

A level French

Mocks Marking Training

Commentaries and Marks

Paper 1

Script ref	Q	Mark	Examiner commentary
Script A	4	1 + 0	<p>(a) 1/6marks (i) no mark given for “la Resistance a une bien mieux organisation”as this does not give a clear answer. The second part of the answer is not attempted. (ii) - (iv) incorrect responses= 0 mark. (v) être moins vulnérables accepted as correct answer (although this is a lift) = 1 mark</p> <p>(b) 0/6 marks (i) and (ii) the candidate scores no marks here; the responses offered appear to be information known previously rather than information taken from the audio material.</p>
Script B	4	3+2	<p>(a) 3/6marks (i) first mark not given - no element of comparison; second mark awarded, present tense accepted. (ii) renseigner accepted as answer. Second part of response treated as harmless addition (ie does not contradict correct answer). (iii) blank response = 0 mark. (iv) incorrect response = 0 mark. (v) moins vulnérable accepted as correct answer (although this is a lift).</p> <p>(b) 2/6 marks (i) 1 mark awarded (although this is a lift) for “échapper à la mobilisation de la main d’œuvre”. (ii) 1 mark awarded for “forte deterioration des conditions de vie”.</p>
Script C	4	6+6	<p>(a) 6/6marks (i) - (iii) correct responses; candidate has scored full marks on this section</p> <p>(b) 6/6 marks (i) the candidate provides three correct responses = 3 marks (ii) All three points made are correct; in the third point there is no mention of Jour-J but the answer says that the situation got better, there were more maquis members and that they were feeling optimistic, so the mark has been awarded = 3 marks.</p>

Script D	7	3	3/6 marks. (a) successful answer = 2 marks (b) does not answer the question; candidate has attempted to lift some of the language from the question = 0 mark (c) incorrect focus; it should be that they don't understand the culture/language NOT the humour = 0 mark (d) use of Anglais (with capital A) – accepted in this case as preceded by 'un seul mot' = 1 mark (e) too specific - inference that they refuse to do anything at weekends = 0 mark
Script E	8	7	7/8 marks (a) answer gives the correct information = 1 mark. (b) both marks awarded ("dans l'agriculture" accepted for "aux fermes"). (c) "les mères" t.c. is in the Reject column = 0 mark (d)-(g) correct answer = 1 mark each.
Script F	9	4	4/8 marks (a) no mention of being truthful/lying = 0 marks (b) answer refers to belonging to two countries = 1 mark (c) mention of specific authors but answers the question = 1 mark (d) correct answer (e) no correct information provided = 0 marks (f) accepted forger for former (as in text) = 1 mark (g) answer given does not target correct information (as in reject column of mark scheme).
Script G	10	10	10/20 marks "..capable de remplir.." : performing is incorrect "il te faut des chansons à toi": incorrect translation. "Un agent ne voudra rien savoir d'une fille qui" : incorrect translation and needs future tense. "On ne peut pas juger": here the on needs to be translated as you or one, as the mother is not referring to herself. "la valeur" : incorrectly translated as skill. "il fallait que je crée moi-même quelques chansons": the word order of the translation makes the meaning ambiguous. Tenses are inaccurate (je comprenais), incorrect understanding of the use of the verb dire and the omission of the translation of y (about it); few marks are awarded in the final section.

Script H	10	15	15/20 marks "les grandes salles de concert" : concerts is not enough to convey the meaning. "Il te faut des chansons à toi" : the translation does not give the correct meaning. "Il fallait que je crée moi-même quelques chansons" : the word order of the translation makes the meaning ambiguous. "même si je n'y avais pensé de façon aussi précise" : use of though instead of thought loses the mark, 'in' is needed to make the final part make sense.
Script I	10	20	20/20 marks "J'avais douze ans..": the candidate has changed the original text, but the marks were awarded for the first two boxes. "...qui interprète une chanson déjà bien connue" : have allowed the use of the verb covers. An excellent response.

Paper 2

Script ref	Q	Mark	Examiner commentary
Script J	1	8	This translation illustrates some interesting marking principles. There are some minor spelling errors which show how these can be tolerated, if they are not too wide of the mark (usually one letter out) and there is no ambiguity. In box 8 'intergrer' would have scored without its accent and with an extra 'r', if it had been reflexive. Souvant in 16 is one letter out and instantly recognisable and can score. Confusion over capitalisation with adjectives and nouns would only prevent reward once. The point was lost in box 1 for this reason and, had 'français' in 9 been wrong for the same reason, this would have been ignored. On at least three occasions the candidate failed to get the proper concord between subject and verb. This cannot be seen as a repeat error and must be counted each time (4, 15, 18). The piece reveals a few vocabulary problems (2, 11, 19). This is rather a mixed version which gets some of the most challenging parts correct, or nearly correct, but does have a few basic errors. Incorrect accents are largely ignored unless they produce a different word. The most common instance of this is 'a' and 'à'. This is the only thing which precludes reward in the challenging box 7. This translation scores in boxes 3, 8, 9, 10, 12, 16, 17 and 20.
Script K	1	11	This translation scores just over half marks. 'Un policy' in box 1 is English and cannot be credited. Dificile, however, in 5, is one letter out and there is no ambiguity. There are some vocabulary deficiencies which cost points in 9, 12, 14 and 18, sometimes in conjunction with other mistakes. There are a couple of instances of the incorrect choice of preposition. 'Qui' is used for 'que' in one case. There are a few slips which appear careless but some of the more challenging parts, such as the last sentence, are rendered felicitously. The translation scores in boxes 2, 3, 4, 5, 7, 8, 15, 16, 17, 19 and 20. In a couple of instances dubious handwriting has been given the benefit of the doubt. Candidates should endeavour to write as clearly as possible at all times and particularly in this exercise where exactness is often crucial.
Script L	1	15	This is a very sound translation. The candidate gets some of the most demanding points right. Where complex language fails to score, a small incorrect part costs the mark, as in the missed agreement in box 13. The failure to render 'European' correctly in box 1 and the confusion between les and des in 8 are surprising in one so obviously competent. Choice of vocabulary is good. The candidate fails to score only in boxes 1, 7, 8, 13 and 18.

Script M	24	16	<p>7-6-3=16 In length the essay falls a little short of the recommended minimum. The introduction is not very clear. Certainly the claims need to be justified later in the essay and this is not done very satisfactorily. The second paragraph is very rambling. The final point concerning Rachin and Morhange's mother needs explaining. The candidate appears to have two ideas: that music arouses emotion in the spectator and it changes lives, neither of which is presented very cogently. These points tend to be repeated in a haphazard way. There is an attempt to answer the question and remain relevant but the candidate struggles to convey ideas convincingly. The vocabulary used is rather repetitive and there is some loss of clarity in the expressions deployed. There are few passages of what can be described as complex language. There are a small number of sequences of sustained, correct French but there are many errors, some of them quite basic, and at times these definitely hinder communication.</p>
Script N	15	33	<p>12+13+8=33 This essay, which is of a suitable length, is predominantly relevant, the question is answered. There could be more detailed arguments. Some points are made without exploration. For example, there is an interesting comment at the end of the introduction that this friendship tells us much about the time in which the film is set. It is a pity that this is not given much more explicit treatment later on. It is perhaps possible to infer some discussion of this but it is not very apparent. The ending is mentioned but a lot more could be made of it with reference to the friendship between the two boys. Definite critical analysis is shown, however. The vocabulary is not particularly broad but it is adequate for the task. There are some complex structures and the register is mostly suitable. Attempts to provide linking between sentences are rather mixed. The French is mostly accurate, although there are a few mistakes which appear rather careless. There are a couple of instances of slight loss of clarity but overall the language is refreshingly correct</p>
Script O	11	41	<p>14+18+9=41 As far as the word count is concerned, this essay falls within the suggested boundaries. The essay begins with a nice introduction in which the candidate contends that there are themes other than homelessness treated in the book. There is a suitable passage on homelessness, the illustration might have been more effective. The essay then deals with one other theme, that of depression and treatment of this becomes rather repetitive. Assessment seeks not to consider what is not in an essay but the candidate himself stated that there were several other themes. Even within the suggested word tally some other obvious aspects, such as the nature of friendship, might have been mentioned. The essay is thus a clear, analytical response to the question which could be considered a</p>

			<p>little limited in scope. The piece is certainly relevant and has addressed the point of 'avant tout' in the title. This answer has a good range of appropriate vocabulary, is in the correct register and is suitable for literary analysis. Some varied structures are deployed which lead to the use of complex language. The writing is consistently articulate.</p> <p>There are a few minor blemishes in the forms of the language. These are a little surprising since the complex language is predominantly correct. Clarity of communication, however, is not hindered.</p>
Script P	20	44	<p>17+18+9=44</p> <p>This essay goes beyond the suggested upper word limit but all is read and assessed. The piece both starts and ends rather unclearly but the rest is much more impressive. There is no doubt that the question has been answered and the essay retains its focus on the task throughout. The differences between the two main characters in terms of their personalities, circumstances and surroundings are well established and illustrated with appropriate references to the film. There is an identifiable, logical thread of ideas throughout the response.</p> <p>The candidate successfully deploys a wide range of tenses and structures. The vocabulary is rich and well-suited to the task. Some of the lexis used is quite unusual but entirely apt. Sentences are also well linked together. There are some examples of terminology of cinematic analysis. The writing is consistently articulate.</p> <p>This piece contains hardly any errors in the forms of the language. There is one missed concord towards the end and the wrong gender in a word used several times. The clarity of communication is not compromised in any way.</p>

Paper 3

Candidate 1: Task 1

Stimulus: FR2

Statement chosen: A

Mark	Task 1
25	<p>Conduct of the test.</p> <p>The test is conducted very well. All the requirements of the specifications regarding the test's format and timing are met; and the nature of the questioning is very productive.</p> <p>In Part 1, as required, both compulsory questions are asked, there is some discussion of this sub-theme and then there is discussion of a further sub-theme.</p> <p>In part 2, the TE correctly interrupts the Presentation after 2'15".</p> <p>The subsequent discussion is very well done with the TE picking up on the candidate's responses to move the discussion on and allow the candidate to demonstrate the full range of her language skills and provide evidence of her knowledge and understanding of French society.</p> <p>The candidate has chosen Statement A:- Les élèves français passent trop de temps à l'école.</p> <p>The compulsory questions are: -</p> <ol style="list-style-type: none">1. Parlez-moi du rythme scolaire typique en France.2. Quel impact le rythme scolaire a-t-il sur les élèves français <p>In answer to the first question the candidate supplies correct information about the current situation regarding the school week in France, stating that there are 4 full days and one half day, which can be given over to leisure pursuits or rest.</p> <p>In answer to the second question, she says the problems associated with the current system are that the days are very long, children get home in the dark, there is homework to be done and so they cannot easily go out after school.</p> <p>She says there would be advantages in changing the system such as making it easier to see friends, relax and pursue hobbies (repetition of previous material).</p> <p>The TE asks what changes she would bring in if she could.</p> <p>After some hesitation, the candidate says she would do away with the Wednesday morning, thus giving the children a full day off. She doesn't appear to see a problem with how this would be compensated for elsewhere.</p>

	<p>The TE moves on to the sub-theme and asks about changes that have taken place in the French family.</p> <p>The candidate says changes in attitudes have created a less traditional form of marriage. France is still a Catholic country but religion has less influence. When asked to give more detail, she replies that couples live together before marrying and have children outside marriage, all of which used not to happen. She explains further that as religion has less of a hold there is greater freedom, which in turn is promoted by social media where different lifestyles are easily visible.</p> <p>The TE asks her what she knows about “le mariage pour tous”</p> <p>She says that 40% of French people are against it. France is the 9th country in the world to allow it. Homosexual marriage is legal and in her opinion, people have to accept it.</p> <p>Marking</p> <p>AO4</p> <p>This is all relevant. There is no loss of focus. Her answers are fairly predictable but accurate. She does support her statements with facts, as when pointing up the changes in the way people live together in a world where religion is in decline. She shows an ability to analyse when responding to a question on what affect the working week has on children.</p> <p>She must be placed in the top box. She is less impressive on analysis and justification. She could have provided more information about how social media influences behaviour in respect of marriage and family types.</p> <p>Accordingly, she scores 10 for AO4</p> <p>AO3</p> <p>Her language is very accurate. There are no noteworthy mistakes. The range of vocabulary is good. The range of tenses is quite extensive. Sentence structure is not complex however. The delivery is fluent despite some minor hesitation and her Pronunciation and Intonation are very good.</p> <p>She scores 11 for AO3</p> <p>AO1</p> <p>The candidate responds well in this section and shows she is well prepared. She sustains the exchanges well, with good development but could have done more to initiate discussion. However, there is no direct checking for understanding nor any eliciting of responses from the TE.</p> <p>She scores 4 for AO1</p>
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Candidate 1: Task 2

<p>29</p> <p>Total: 25 + 29 - 54</p>	<p>Presentation</p> <p>The presentation lasts 2'15" with the TE interrupting (correctly) to bring it to an end.</p> <p>The candidate's subject is English words in the French language which she says is a cause of worry for some people at least but not all.</p> <p>She quotes from 2 articles giving their website references. She says that a government minister is worried about too much English being used in the workplace but also counters that an "académicien" is not so worried about there being an invasion of "English" words, quoting figures to show that only 4% of words in a 1998 French dictionary were English. She is on his side.</p> <p>Her second article states that language is a dynamic thing and should be allowed to evolve. She further points out that 30% of words in an English dictionary are of French origin.</p> <p>The candidate scores 7 for AO2</p> <p>The TE asks why some French people are worried by this phenomenon.</p> <p>She replies that they fear that it may become impossible to describe French experiences adequately if they use an English word and asks the TE for her opinion.</p> <p>The TE gives her opinion and asks for more precise information about the words being borrowed.</p> <p>The candidate appears a little uneasy here. She says they are everyday words and provides some examples to illustrate her proposition but unfortunately, these are not really the latest borrowings. She says that French words are needed to express French day-to-day reality.</p> <p>The TE asks how this situation has come about.</p> <p>She doesn't really answer this question except to say that language is dynamic and is constantly changing. Social media and cinema make learning things about foreign countries easier, which is a less than convincing answer.</p> <p>The TE asks whether the French think English is the greatest threat to French.</p> <p>She agrees that most of them do because it is being used universally in business, education and science among other things. She gives examples of words from Italian that are to be found in French. She asks the TE whether she agrees.</p>
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	<p>The TE asks whether France has created laws to protect the language</p> <p>The candidate cites “la loi Toubon” (1994) saying it seeks to reduce the use of English in French but not giving any detail in respect, say, of English language songs on the radio.</p> <p>The TE asks how the French reacted to this law.</p> <p>She says some saw it as very positive and necessary but others thought it was unnecessary as language evolves all the time. Making laws to protect language is very difficult. Besides those who are worried, there are also those who don't care.</p> <p>The TE asks why this is so.</p> <p>She replies that language is a tool we use every day and don't think much about it.</p> <p>The TE asks whether this could be the reason that the others worry so much about the misuse of the language.</p> <p>The candidate agrees saying that if it is the majority of people who don't care about how they use language, it is more difficult to change bad habits. She thinks there might be 2 languages in use – the purists and the others.</p> <p>The TE asks what the consequences might be of any attempt to protect the French language</p> <p>The candidate replies that protecting French is very important. There are 700 million French-speakers across the world. She attempts to give some further opinion but is not able to do so.</p> <p>The TE asks what would happen if the French were prohibited from using foreign words.</p> <p>The candidate asks for a repeat and then says it would be difficult for those who work in English dominated areas and so it is not possible to do that and wonders how it would be policed.</p> <p>Commentary</p> <p>AO2</p> <p>The candidate cites 2 sources as required and summarises them clearly but the information is a little light, with only one point per article.</p> <p>She agrees with one author but does not say why.</p>
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	<p>In the subsequent discussion, she cites “la loi Toubon” but does not say what its provisions were. She is worried about those who are not bothered about the increase of English words. They don’t think beyond their day-to-day use of the language. She suggests that 2 types of French might emerge but hasn’t apparently realised that this is already the case and has been for some time. She doesn’t answer the question on “the consequences of protecting the French language” very convincingly, just saying it is important to do so. She was struggling a little at this point. However, she responded confidently enough to the question on whether it would be possible to prohibit the use of English (she needed a repetition of this question) by saying that it would be impossible.</p> <p>The candidate scores 7 for AO2</p> <p>AO4 All her responses are relevant and focussed on the French context. However, although she makes some interesting arguments she is not always convincing. She doesn’t explain how the phenomenon came about. Nor does she elaborate on her idea that French experiences should be expressed through French words or how social media contribute to greater awareness of things foreign. She shows some perception when mentioning that 30% of an English dictionary is made up of borrowings from French. Equally she realises that there would be no point in trying to forbid the use of English because too many people use it as part of their work and in any case it would be impossible to police.</p> <p>The candidate scores 8 for AO4</p> <p>AO3 There are a few more mistakes in this section – <i>le plus grand menace</i> – <i>plus facile d’apprendre choses d’autres pays</i> – <i>Tous les phrases</i> – <i>il faut être des mots français pour exprimer ces choses quotidiens</i> – <i>quelque chose positif/quelque chose important</i> – <i>quelque chose qui s’inquiète pas(??)</i>. Her Range is quite good - very much in line with Task1. Her Pronunciation and Intonation is very good.</p> <p>The candidate scores 10 for AO3</p> <p>AO1 The candidates makes 2 elicits. She is a little less confident sustaining her inputs and developing ideas. There is more hesitation. She needed a repeat.</p> <p>The candidates scores 4 for AO1</p>
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Candidate 2: Task 1

Stimulus: FR1

Statement chosen: B

21	<p>The test is well conducted. There is an issue with timing.</p> <p>The examiner does not identify the Theme.</p> <p>This is : -Les changements dans la société française : Les changments dans les structures familiales.</p> <p>She identifies the statement chosen by the candidate – B and asks the 2 compulsory questions successively as required by the specifications. There are 2 further questions on the theme and then she moves the discussion on to another sub-theme. The examiner keeps her contributions short and to the point, probing the candidate's remarks for greater clarity or information.</p> <p>The candidate has chosen Statement B:- Le mariage pour tous ne sera jamais soutenu par les Français</p> <p>The compulsory questions are :- Q1. Pourquoi à votre avis, le mariage pour tous ne sera-t-il jamais soutenu par tous les français ? Q2. Quels groupes ont eu le plus de difficulté à accepter le mariage pour tous ?</p> <p>In her response to Q1 the candidate says that "le mariage pour tous" was allowed in 2013, 40% of French people are against it and though support for it has remained stable over a 10 year period she thinks that there will be no further increase.</p> <p>In her response to Q2, the candidate says that there are many groups opposed to "mariage pour tous" – politicians and religious. She cites Civitas and says they are a mainly traditional catholic movement and organise demonstrations.</p> <p>The TE asks how French attitudes about marriage in general have changed.</p> <p>In response to Q3, the candidate says that French attitudes to marriage have changed and become less traditional. Religion has declined too, so marriage has become less important.</p> <p>The TE asks what the consequences are for families.</p> <p>In response to Q4, she says that life has become better balanced for men and women. Women go out to work and men share domestic duties.</p>
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The TE moves on to the world of work and asks what the most important recent changes have been.

In response to the first question on the further sub-theme – **The World of Work**, the candidate says that she thinks the greatest change in France recently has been the 35 hour week. She explains that it was a policy brought in in 2000 and changed working people's lives radically.

The TE asks for further explanation.

The candidate replies that it was a policy decision by a left-wing government and was designed to restrict the number of hours the French spent in the workplace in order to improve the work/ life balance and allow French people to spend more time at home.

The TE asks if she thinks the law was necessary

The candidate says she thinks it was necessary because it was an attempt to create more jobs. With globalisation there are countries where people work longer hours than the French and so some MP's would like to repeal this law. The current President said he would like to change the law during the election campaign.

The TE asks what his reasons were.

The candidate explains that it is thought that French workers have too much power. They demonstrate against any changes in employment law. The unions are very powerful also. There is a desire for France to become stronger in the world.

The TE asks what measures she would introduce if she were in power.

The candidate replies she would decrease the number of public holidays as at 11 there are too many of them.

The TE asks how the French might react.

The candidate thinks they wouldn't be too happy about it but it would be better to do this than lose the 35 hour week.

Marking

AO4

She demonstrates a good grasp of the situation regarding "le mariage pour tous" but doesn't go into much detail. There is no explanation of what it means – no mention of gay marriage for example. She shows an ability to analyse how French society has been affected by the change and in particular what it has meant to the family and inter-sex relationships. It is all relevant and there is no loss of focus.

	<p>In the further sub-theme she shows good knowledge of the law although she underplays the role of creating more jobs and decreasing unemployment levels initially. Her remarks on the power of the unions might seem a little out of place and more appropriate for a discussion of Macron's reform of "Le Code du Travail". Her comment on losing public holidays in favour of keeping the 35 hour week is perceptive, as are some of her other remarks.</p> <p>The candidates scores 8 for AO4</p> <p>AO3 The candidate demonstrates a good range of structures – Present/Perfect/Future/Imperfect/Pluperfect/Comparatives/Negatives. She can also handle "si" clauses. Her topic vocabulary is good, although she doesn't know the word for "policy". She has some idiomatic expressions – "rendre possible" – etc but she fails to use the Subjunctive when required. There are quite a lot of errors, one or two major ones such <i>la loi ont changé / les heures que les français se passent au travail/ ils sont mouvement catholique</i>. However, there is no real loss of communication. She speaks fluently and is able to sustain input until she has finished what she wanted to say. Her P/I is good.</p> <p>The candidate scores 9 for AO3</p> <p>AO1 She responds with enthusiasm to both questions and comments. She offers further topics for discussion. She sustains the conversation well despite the occasional hesitation but she does not elicit anything.</p> <p>The candidate scores 4 for AO1</p>
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27	Presentation of IRP
Total = 21 + 27 = 48	<p>The candidate's research is on The rise of the far right in France.</p> <p>She cites an article. Reasons for the rise are to do with the economic crisis, unemployment and job uncertainty, fear of insecurity and immigration, protest against the political elites.</p> <p>She doesn't agree with the author because her second article, which is about pivotal moments in the FN's rise, tells her that the increasing popularity of the FN dates from its creation in the '70's. She agrees with the author that the arrival of Marine Le Pen in 2011 was an important event because she changed the party's image.</p>

	<p>AO2</p> <p>The candidate correctly cites 2 sources but says nothing about where they can be found or who wrote them. She quotes quite extensively and pertinently from one of them but appears to reject received opinion on the reasons for the FN's popularity by saying that she agreed with the author of the second article that the arrival of Marine Le Pen was the most important event in the party's rise in popularity but she doesn't say why.</p> <p>Some of the requirements for this element have been met but there is uneven coverage of the sources and no real justification of her personal opinion.</p> <p>The candidates scores 5 for AO2</p>
	<p>The TE asks what might be other important moments in the rise of the FN</p> <p>The candidate cites the qualification of Jean-Marie Le Pen for the second round of the presidential election in 2002 as being a turning point for the party.</p> <p>The TE asks how Jean-Marie Le Pen's success in the presidential elections can be explained.</p> <p>The candidate replies that it was a shock result but the FN had not stopped expanding since it was created in the '70's. She surmises that there may have been moments when the FN could grow stronger. The candidate says she thinks it was because of the economic crisis and the fear of immigration. She points to unemployment in the 90's especially in the South-East which is where the FN became very popular during the '90's.</p> <p>The TE asks if she understands the rise in popularity of the FN and the link to economic factors</p> <p>The candidate says she does understand but doesn't believe it was only the economic factors that counted. These made it easier for the FN to link what was happening in people's everyday lives, such as losing their jobs, and blame it on immigration. . She thinks the voters were caught between unemployment and immigration. They thought the one was caused by the other. She wants to know if the TE agrees with her.</p> <p>The TE asks what role Jean-Marie Le Pen played in the FN's rise in popularity.</p> <p>The candidate replies that he became the leader of the FN and began to change the way people viewed the FN. He changed the tone of French political life. Even if he wasn't elected the policies of the far-right were</p>

	<p>adopted by other parties of the right and centre. So it could be said he succeeded even though he wasn't elected.</p> <p>The TE asks why, if he had been successful in that way, Marine Le Pen wanted to change the party.</p> <p>The candidate answers that even if her father reached the second round of the presidential elections, he didn't win and she wanted to be President so she started to change the party's image and "de-demonise" it by finding ways of improving its credibility. She thinks she was successful.</p> <p>The TE asks how the French reacted to this "de-demonising" of the FN.</p> <p>The candidate replies that they liked it very well because she got through to the second round of the elections with more than 30% of the vote in 2017. She concludes that people must have liked what she had to say. She adds that when Jean-Marie Le Pen went through to the second round there were demonstrations in Paris and all over France against far-right policies. Many French people were shocked.</p> <p>The TE interrupts to ask why the French were shocked by Le Pen's success.</p> <p>The candidate replies that the French never imagined that an FN candidate could be elected and it nearly happened. Also, maybe some of those who hadn't voted in the 2002 election saw that they needed to use their vote.</p> <p>The TE asks whether the candidate agrees with those who say that the rise of the FN shows that the French are becoming more racist.</p> <p>The candidate thinks it is difficult to claim that 30% of the French are racist but there is a fear of immigrants and it's difficult for immigrants to become French because that would involve being assimilated, speaking the same language and sharing the same religion. Lots of immigrants come from the "Maghreb" and have different beliefs and it is hard for the French to see how these people can fit in.</p> <p>The TE asks if someone like Marine Le Pen could one day become President.</p> <p>The candidate replies that the TE is French and asks what she thinks.</p> <p>The TE thinks that some French people would never vote for the FN and asks for the candidate's opinion.</p> <p>The candidate agrees that there will never be an FN President. Marine Le Pen has changed the party but it will not be possible to make further</p>
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changes because the party is against immigration, homosexual rights and the European Union and a majority of French people would be unhappy choosing someone from such a party.

10'.53''

AO4

The candidate focuses throughout on the social and cultural context surrounding the rise of the FN in France. She demonstrates very good knowledge of her subject. She provides pertinent information and makes informed judgments. She wanders a little from the point and talks about immigrants rather than the French at one point but this is a minor issue. She answers fully most of the time despite one or two slight hesitations. She shows a good ability to analyse situations and draws sound logical conclusions.

The candidate scores 10 for AO4

AO3

The candidate uses a variety of grammatical structures some of which are very complex such the Passive Perfect Conditional and constructions with *duquel* (even if these are not always successfully executed). She shows a very good range of tense. There is quite a lot of subordination. Her topic vocabulary is a mixed bag. She uses the phrase *un tournant majeur*, she knows *suffrage* but does not know the word for *policy*. She misuses the word *discourse*.

There are quite a few mistakes. She says *Jean-Marie a qualifié* instead of using the reflexive; other examples are:

pouvait aggrandi / elle a voulu changé du parti / pendant ils ont parlé / amigrés / les travaux / sa cœur

There are very few moments when loss of meaning occurs. She produces articulate language that is frequently varied, complex and idiomatic but flawed.

Her Pronunciation and Intonation are a little disappointing at times.

The candidate scores 7 for AO3

AO1

This is a largely assured performance despite some difficult moments and some hesitation. Conversation is sustained throughout with some recourse to communication strategies such as re-iteration. The nature of these tests is to make the candidate react but she does more than just answer, developing many of her responses cleverly and eliciting the TE's views on several occasions.

The candidate scores 5 for AO1