrants tunisiens. Et <sup>aussi</sup> le gouvernement français ~~et~~ est préoccupé <sup>aussi</sup> avec la situation dans les îles Comores, ~~et~~ <sup>et</sup> à Mayotte en particulier (qui est le 101<sup>ème</sup> département de France après un référendum en 2009), car beaucoup d'immigrés étrangers y arrivent, et ils essaient de réclamer le statut d'immigrant (selon 'Libération').

<sup>ça</sup> <sup>concernent des immigrants eux-mêmes</sup> Cette politique stricte <sup>à</sup> a provoqué des conflits domestiques également. Selon ~~l'ins~~ <sup>l'ins</sup> INSEE ~~ou~~ <sup>ou</sup> à l'interdiction de la burqa (en 2011), qui

après Jean-François Lhopé, le chef de l'UMP a décrit comme "une infraction contre les femmes et la sécurité publique", provoqué une tension accrue avec la population musulmane en France. Et aussi il existe un problème d'intégration évident aussi. Selon l'INSEE le taux de chômage chez les <sup>Maghrébains</sup> immigrés est 40%, contre seulement 10% parmi les Français de souche, et plus d'un quart de la population ~~est~~ carcérale sont musulmans aussi.



### ResultsPlus Examiner Comments

This is a rather narrow response to the Q3c task which does not answer either side of the question in great detail. Immigration is not really described with specific references and the way in which society has been changed is not explicitly treated. There is some knowledge of very recent events. The direction of the essay is not particularly evident and the account seems to range over slightly different issues with no real linking thread. The language is perfectly adequate and general comprehension is assured. This essay was awarded 11 for reading, research and understanding, 3 for organisation and development and 4 for quality of language.

### Question 3 (d)

The overwhelming majority of candidates elected to discuss a work in this section. The most popular choice of film by far was *La Haine*. After that the most popular were *Amélie*, *Les Choristes*, *Au Revoir les Enfants* and *Les 400 coups*. The most popular literary choices were *L'Etranger*, *L'Avare*, *Un sac de billes* and *Jean de Florette*.

Most candidates were able to identify a suitable theme, although some tried to deal with many themes and inevitably could only do so very superficially. A significant number of candidates ignored the need to discuss the interest of the theme entirely or made a simple statement amounting to 'this is interesting'. It is fully recognised that the limit of 270 words prevents the inclusion of a mass of detail and examiners have a realistic view of what is possible but in answer to this question more specific references to the work under study could have been made. With *La Haine*, for example, there was often no reference to incidents in the film which would have thrown light on the theme under analysis. Instead the response turned into a rambling sociological discussion. Similarly treatment of *L'Etranger* led to some worthwhile examination of the philosophy but some candidates got so involved in the general ideas that they did not draw enough on details from the story. Some essays relied far too much on general story telling with no attempt to distil a theme and in others there was evidence of quotations being included at any price which scarcely elucidated the argument. In view of the tight word limit it is not sensible to indulge in rambling introductions which restate the question without indicating a line of argument or to inform the reader that *L'Avare* is *une pièce écrite par Molière au dix-septième siècle*. The best answers in this section described one main theme, illustrated it with apt references to the work and proceeded to assess continued interest for the reader or spectator.

Un thème majeur de la tragédie classique 'Andromaque' par Racine est la nature cruelle de la passion. La pièce reflète l'idéal du dix-septième siècle, où les sentiments de l'honneur et la pitié sont clés de la tragédie.

~~La~~ ~~pièce~~ ~~utilise~~ ~~le~~ ~~sentiment~~ ~~de~~ ~~passion~~ ~~afecté~~ du feu et l'esclavage

Racine emploie un langage très coloré et des métaphores pour évoquer la force de la passion. C'est montré dans le dialogue : 'tu vis naître un flamme de mes premiers soupçons' et 'chargé en fers' sont dits par Oreste. L'amour est aussi comparé au 'sang' de 'la guerre'. Ce méthode aide les spectateurs en imaginant la scène et la puissance des émotions des personnages.

~~La~~ ~~pièce~~ ~~utilise~~ les vers de d'Andromaque sont écrit dans le

Style Alexandrin, avec un rythme strict ; 'Épouser ce qu'il  
hait et punir ce qu'il aime'; <sup>dit Pylade. ou Oreste</sup> ~~Cela est un conseil~~  
~~une partie de la conseil donné au Oreste~~ ~~le style~~ la dialogue  
montre ~~comment~~ la façon dont ~~est~~ l'Alexandrin ~~peut~~  
juxtapose les idées et peut joindre les contraires, en créant  
des oxymorons. Cela ajoute à l'intrigue de la pièce. Souvent  
il existe un très petit fossé entre la haine et ~~la passion~~  
l'amour. Par exemple, Hermione est 'en elle' envers Andronaque  
parce qu'elle est motivée par jalousie; elle aime Pyrrhus  
mais il ne l'aime pas; 'Vous ne répondez point? Peride,  
je le vois, tu comptes les moments que tu perds avec moi.'  
Pyrrhus pense à Andronaque <sup>plutôt qu'Hermione.</sup> ~~pendant sa discussion~~ le changement  
entre le futur et le présent est le véritable ~~est indicatif~~ signifie

le changement de sentiments d'Hémione pendant la pièce. ~~EE~~

Pendant ~~dans le~~ le dix-septième siècle, le tutoiement avait été utilisé

pour montrer le ~~mépris~~ pas seulement l'amour ou l'amitié ~~EE~~

mais aussi le mépris. / À la fin de la pièce, Oreste 'perd le

sentiment' à cause de son rejet par Hémione; <sup>nous</sup> ~~est~~ la <sup>voyons</sup> ~~est~~

comme une furie qui <sup>lui</sup> dévore son 'cœur' ~~EE~~

À mon avis, ce thème est très approprié pour un spectateur

moderne. Un public moderne s'intéresse aux émotions des

caractères; cela est montré avec la popularité de la télé-

réalité! ~~Les gens~~ Les gens toujours voudraient comprendre



Dans 'Un sac de billes' de Joseph Joffo, il y a un thème significatif de la perte de naïveté. ~~Au début~~ Ce thème montre comment la deuxième guerre mondiale a forcée Jo d'agir comme adulte.

Au début du livre, Jo est tout naïf, il même ne sait pas «qu'est-ce que c'est un Juif». Quand il reçoit son étoile ~~je~~ jaune, il l'a décrit comme «une médaille» qui brille; ~~il ne comprend~~

En plus il donne son étoile ~~pour~~ à son amie pour un sac de billes. Ça montre qu'il ne comprend pas la signification

de l'étoile et la raison par laquelle  
il doit le porter. Jo est un gargon  
qui ne comprend pas la signification  
d'être Juif dans la deuxième guerre mondiale.

Cependant, à la fin Jo a  
«grandi, durci, changé», il a totalement  
perdu son naïveté. Quand Jo ~~rencontre~~  
~~rencontre~~ <sup>a vu</sup> Madame Vouillard par le  
premier ~~et~~ <sup>fois</sup>, il ~~immédiatement se méfie.~~  
~~immédiatement se méfie.~~ <sup>lui a se méfié immédiatement.</sup>

À cette époque dans le livre il a  
appris qu'il ne peut pas <sup>avoir confiance</sup> ~~se méfier~~ en  
personne, et il a <sup>réaliser</sup> ~~appris~~ les dangers  
associés avec ~~être~~ <sup>être</sup> Juif dans

la deuxième guerre mondiale.

Ce thème est intéressant pour ~~un~~  
<sup>moderne</sup>  
le lecteur, parce que ~~le thème du~~  
le livre montre comment la guerre a  
affecté la vie de Jo. À cause de la  
guerre Jo est forcée de grandir très  
vivement, et partir de son enfance.

Comme il quitte de la maison à Paris au  
début de la voyage, il a dit « c'en était  
fait de l'enfance », la guerre a forcée  
un enfant d'agir comme une adulte.

~~Le thème du~~ ~~perte de~~ ~~naïveté~~ ~~est~~  
~~un thème très important dans le livre~~

Par concuere, au debut du livre  
Jo est tout innocent et il ne comprend  
pas son identité comme Juif. À la fin  
du livre il a grandi complètement et  
il même agit comme adulte. Ce  
changement est à cause de la perte de  
naïveté.

(263 mots)



**ResultsPlus**  
Examiner Comments

This was quite a good reaction to the question but it is not particularly consistent. A good theme to explore in relation to this text is chosen. Early innocence is quite well demonstrated. The candidate tries to counterbalance this with a description of the main character's personality at the end. However, the loss of innocence might have been shown more clearly and convincingly. However, good knowledge and appreciation of the text are revealed. It is reasonably easy to follow the essay, although the line of argument does seem to wander a little at times. The language has noticeable blemishes but overall communication is achieved and there is some variety in the language deployed. The scores gained for this essay were 19 for reading, research and understanding, 6 for organisation and development and 4 for quality of language.

## Summary

The standard of achievement in this unit was very comparable to June 2010. Areas for improvement remain very much the same. In the translation more careful attention to detail and scrupulous proof reading would undoubtedly lead to higher scores. In this exercise candidates should not take creative liberties with the original piece of English.

In Section B many candidates would be well advised to take a little more time to study the question carefully, to make sure they have fully understood its wording and any implications which are implied. If a creative piece of writing is chosen it is important to work closely from the stimulus which is given. The ability to produce outlandish reactions to these tasks is not a prerequisite in this part of the paper. Candidates should simply try to be imaginative and lively and to deploy an accurate and varied range of language. Here too, more careful checking might avoid careless errors. It is in this type of writing that candidates are most likely to get carried away and write beyond the word limit which has a detrimental effect on the assessment of content and organisation. It is pleasing to report that the vast majority of candidates who chose a discursive title did respect the requirement to produce a balanced two-sided response. This is important in this part of the unit.

Taking time to read and consider the question is also advised in Section C. Where there are two sides to a question candidates must obviously ensure that they treat both aspects of the task. Points are most tellingly made if they are backed up and illustrated with precise and apt references to the topic, text or film. If direct quotations are made they should be short, accurate and appropriate to the idea being explored.

Examination technique in respect of managing the time available for three disparate tasks already seems evident and this is to be applauded.

## Grade Boundaries

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

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