

Examiners' Report  
June 2016

GCE French 4 6FR04 01

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## Introduction

This was the penultimate major session for this specification, for which Unit 6FR04 provides the A2 writing tasks. The unit followed the familiar pattern with which centres and candidates are now conversant. The paper consisted of a short translation from English into French, a general essay in French and a Research Based Essay (RBE). Very few scripts were seen in which any exercise was either not attempted or was obviously unfinished. Candidates seem, therefore, to have managed their time in the two and a half hours available very well. Word counts were again well respected in general. In the Creative Writing section some candidates do still get carried away and write at great length. Candidates should be reminded that direct quotations, proper nouns, titles, dates and footnotes are not counted. Some candidates tried to gain an advantage by including lengthy footnotes, however, these were not accepted.

All candidates have to answer the translation question. For the second year running a different method of assessment of this exercise was followed. Marking thirty boxes and scaling the score back to ten had been abandoned in 2015 after an Ofqual review. Under the new method, the passage was divided into five sub-sections and each of these was awarded 2, 1 or 0, thus giving the same overall total of ten.

In Sections B and C a degree of choice is available to candidates and this year the same pattern of selection of previous sessions was found. Only a relatively small number of creative essays was seen and of the three options the picture story again found most favour. Questions 2b and 2c attracted very few candidates. The discursive essays were by far the most popular. The topicality of Question 2e made it the most heavily subscribed. The refugee crisis and the impending referendum were on the minds of many candidates and led them to write slightly irrelevantly on the precise subject of Question 2e. Examiners also had the distinct impression that some candidates saw it as an opportunity to recycle material they had used in the debate in their Unit 3 oral test.

In Section C Literature and the Arts area remains the overwhelming choice with the split between films and books once more about equal. *La Haine* remained the most popular selection. Amongst films *Intouchables*, *Amelie* and *Entre les murs* remained popular but *Au revoir les enfants* seemed to have less appeal this year. Amongst the texts *L'Etranger*, *Un sac de billes* and *L'Avare* were again widely studied.

The paper appeared to be accessible to most candidates and produced a wide spread of attainment. Some excellent responses were seen but examiners did report that they saw a preponderance of rather mediocre work at this level. The translation was found to be quite challenging this year. A couple of advanced grammatical items are always included as a means of differentiation and these proved difficult for all but the most competent. Many basic lexical items and grammatical features, which one would have expected to be familiar to students at this level, were not always successfully handled.

In Section B there were not many unexpected approaches to titles this year. However, a significant number of candidates did not read the discursive essay topics carefully enough, which led to a degree of irrelevance. Examiners commonly had the impression that candidates saw one word or a short expression in a title and immediately launched into an answer without sufficient thought on all the implications of the question.

In the Literature and Arts area of Section C candidates were asked to write about two minor characters in the work they had studied. Examiners adopted a wide view as to what exactly constituted a minor figure but to insist on discussing an obviously major character was not acceptable. Candidates cannot expect to write down anything they know about a work without reference to the precise question. Some candidates either did not understand the question properly or did not know their work well enough in detail to be able to write about anyone other than a patently major character.

Unacceptable practices which have been mentioned in previous reports were less in evidence this year. It is pleasing to report that hardly anyone set a RBE in a context other than a francophone one. There were still a small number of essays on a book or a film which were based on a question from a different area of Section C. Such responses can attract little credit. Essays awarded 0 for complete irrelevance were extremely rare.

## Question 1

The transfer of meaning exercise, a short passage of about 80 words of English to be translated into French, was found to be a little more demanding this year for a number of candidates. For the second time the piece was divided into five sections and the rendering of each section was awarded 2, 1 or 0. The mark given was dependent on how well the message was conveyed and on how correctly grammatical features were handled. The vocabulary was straightforward and in general most candidates managed to communicate meaning effectively. However, it was surprising that seemingly basic items of lexis such as 'chaussures', 'robe', 'mariage', 'café' and 'un' were not known by some candidates at this level. Grammatical items proved to be more challenging. Two advanced pieces of grammar were included. These were inversion after 'sans doute' and a future perfect tense which also included a difficult agreement of the past participle. Some candidates changed the word order to render 'No doubt' and this worked perfectly well but few of those who started the sentence with 'sans doute' followed it with inversion. The final verb proved very challenging and it was decided to accept the rendering, if it contained one of the aspects being tested, either the correct agreement of the past participle with a wrong tense or the future perfect with no past participle agreement. Other grammatical elements, which seemed less demanding, nevertheless caused problems for some candidates. Included in such items were the *depuis* construction, *en plus* present participle, the use of partitive articles, *avant de plus* infinitive, *avoir besoin de* with an antecedent and *après avoir plus* past participle. A pleasing number of candidates were able to handle all or most of these pieces of grammar and achieved a creditable score of 6 or 7 and above. However, many translations revealed a lack of grammatical knowledge which led to lower scores.

In the first sentence the key thing tested was the *depuis* construction. Many translations began with *pour* or *pendant* and a large proportion of those using *depuis* did not follow it with a verb in the present tense. Outlandish verb forms, such as *ont été faire* were frequently encountered. However, if the rest of the first sentence was accurately given, a score of 1 was commonly gained. The second sub-section proved to be the most accessible. Many candidates gained a maximum of 2 marks here. *En plus* present participle was well known, although some did start their offering with *Par*. Partitive articles were mostly correctly used with the list of things bought. A few candidates used a mixture of partitive and definite articles and this was a little hard to understand. The word *chaussures* was not known by all and there was also quite widespread misspelling of it. This did not count against the candidate if the rest was correct. In sub-section 3 most candidates rendered 'there are advantages' and 'when I was younger' satisfactorily. The preposition to use after *conseiller* was not always correct and the *de* was quite often missed between *avant* and *acheter*. It was rare for a candidate to score 2 here but many managed to convey enough of the meaning with sufficient accuracy to be given some credit. It was surprising how many translations of the fourth section began by following 'My sister and I' with a verb in the first person, either singular or plural. A different article of clothing was sometimes used for 'the dress' but a pleasing number of candidates produced *dont j'ai besoin* after it. The English spelling 'marriage' quite often featured at the end of this section. The majority of candidates managed at least one mark for this section. The construction with *Après*, the future tenses and the final verb, even with the indulgent approach adopted by examiners, proved demanding and a number of candidates failed to score in the last section.

This year's translation differentiated very well and scores across the whole range were seen. More careful revision would no doubt have improved many performances.

chaque choses  
quelquechoses

SECTION A: TRANSLATION

Question 1 8.48 →  
9.18.

Translate the following passage into French.

For some months already my friends have been doing their shopping on-line. By using their computers, they have bought books, music, clothes and even shoes. No doubt there are advantages but, when I was younger, my mother advised me to look carefully at everything before buying something. My sister and I intend to go to a shopping centre tomorrow in order to buy the dress which I need for my cousin's wedding. After visiting the shops, we shall have a coffee and discuss the things we have bought.

→ pour la fin de la que

qui?

Je vais

Je vais manger

Je jouais

Future perfect?

TENSES?!

~~Je ne suis pas~~

après

visitant?

NOUS AVONS VISITÉ?

En utilisant

Pour quelques mois déjà, mes amis ont fait des courses en ligne. En utilisant ses ordinateurs, ils ont acheté les livres, musique, les vêtements et même des Chaussures. Il n'y a pas un doute qu'il y a les avantages, mais quand j'étais plus jeune, ma mère a me conseillé de faire attention à chaque trucs avant achetant quelque chose. Ma sœur et moi avons l'intention à d'aller au centre de magasins demain afin d'acheter le robe qui J'ai

besoin pour le mariage de ma cousine. Après  
nous avons visité les magasins, nous devrions  
avoir un café et discuter les choses que nous  
avons achetées.



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Examiner Comments

This is not a very effective rendering of the English passage and gained a below average score. There are a couple of sequences at the beginning of sections 3 and 4 which are relatively accurate but apart from that there are many errors and the meaning is slightly compromised in places. The candidate produces *En utilisant* correctly, although immediately afterwards confuses *ses* and *leurs*. Otherwise the other major grammatical features are not handled accurately. There are other basic mistakes in such things as the gender of common nouns, misspellings and incorrect vocabulary which also contribute to what is a quite highly flawed version of the English.

NOUS aurions achetés

## SECTION A: TRANSLATION

acheter  
acheter  
achète

### Question 1

NOUS aurions achetées

Translate the following passage **into French**.

For some months already my friends have been doing their shopping on-line. By using their computers, they have bought books, music, clothes and even shoes. No doubt there are advantages but, when I was younger, my mother advised me to look carefully at everything, before buying something. My sister and I intend to go to a shopping centre tomorrow in order to buy the dress which I need for my cousin's wedding. After visiting the shops, we shall have a coffee and discuss the things we have bought.

(10)

Pendant quelques mois <sup>déjà,</sup> ~~maintenant~~ mes amis faisaient leurs courses en-ligne. En utilisant leurs ordinateurs, ils ont acheté des livres, de la musique, des vêtements et même des chaussures. Sans aucun doute, il y a des avantages, mais, quand j'étais plus jeune, ma mère m'a donné conseil d'observer et d'être concerné avec toutes les choses, avant que j'achète quelque chose. Ma sœur et moi ont l'intention d'aller à visiter un centre de magasins demain afin d'acheter la robe dont <sup>qui</sup> ~~je~~ j'ai besoin pour le mariage de mon cousin. Après avoir visité les magasins, nous aurons une café et discuterons les choses que nous <sup>aurions</sup> ~~aurions~~ achetées, achetées



This translation is somewhat inconsistent but has many good features and was awarded an above average score. The main construction in the opening sentence is not dealt with correctly but the rest is of value and some credit can be given. As was the case with a pleasing number of versions seen, the second sentence is rendered completely correctly. There is no inversion after *sans doute* and in the third section the candidate over-elaborates but the message comes across fully and at least one of the two marks available can be given. The weakest part of the translation is to be found in the fourth part. Again, as in so many versions, 'my sister and I' is followed by a verb in the third person plural. There is a rather strange rendering of 'shopping centre' and the *avoir besoin* part is spoiled by an additional *qui*. However, the candidate recovers in the last sentence, which was commonly found to be the most demanding. The anglicised treatment of 'we shall have a coffee' was tolerated and the last verb satisfied part of the requirement imposed by examiners. This was a rather frustrating piece which coped admirably with some complex features but nevertheless failed to bring consistent accuracy to the overall exercise.

## SECTION A: TRANSLATION

### Question 1

Translate the following passage into French.

For some months already my friends have been doing their shopping on-line. By using their computers, they have bought books, music, clothes and even shoes. No doubt there are advantages but, when I was younger, my mother advised me to look carefully at everything, before buying something. My sister and I intend to go to a shopping centre tomorrow in order to buy the dress which I need for my cousin's wedding. After visiting the shops, we shall have a coffee and discuss the things we have bought.

(10)

Depuis déjà  
~~pendant~~ quelques mois mes amis font leur  
shopping en ligne. ~~En~~ En utilisant leurs ordinateurs,  
ils ont acheté des livres, de la musique, des vêtements  
et même des chaussures. ~~Avec~~ <sup>Sans</sup> doute il y a  
des avantages mais, ~~et~~ quand j'étais plus petit,  
~~mon frère~~ ma mère m'a <sup>conseillé</sup> ~~de~~ regarder tout  
avec attention, ~~avant~~ <sup>la prudence</sup> avant d'acheter  
quelque chose.  
Ma sœur et moi avons l'intention d'aller à un  
centre du commerce demain, afin d'acheter la robe

~~ce que~~ dont j'ai besoin pour le mariage  
de mon cousin. Après ~~après~~ <sup>soyant soyant</sup> visité les magasins,

nous avons un café et ~~discuter~~ <sup>discuterons</sup> les choses

que nous avons achetées.



### ResultsPlus Examiner Comments

This is a very good reaction to the transfer of meaning exercise which was given a well-above average score. The translation begins very well. There is nothing in the first two sections to prevent the award of maximum marks. Inversion after *sans doute* again eludes the candidate and there is an unfortunate crossing-out of the correct preposition after *conseiller* but there is enough in section 3 for the award of one point. Although there are a couple of blemishes in the fourth part, the message is in no way compromised and the main grammatical aspects pose no problems. This section can, therefore, attract full credit. The rendering of the last of the five 'chunks' is much more mixed. After so much else which is correct the rather odd final version given of the structure after *après* is somewhat surprising and both elements required in the last verb are missing. However, there is enough in this translation for it to be awarded a very creditable mark from the upper reaches of the assessment range.

## SECTION A: TRANSLATION

### Question 1

Translate the following passage **into French**.

For some months already my friends have been doing their shopping on-line. By using their computers, they have bought books, music, clothes and even shoes. No doubt there are advantages but, when I was younger, my mother advised me to look carefully at everything, before buying something. My sister and I intend to go to a shopping centre tomorrow in order to buy the dress which I need for my cousin's wedding. After visiting the shops, we shall have a coffee and discuss the things we have bought.

pendant quelques mois déjà mes amis <sup>ont fait</sup> ~~font~~ leurs (10)  
achètes sur internet. En utilisant leurs  
ordinateurs, ils ont acheté des livres, de la  
musique, des vêtements et des chaussures. pas  
de doute qu'il y a des bienfaits, mais, quand  
j'étais plus jeune, ma mère m'a conseillé  
de regarder bien tout, avant d'acheter  
quelque chose. Ma soeur et moi <sup>voulons</sup> ~~estayons~~  
~~aller~~ dans une centre commerciale demain,  
pour acheter le robe que j'ai besoin de  
pour le mariage de ma cousin. Après ~~la visite~~  
visiter les magasins, on va prendre une  
café et converser sur les choses que nous  
avons achetée.



### ResultsPlus Examiner Comments

This is a very mixed response to the task which gained an average score. The inconsistency is immediately obvious. The first section reveals an inability to deal with the depuis construction and the message is also compromised by an ineffectual rendering of 'shopping'. There is nothing wrong at all in the second sentence except for the omission of a translation of 'even' and this part can be awarded maximum marks. The next section also contains a mixture of unacceptable and acceptable items. Several sequences are correct but the overall effect is somewhat spoiled by the strange verb form for 'advised me' which seems rather phonetic. The latter part of the translation is flawed, both from the point of view of the forms of the language and of the vocabulary used. It is a pity that this candidate could not produce the best work of which he/she seemed capable throughout the piece.

## Question 2 (a)

As in previous sessions, the picture story proved to be the most popular of the creative options. Candidates have a considerable amount of freedom when composing their account, but it is expected that they will respond to the key features of the image. In this case, these involved a happy couple with some reason for celebration set in the more general context of a public firework display. Most candidates produced a plausible tale based on the two people, but very often with scant reference to the picture. Some ignored the fireworks altogether and others simply added a postscript to the effect that the couple watched some fireworks. The particular situation of the pair was rarely integrated into the general occasion. Overall, however, this task was undertaken by candidates who had a good vocabulary and imagination which was deployed to reasonable effect. It is a good idea to include some dialogue, where appropriate. However, it is worth reminding candidates that language is assessed on its richness, complexity and accuracy and, therefore, *oui ... non ... tu m'aimes? ...* and similar utterances throughout the piece will not help to gain high marks on the language grids. Examiners gained the impression that a small number of candidates have a prepared, stock story which they try to adapt to the particular circumstances. This rarely produces a convincing, realistic account. A few candidates got carried away and wrote at excessive length.

J'aurais pensé qu'il serait la nuit la plus bonne de ma vie.

Le quatorze Juillet - une nuit avec des feux d'artifices, de la joie, de la célébration et la nuit quand je tomberais sur mes genoux et demanderais si Juliette voudrait être ma femme. (47)

la journée ~~était~~ avait été ordinaire. Nous avions fait des courses comme d'habitude. Quand nous allâmes aux magasins il avait pleut en cordes et nous étions trempées jusqu'aux os, mais nous avons ri. Juliette dira "quand il pleut, cherchez pour les arcs de ciel". Elle était toujours une optimiste, ma belle, jeune Juliette. (48)

Cependant, c'était avant la découverte de la lettre, l'épistole ce qui a tout changé. Il était signé "avec tout mon adoration pour toi, ton Romeo" et il était plein de phrases d'amour. Imaginez mon horreur! Je broyais du noir. 1400

Pendant le soir les ~~très~~ nuages commencèrent à disparaître,  
mais pas les nuages noirs et sombres dans ma tête.  
J'avais espéré que Juliette et moi, nous soyons ensemble  
~~pour~~ toujours, qu'il y aura un avenir joyeux. Mais  
à la moment là j'étais déprimé et je me demandais  
une fois, deux fois, encore "qu'est ce que je pourrai faire  
maintenant?"

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Alors, l'heure arriva. L'heure des célébrations. Nous  
avons ouvert un bouteille de champagne. Juliette  
était heureuse, elle avait toujours aimé les couleurs  
des feux d'artificier et elle les regardait en haut.  
Et moi? Moi, je cherchais pour un arc de ciel  
entre le pleut dans ma cœur.

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This is a perfectly acceptable but not outstanding response to the picture featured in Question 2a. Unfortunately the account has no real outcome and the core problem in the relationship is unsatisfyingly left unresolved. The story is, however, set with a very feasible background of general celebration, which was quite rare in examples seen. A potentially, if threatened, happy occasion for the central couple is also included. The subject matter was thus felt to constitute a good response to the stimulus and for Understanding and Response the essay was placed in the 10-12 category on the grid. The story has a good shape, it appears to be proceeding in a logical, clear way but unfortunately has no conclusion. The reader is left wondering what happened. Nevertheless, for Organisation and Development the piece was also placed in the 10-12 band. The language, with a couple of exceptions, is perfectly comprehensible. The forms of the language are mostly correct and for Accuracy an above average score was found to be appropriate. There are a couple of rather puzzling items of lexis but there is also some richness in the vocabulary deployed. The candidate uses a range of verb forms but the sequence of tenses is sometimes hard to follow. There is some complexity of structure but also some misuse, as in what follows *esperer*, but overall there is competent manipulation of language. A mark in the range 7-8 was felt to be suitable. This was a very creditable piece of creative writing.

## **Question 2 (b)**

Very few candidates chose to continue the given passage and this proved to be the least popular option in Section B of the paper. It certainly gave rise to the strangest stories, some of them were indeed quite gruesome. Most essays sought at least to continue and to explain the obvious agitation of the central character but this was almost always done in a far-fetched way. When responding to the need to show creative imagination, it is best if candidates do not feel that they have to compose wild tales which they are often unable to handle linguistically and which do not make sense, as they tend to be completely unrealistic and incomprehensible.

## **Question 2 (c)**

Few responses to the journalistic task were seen. Those who had obviously practised this style of writing often produced some very good, authentic sounding articles which would not have been out of place in a genuine newspaper. However, examiners did have the impression this year that a few candidates decided to answer this question on the day without having had any experience of what is a rather particular task. The outcomes in this case were rarely felicitous. Many essays ignored the setting which had been given and the fact that the event had fairly obviously been organised by and involved a group of amateur sportsmen. Perhaps to show their knowledge of such things, many candidates insisted on saying that the lengthy match was between two well-known professional sides in a huge stadium and featured named superstars. Some articles were almost entirely about the rare illness which was being supported. Mention of this was certainly very relevant but not to the exclusion of all else. Rarely was there any explanation of why this good cause was of particular relevance to this group of footballers. Although there was a small number of excellent responses, overall the pieces were less convincing this year as genuine newspaper articles.

## Question 2 (d)

The discursive essay about the respective advantages and disadvantages of a monarchy and a republic attracted some candidates but not as many as might have been expected. The task was straightforward and this led to some well planned essays which had a clear shape. In such pieces, distinct paragraphs dealt with the pros and cons of each system in turn and finished with a reasoned conclusion. Arguments were often said to cancel each other out. For example, it was seen to be impossible to vote out an unpopular or incompetent monarch but, since in most modern situations kings or queens have no power, this does not matter. To support a royal family tends to cost money but this is offset by revenue engendered by tourism. Overall, the general consensus seemed to be that a republic was preferable to a monarchy but the ideas to support this were often not very convincing. On the other hand, France was frequently compared to the United Kingdom, which produced some useful material as exemplification. As far as this country was concerned, respect for the present Queen was shown but those around her were thought to do very little. In the weakest scripts it was disappointing to see a lack of general knowledge from some candidates who were unaware of which countries in Europe had a monarchy and which did not.

Essays in general contained enough material and ideas to sustain a reasonable, relevant discussion. Most candidates could deploy a suitable amount of appropriate language in which to express their opinions.

[d) Monarchie ou république : laquelle est préférable  
dans une démocratie moderne? 240 - 270]

Est-ce que avoir une monarchie est vraiment nécessaire pour un pays? Beaucoup de personnes et surtout les jeunes se <sup>passent</sup> demandent cette question et malgré <sup>toutes</sup> ~~les~~ monarchies qui avaient été considérées <sup>comme</sup> d'imp d'imprescindible, se trouvent <sup>39</sup> dans une grande crise.

Autrefois, quand il n'y avait pas de démocratie la monarchie était l'unique façon de contrôler à la société. Malgré son pouvoir autoritaire et injuste sur ~~la~~ les citoyennes, il faut avouer qu'elle a établi un sorte d'ordre et <sup>de</sup> sécurité dans les rues. Donc, elle était totalement nécessaire. <sup>89</sup>

De nos jours, les gens qui sont pour la monarchie argumentent qu'elle est aide à se relationer avec les autres pays et pourtant à améliorer l'économie du pays. En plus, comme elle est un institution ancienne elle doit être préservée. Malgré qu'ils puissent avoir une partie de raison, je suis de l'avis qu'elle est devenue défectueuse et les gens devraient pouvoir décider sur elle étant donné qu'elle n'a rien de démocratique. Par exemple, en Espagne la monarchie actuelle a été mis par le dictateur Franco, et je trouve que c'est inadmissible que cette institution soit encore en fonctionnement. En plus, elle coûte très cher et les personnes ne s'en bénéficient pas de son service.

Pourvu que ce thème cause une grande variété d'opinions parmi la société, les gouvernement devraient organiser un referendum pour que les gens puissent décider sur le futur de leur monarchie car une démocratie moderne devrait toujours tenir en compte l'opinion de ses citoyennes.



This is a rather mixed response to the question which is overall satisfactory but little more. The essay is of a suitable length, being at the lower end of the word count range. There was scope, therefore, to say a little more.

The essay takes a long time to get going properly. The introduction is not particularly impressive. Firstly the question is merely repeated, which is a waste of precious space. Sweeping, unsubstantiated generalities follow. The second paragraph gives a not very useful view of the past. The candidate then embarks on some relevant discussion and does manage to make a few telling points, although in places they are not explained or expanded on. The conclusion calls for the people to be allowed to give their opinion on the continuation of the monarchy. Some implications of the question have been addressed, although there is some irrelevance. The essay was thus placed in the satisfactory 7-9 band on the Understanding and Response grid. On its own terms the essay was quite well organised. It had a definite shape, sought to give a balanced view and came down on one side of the issue. Some of the ideas had a little development and so for Organisation and Development it was placed just in the higher category 10-12.

The language has many blemishes but for the most part it is comprehensible and for Accuracy was given a satisfactory score. Otherwise the language is very varied. There is a certain range of vocabulary, some of it appropriate to the subject matter, but there are also some rather odd lexical items. There is some successful subordination, some use of the passive mood and a range of tenses is used aptly. The candidate obviously has some ability to manipulate language and for Range and Application of Language the piece was placed in the 7-8 category.

This is not a particularly striking piece in any aspect but it does show some competence and can be considered adequate.

Dans le passé ~~l'Angleterre~~ l'Angleterre était régnée par la monarchie car la France était régnée par la république et ~~il y avait des~~ mais aujourd'hui les deux sont même guidés par la république. Pouvons-nous rentrer dans un monde guidé par la monarchie ~~après d'être~~ dans un monde démocratique moderne?

Premièrement l'idée de la monarchie ne marche pas dans un monde démocratique moderne parce que nous aurons pas le même luxe et liberté que dans un monde républicain. Deuxièmement le droit de vote sera non plus parce que les peuples n'auront plus la liberté de l'impression. Puis, finalement il y aura plus d'égalité et les pauvres seront mal traités et il y aura des guerres et de la tyrannie.

Tout d'abord, un monde guidé par la république sera plus libre et il y aura les peuples auront la liberté de l'impression.

Aussi dans un monde guidé par la république ~~la loi sera~~ la loi serait très juste et n'au punition pour la crime ~~sera~~ se reformé les criminels. Puis, finalement il y aura ~~de~~ de l'égalité pour chaque personne et ~~le~~ le droit de l'homme.

Pour conclure, je crois que le plus préférable ~~pour~~ pour un monde démocratie ~~moderne~~ moderne est la république car elle est la plus belle choix et nous une vie de la liberté sans la tyrannie et du malheur.



**ResultsPlus**  
Examiner Comments

This is a poor response to the task. It falls quite a bit short of the lower limit of the required word range. There is thus restricted scope to express ideas and to demonstrate a range of language.

The language is very weak. There are many serious errors in the forms of the language and this ensures that communication is severely compromised. For Accuracy the piece can only be given one point, since there is a high incidence of basic errors. Comprehension is further impaired by repeatedly flawed vocabulary. Words are simply invented, based on English. There is misuse and much repetition. The candidate obviously finds it difficult to manipulate French and for Range and Application of Language the piece was placed in the lowest mark band on the grid of 1-2.

When linguistic ability is so patently lacking, it is hard for a marker to separate the different strands of assessment to avoid penalising the candidate twice or more. Nevertheless, in this case it is difficult to follow any relevant ideas. The essay suggests something at least on the power of voting in the two situations but sweeping claims about liberty are hard to understand or accept. For Understanding and Response the essay was thus placed in the 4-6 band. For this aspect the piece is certainly extremely limited. In relative terms the strongest feature is probably Organisation and Development. It is impossible to contend that ideas are well developed but the essay does at least have a certain shape. There is a beginning, a middle in which the two systems are at least mentioned, and a conclusion giving a personal opinion. The candidate appears to have an idea of what needs to be done but does not have the linguistic ability or sufficient knowledge of the subject to produce it. For Organisation and Development this answer was placed in the 7-9 category. Work of this standard was rarely encountered at this level.

## **Question 2 (e)**

The essay title requiring a consideration of the free movement of people within the European Union proved to be by far the most popular. Considerably more than half of all candidates chose this option. This can easily be explained by the fact that this and allied topics were so much in the news at the time of the examination. The topicality of the subject explains why some candidates wrote rather generally about all immigration, the Syrian war and the refugee crisis and the impending British referendum. Much of this material was marginally relevant but the main focus of the question was lost. On the other hand, the majority of answers revealed a good understanding of what the free movement of people entailed. Candidates were aware of the Schengen agreements but often the extent of Britain's involvement was not clearly shown.

Many arguments for and against were seen. In the time and space available no essay could cover all possible points. On the plus side, candidates commonly pointed to the ability to work and study abroad, to the contributions made to the host economy and to the cultural understanding and awareness that the system brought. Counter arguments were put forward. Here, candidates commonly mentioned the ease with which criminals and terrorists could move around Europe, the unemployment caused by an influx of workers, the pressures placed on social services and the loss of national identity. There were some quite sophisticated ideas, such as the fact that countries lose out when their brightest and most competent workers move abroad. Those in favour of free movement frequently said that unemployment was not caused, since immigrants commonly do jobs which the native population do not want. Against the drain on services issue, they argued that European immigrants paid more in taxes than they took out in benefits. Overall, an impressive awareness of the situation was often demonstrated.

Many essays on this subject were well planned and had a good structure. A typical essay began by saying that free movement was at present a controversial subject about which there were many opinions. In two long paragraphs or a series of short paragraphs some advantages and disadvantages were dealt with and candidates concluded by giving their summative opinion.

These essays were assessed after the result of the referendum had been announced. Candidates showed that they were almost universally in favour of free movement and wider membership of the European Union.

De nos jours, un sujet qui fait polémique est celui de l'Union européenne, surtout à cause de la liberté de circulation ~~qui~~ qu'il y a entre <sup>plusieurs</sup> ~~les~~ pays qui font partie <sup>d'elle</sup> de l'UE. ~~ce~~ ~~est~~ ~~ce~~ ~~que~~ ~~cela~~ ~~est~~ ~~mais~~ ~~cela~~ ~~est~~ ~~une~~ ~~chose~~ ~~positive~~ ~~ou~~ ~~négative~~. Cette liberté est-elle plutôt une chose positive ou négative?

D'un côté, il est possible de dire qu'il faut ~~absolument~~ regretter la décision de faciliter la libre circulation des citoyens partout dans <sup>l'espace européen</sup> l'UE. Cela a mené à plus des d'attaques terroristes et moins de sécurité; un des hommes qui a attaqué Paris en novembre 2015, avait voyagé à travers l'Europe pour y aller. Si l'UE avait des frontières contrôlées, peut-être qu'il n'aurait pas pu faire cela. De plus, car les citoyens ~~de~~ ~~l'~~ ~~Europe~~ <sup>européennes</sup> peuvent voyager ~~librement~~ sans des cartes d'identité, le trafic de la drogue et des armes est plus facile ~~entre les pays~~ ~~européennes~~. Peut-être qu'il <sup>y</sup> ~~est~~ ~~aurait~~ ~~pas~~ donc moins

de criminalité sans cette liberté de circulation.

En revanche, on pourrait aussi croire qu'on devrait aussi applaudir le fait que qu'on <sup>il</sup> ~~peut~~ <sup>est</sup> facile de voyager partout dans l'Europe, parce que, par conséquent, on peut aller à l'étranger pour travailler <sup>ce</sup> ~~et~~ qui mène à moins de chômage. En plus, cela offre ~~l'opportunité~~ l'opportunité aux étudiants d'étudier dans un autre pays en l'Europe, où ils pourraient apprendre beaucoup sur des autres cultures. Aussi, le manque des frontières contrôlées rend les vacances plus faciles, ce qui est un autre aspect positif de la circulation libre parce que qui n'aime pas aller en vacances?

Toutes choses considérées, il me semble que la décision de faciliter la libre circulation des citoyens de l'UE est plutôt une chose à applaudir, mais peut-être devrait-il y avoir un peu plus de contrôle pour qu'on ait plus de sécurité.

= 268 mots



This is a very good response to the question. The essay has a clear introduction in which the current situation is laid out. The candidate then deals with both sides of the issue in a balanced way. Arguments against free movement centre largely on criminality and a precise example is given to illustrate the point. Ease of travel for work, study and holidays are put forward as the main points in favour. The conclusion is balanced. The candidate is broadly in favour of the free movement of people with the proviso that certain controls need to be put in place. Everything is relevant and some cogent points are made. For Understanding and Response the essay can be placed in the top band, 13-15. The piece is well planned, has good shape, is well developed within the constraints of the word limits and is certainly logical and clear. The top band of marks is also appropriate for Organisation and Development. The language is also impressive. There are very few errors in forms and for Accuracy a mark of at least 4 is well deserved. There is also a good range of vocabulary, appropriate to the subject matter and a wide range of complex structures is manipulated effectively. Therefore, for Range and Application of Language a score in the range 7-8 is certainly justified.

Devrait-on applaudir ou regretter la décision de faciliter la libre circulation des citoyens de l'Union européenne ?

## Plan

### Pour

- \* Plus d'argent pour les pays européens
- \* Plus facile - le gens apprendre de la culture
- \* les étudiants

### Contre

- \* Peur des terroristes  
↳ Charlie Hebdo, les attaques à Paris et en Belgique
- \* la immigration clandestine  
↳ préjugés sur les immigrants

## Conclusion

Pour !

Devrait-on applaudir ou regretter la décision de faciliter la libre circulation des citoyens de l'Union européenne ?

~~La décision de faciliter la libre circulation des citoyens de l'Union européenne~~

~~est~~

L'année dernière l'Union européenne ~~européenne~~ a décidé que de faciliter la libre circulation pour leurs citoyens. Bien que soit une décision pour certaines personnes, il y a d'autres qui sont contre cette décision.

~~Reflexions~~ D'une <sup>not</sup> ~~note~~ <sup>note</sup>, il y a certains qui  
se pensent que la libre circulation c'est terrible  
pour plusieurs ~~raison~~ raisons. En ~~premier~~ premier, après  
des attaques ~~terroristes~~ terroristes en Europe l'année  
dernière, les gens ont peur de la libre circulation,  
parce qu'ils ~~estiment~~ estiment que cela peut faciliter  
des attaques comme la ~~attaque~~ attaque de Charles Hebdo, les  
attaques à Paris et Belgique. En plus, pour la  
~~hausse~~ hausse de xénophobie - beaucoup de  
gens sont concernés pour la immigration  
clandestine. Donc cela crée des préjugés entre  
les citoyens et les immigrants clandestins parce que  
~~certains~~ certains citoyens pensent que les immigrants  
sont terroristes ou que ils vont ~~travailler~~ travailler pour  
moins argent et ~~travailler~~ <sup>travailler</sup> pour l'emploi.  $(106 + 32) = 138$   
← crée des problèmes pour leur emploi

En revers de la médaille, certains personnes  
sont d'avis que voyager sans visa dans  
l'Union européenne c'est incroyable, et cela  
nous donne plus des avantages que des  
inconveniences. Premièrement, d'un point de vue  
économique la libre circulation ~~peut~~ peut ~~attirer~~ attirer  
beaucoup de touristes et donc ~~mettre~~ <sup>baisser</sup> le ~~crise~~ <sup>crise</sup>  
économique européenne. En plus, on peut  
réduire les préjugés et les problèmes avec

des autres pays européennes car quand on voyage <sup>plus</sup> on peut apprendre sur les cultures et donc on peut réduire les problèmes entre les pays. <sup>83</sup> Finalement, la libre circulation peut donner une <sup>nouvelle</sup> expérience à les jeunes pour pratiquer et apprendre des <sup>différentes</sup> langues différents.  $104 + 138 = 242$

Toute considérée, on peut dire que on devrait approuver la décision de faciliter la libre circulation des citoyens de l'Union européenne parce qu'il y a plus de d'avantages que de d'inconvénients avec cette ~~de~~ décision.

word count: ~~273~~ 273



## ResultsPlus

Examiner Comments

This is a rather mixed response to the task. The candidate shows awareness of the situation and the essay is well-planned but the rather average language means that the ideas do not come across particularly effectively.

The introduction gives an overview of the situation but reveals a rather hazy idea of the historical background to free movement. Some of the ideas presented are more about general immigration but the candidate does manage to raise points about terrorism and criminality or problems concerning work. More is suggested in favour, such as travel, an increase in cultural appreciation, work and study. The conclusion comes down in favour but with somewhat vague justification. The arguments are not entirely convincing but the general subject has definitely been treated, and for Understanding and Response the piece deserves to be considered satisfactory and to be placed in the 7-9 band. The essay has obvious shape, it is logical and fairly clear but some of the ideas could have been better developed. For Organisation and Development the essay was awarded a mark of 10-12. The language rather lets the answer down. It is not fluent or natural, the vocabulary is repetitive and quite basic and there is little evidence of the ability to manipulate complex structures. For these reasons a mark in the range 3-4 was given for Range and Application of Language. There are a few serious errors in forms and accuracy is consistently compromised by poor spelling which owes much to the influence of English. A mark of 2 was given for Accuracy.

## Question 2 (f)

This was the essay title which gave rise to the most varied responses. A small number of candidates wrote a stock answer on the environment, paying little attention to the wording of the question. A greater number read the word *pessimistes* and immediately embarked on whether they were optimistic or pessimistic, with no reference to the past. This shifted the focus to something they wanted to write about, which was not entirely irrelevant, and barely answered the question asked. Many candidates, however, did address the full implications of the question. They tended to remind the reader that history was littered with wars, disasters and conflicts and these seemed to be continuing. To deal with the more optimistic viewpoint, essays usually drew on the most recent past. Advances in science and technology looked likely to ensure that we would enjoy a healthier, more comfortable lifestyle in years to come. Improvements in relationships between individuals and groups should ensure a more harmonious existence for all. It was pleasing to note that the majority of candidates were optimistic.

Tout d'abord, il y a pleins de choses qu'on peut discuter, les problèmes environnementale, technologique, la santé, et avec tout ses facteurs, ~~au finis des~~ ~~ans~~, les changements sont pas necessairement tout mauvais ~~es~~ ou tout bénéfique pour le monde. Ceci dit, je vais expliquer les opinions ~~pessimistes et pessimistiques~~ et optimistiques pour l'avenir.

On va commencer avec les opinions pessimistiques. En ce qui concerne ~~l'environnement~~ l'environnement, d'après mes recherche, dans cinquante ans, la mer serait 60% du plastique et 40% des poissons. Ces chiffres sont dégoûtant et si on veut aider la terre, un changement des attitudes sont vitale. ~~et pas~~ N'oublions pas non plus les OGMs. Bien que certains changements soient extraordinaires pour la qualité de vie de certains, par exemple, les plantes qui peuvent être fabriqué ~~et~~ dans la secheresse <sup>qui</sup> ~~et~~ diminue le nombre des gens qui souffrent de la famine dans les pays comme Afrique, ~~pas~~

pour ces néanmoins, nous ne devons pas nous laisser emporter!

Cependant, ~~bien qu'il y ait des~~ bien que je comprende les opinions pessimistes, il y a beaucoup d'opinions optimistes aussi. Par exemple, la technologie. Selon l'INSEE, 80% des jeunes entre l'âge de 12 à 18 ans ont un portable. Pour ceux qui sont complètement en désaccord avec ~~les~~ <sup>l'utilisation de la technologie chez les jeunes</sup> statistiques, n'ignoreraient pas ~~qu'il~~ qu'il y a des avantages aussi. Premièrement, si les jeunes sont en danger, ils peuvent téléphoner quelqu'un. L'amélioration de la technologie touche pas seulement les jeunes, mais aussi la santé de tout le monde. Au fil des ans, le taux des morts dans notre pays a diminué énormément grâce aux technologies dans les hôpitaux.

En conclusion, d'après mes recherches, les études du passé m'avaient pas ~~rendu~~ <sup>rendu</sup> pessimiste en ce qui concerne l'avenir. Les choses peuvent seulement améliorer à mon avis.

≈ 270 mots.



This essay is at the top end of the word limit but from this point of view is perfectly acceptable. It is typical of some of the work seen, where a candidate does not address the whole question or many of its implications.

In the introduction the candidate admits that there are all sorts of things which could be mentioned, if one wishes merely to talk about whether one should be optimistic or not. Environmental damage leads to a pessimistic outlook. The judgement of genetically modified plants is rather equivocal. To counsel optimism the essay mentions mostly technology on a superficial level. The final paragraph does mention past studies, rather than a study of the past, but to no real purpose, as nothing is specified. The answer concludes with the idea that things can only get better. The study of history has not really been mentioned and, even as a review of optimism and pessimism, the piece is unconvincing. It has to be said that there is limited understanding of the question and its implications. For Understanding and Response, therefore, a score between 4 and 6 was thought to be appropriate. Having dealt with this category, an assessor must treat the rest of the essay on its merits. There is no doubt that it has a clear shape. Some of the ideas are developed but not very effectively. For Organisation and Development a mark in the range 7-9 is an apt one. The language is quite reasonable and although errors do occur, they are usually not egregious mistakes. A lot more is correct than incorrect in the forms and so the award of 4 points for Accuracy is justified. There is some varied vocabulary, appropriate to the topics the candidate has chosen and a little complex language is deployed. For Range and Application of Language a mark of 5-6 is warranted. Although the candidate has misinterpreted the question, the overall score is a reasonable one.

L'histoire ; nous l'avons tous étudiée au collège, jusqu'à un certain point. On entend souvent de l'importance d'avoir une connaissance des événements passés, mais quand on apprend des tragédies dans notre histoire, il peut être difficile de ne pas désespérer. Mais ~~est-ce~~ est-ce que les événements historiques négatifs présagent un avenir également troublé, ou y a-t-il des causes pour l'espoir ?

Pour commencer, le passé est plein des désastres naturels — les ouragans, les inondations, les sécheresses, les accidents, ils ont toujours existé et nous ne pouvons pas les arrêter, ni la souffrance humaine qu'ils provoquent. Mais encore plus communes sont les atrocités commises par des êtres humains, telles que les guerres et les génocides, qui semblent inévitables dû à la nature humaine. Ces choses se ~~répètent~~ répètent sans cesse — nous ne changeons jamais, donc <sup>de</sup> comprendre l'histoire est de reconnaître que l'avenir ~~sera~~ <sup>fera</sup> également partie du cycle infini de la violence et la souffrance.

Cependant, il existe aussi de nombreux exemples de la bonté de l'humanité. Des figures historiques nous apportent souvent de l'espoir, parce qu'ils ont lutté pour la paix, la vérité, ~~la justice~~ la justice et l'égalité. Nous avons vu que le meilleur côté des personnes se révèle dans des situations violentes et oppressives, ~~et~~ et ce fait existera toujours. Finalement c'est précisément à cause ~~des~~ des tragédies passées qu'étudier l'histoire est si important — on peut apprendre

des erreurs du passé et s'améliorer pour créer un meilleur avenir.

En conclusion, on ne peut pas ignorer ou oublier l'ombre des événements passés, et on ne doit pas faire cela. C'est malgré ces difficultés que nous pouvons être optimistes pour l'avenir, en ~~nous~~ nous en faisant conscients.



**ResultsPlus**

**Examiner Comments**

This is an excellent answer to the question. The essay is of an appropriate length.

The focus throughout is on history and the lessons of the past, which contain many instances of natural disasters but also atrocities committed by human nature. Violence and suffering are thus likely to continue, which can only lead to a pessimistic outlook. However, history also has examples of human kindness and altruism, which should lead to hope for the future. The candidate then says that it is vital to study the past in order to improve the future. To conclude, the candidate is convinced that we must not forget the horrors of the past but, by being aware of them, we can be optimistic about avoiding them in the future, a very mature view. One might say that it would have been nice to have had some concrete examples but for Understanding and Response the essay can be put in the highest category, 13-15. The same is true for Organisation and Development, since the essay is well-planned and sequenced, points are developed logically and the whole thing is easy to read. There are a few mistakes in the forms of the language but a top score of 5 for Accuracy is not misplaced. The vocabulary is rich and varied and the candidate can use a range of tenses and structures with a certain facility. For Range and Application of Language a mark in the range 9-10 was given.

## Question 2 (g)

This was the least popular of the discursive essay titles, which was a little surprising for a question on the environment. There were at least two possible approaches to producing a good answer. A candidate could concentrate solely on discussing the pros and cons of trying to be independent in terms of energy. Alternatively, having dealt in less detail with that issue, a candidate could argue that another aspect of energy production was the principal consideration. A few candidates concentrated on the idea of being independent of other countries, without reference to energy needs. Others wrote essays on renewable energy or on climate change. The best pieces were those which mentioned the fact that commodities such as petrol and gas mainly come from countries which are either unstable or which could become less friendly in times of crisis. Problems in developing one's own energy were also considered. If a different aspect was thought to be of greater importance, it was usually the need to produce clean energy. Most candidates favoured cooperation with other countries rather than independence.

À l'heure actuelle, nos besoins énergétiques signifient  
que nous cherchons ~~pour~~ ~~chercher~~ une source d'énergie suffisante, ~~quoiqu'elle vienne~~  
de notre pays ou pas. Pourtant, vaudrait-il mieux être  
indépendant en ce qui concerne la production de l'énergie? <sup>3x</sup>

Au début, si la France n'était pas devenue indépendante des  
pays exportateurs de pétrole, elle n'aurait pas engendré autant  
d'emplois dans le secteur nucléaire. En utilisant <sup>sa propre énergie</sup> ~~cette énergie~~, la  
France <sup>crée des opportunités d'échapper le chômage pour beaucoup de</sup> ~~évite le chômage pour ces travailleurs~~  
~~génère la plupart de l'énergie dont elle a besoin, ainsi~~  
gens. En plus, lorsque le reste du monde aura trouvé sa propre  
source d'énergie, tout le monde cessera d'entrer en guerre à cause



très importante quand  
~~nombreux bénéfices~~, on considère nos options énergétiques... le plus

important est de trouver une énergie efficace, inépuisable, et propre.

267



**ResultsPlus**

**Examiner Comments**

This essay is of an appropriate length. It is a rather interesting, individual response to the question.

After a concise introduction the candidate cites France as a country which has gained energy independence. It was encouraging to see a specific example used but the candidate views the advantage of independence merely as a way of creating jobs. The second part of the essay deals with what should be the principal consideration on energy and concludes that the most important thing is to put a stop to global warming, to which energy production contributes, by finding clean, renewable energy. The essay is relevant throughout and reveals a good deal of original thought. For Understanding and Response the piece was given a mark in the top band, 13-15. Organisation and development were equally impressive and a similar score was achieved in this category. The essay has excellent shape and there is some interesting development of ideas. There are very few errors in the forms of the language and for Accuracy the essay was given the maximum mark. The candidate attempts some very ambitious, complex French. This breaks down slightly in places but the manipulation of the language is very sound and for Range and Application of Language a mark in the range 9-10 was given.

Désormais avec sa croissance de la population mondiale il arrive aux pays à ~~se~~ questionner l'implémentation de l'autarcie, ou dans autres mots, l'indépendance de ressources pour ne pas confier leur développement ~~sur les mains~~ <sup>aux</sup> des autres nations. Il faut dire que cette indépendance énergétique a été l'objectif des plusieurs pays depuis l'époque de Mussolini et Hitler. À mon avis, ce concept n'apporte généralement que des effets négatifs. 65.

Premièrement, j'aurais cette idée comme une protection <sup>laquelle</sup> ~~qui~~ favoriserait ~~pas~~ ~~à~~ aucun pays. Si on ferme les frontières d'un pays ~~et~~ et on applique ce qu'on appelle 'protectionisme' en termes économiques, ça rendra la situation de la population beaucoup plus <sup>précaire</sup> ~~pire~~. En plus, cette indépendance serait acquise <sup>au détriment</sup> ~~par~~ de la détérioration des relations avec des autres pays. Il faut être remarquer que ~~pour avoir~~ ~~indépende~~ aussi que si un pays se trouve plongé dans telle situation ça pourrait signifier la dévaluation de leur monnaie, et ~~la~~ <sup>le</sup> manque de ressources par tous. C'est vrai aussi et on constate avec inquiétude, <sup>156</sup> que ceux <sup>régions</sup> ~~países~~ dont leur économie est basé sur l'exportation d'énergie comme le Moyen Orient elles souffriraient <sup>le plus</sup> et à l'avenir leurs économies pourraient tomber en morceaux. 190.

Par contre, il faut ~~bien~~ aussi analyser le reverse de la médaille. Dans le cas que ces pays aient de l'indépendance énergétique ça pourrait apporter de l'~~establi~~ stabilité, surtout en ce qui concerne l'exportation de pétrole des pays ~~conflictifs~~. À l'égard de ça, leurs économies pourraient fonctionner sans aucun risque des ~~fluctuations 234~~ fluctuations 232.

Finalement, ce concept reste plutôt utopique puisque beaucoup des pays sont spécialisés <sup>dans</sup> ~~en~~ le secteur des services et pas dans celui de l'énergie. Il deviendrait difficile de changer complètement l'économie <sup>262</sup> d'une nation entière afin d'avoir telle indépendance. ~~269~~ 270



### ResultsPlus Examiner Comments

This essay, which is of an appropriate length, is rather puzzling. The answer is hard to follow and difficult to assess. It seeks to deal with quite complex ideas but does not quite carry it off. It would be easy to dismiss the whole but one has to try to judge the different strands on their merits.

The introduction is perplexing. The historical allusions are not explained and do not help matters. The candidate seeks to counter the idea of energy independence with economic arguments but these are confusing. Countries which at present supply energy would suffer if others sought to be self-sufficient, which is a tenable, if somewhat obvious point. The candidate's efforts to deal with the other side of the issue are thin and not very transparent. The conclusion states that those countries which mostly survive on services are better off staying as they are but here again the ideas expressed are a little bewildering. The candidate has obviously tried to deal with the question but the lack of clarity means that the piece can only just be satisfactory and should be placed in the range 7-9 for Understanding and Response. Taken on its own merits, the essay has good shape and the ideas are developed but not in an impressive way. For Organisation and Development the piece can be put in the slightly higher 10-12 category. The forms of the language are reasonably correct throughout and for Accuracy a mark of 4 is appropriate. Some of the essay's confusion may arise because the candidate has attempted some quite ambitious language, not all of which is successful. The same can be said of the vocabulary and for Range and Application of Language the 7-8 band was felt to be suitable.

### Question 3 (a)

The Geographical Area option in Section C again did not attract many candidates. PACA and Brittany were the most popular regions within France, with Marseille the favourite city. Other places with a significant francophone community were also found. Fortunately this year there were no unsuitable areas used. Examiners once more had the impression that a small number of candidates thought that general acquaintance and familiarity with a place would suffice to answer potential questions, without the need to do much research or study. Such rarely proved to be the case. On this occasion there was less of a vague, travelogue approach. However, many essays had too many wasted words in general preambles about such things as geographical situation and identity. Degrees of relevance to the precise question were seen. Several candidates had facts about the economy and such things as GDP, but struggled to make this fit the question. Others gave information about jobs but could not go further to make the required analysis. Thus they failed to look at the evolution of employment and very little was said by anyone about the effects of any developments. Although some knowledge of appropriate places was evident in most essays, it was rare to find a piece which could be said to give a full, well-illustrated answer to the specific question.

#### SECTION C: RESEARCH-BASED ESSAY

##### Question 3

Répondez **en français** à **une** des questions suivantes. Écrivez **entre 240 et 270 mots**. Cet essai doit se rapporter à la société ou à la culture d'un pays ou d'une communauté francophone.

##### Zone géographique

- (a) De quelle manière la nature des emplois a-t-elle évolué dans la région que vous avez étudiée ? Quels ont été les effets de cette évolution ?

##### Étude historique

- (b) Quelles sont les catégories de la population qui ont connu le plus grand nombre de problèmes dans la période que vous avez étudiée ? Pourquoi ces gens-là ont-ils souffert le plus ?

##### Aspects de la société francophone contemporaine

- (c) Comment la société s'est-elle développée sur le plan social ou politique au cours des dernières années ? Dans quelle mesure ces développements peuvent-ils être considérés comme positifs ?

##### Littérature et arts

- (d) Choisissez **deux** personnages secondaires dans l'œuvre que vous avez étudiée. Décrivez-les et évaluez leur rôle dans l'œuvre.

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) ☒

La Bretagne est parmi les trois ~~seules~~ <sup>regions</sup> le plus touristique en France. Le tourisme a créé beaucoup d'emploi en Bretagne parce qu'il y a plus de neuf million touristes chaque année. Cette tourisme peut gagner l'argent pour tous les employés comme les cuisiniers et les instructeurs de

<sup>sur tout</sup> sport marine, mais ~~pour les choses regionale~~ pour les choses regionale comme la distillerie.

Chaque année il y a une grande fête qui donne beaucoup de chance d'emploi pour les jeunes, ils peuvent vendre les billets et trier les déchets. Cette fête s'appelle "fest noz" et les citoyens de Bretagne peuvent gagner l'argent aussi par jouer la musique regionale pour les touristes!

Il y a aussi un événement chaque année sur la télé qui s'appelle "grande pêcheur". Cette événement a attiré beaucoup de gens ~~de~~ d'acheter une maison sur la côte qui est bonne pour les bretons qui vendent les maisons pour leur emploi. Malheureusement maintenant, les pêcheurs ont été quitté leurs maisons sur la côte à cause de la prix ~~qui~~ d'une maison qui est très cher. Le résultat est que beaucoup moins de pêcheurs ont l'emploi et l'économie secteur de gastronomie en Bretagne a été diminué et il continuera de diminuer à l'avenir. ~~mm~~

Néanmoins l'emploi ~~en~~ à Morbihan en Bretagne est en croissance parce qu'il est connecté par TGV avec Paris, alors beaucoup de grande magasins et usines sont créés des nouvelles usines et ~~business~~ ~~en~~ à Morbihan qui aura bénéficié ~~pour~~ la monde du travail en Bretagne. ~~mm~~



## ResultsPlus

### Examiner Comments

This essay, which is a little short, has perhaps some potential but few points are made with any telling effect. The candidate says that tourism provides jobs in Brittany but no evolution of employment is chronicled. By mentioning a particular festival, the candidate is perhaps making a valid point about the seasonal nature of jobs in modern tourism but this is never stated explicitly. The paragraph on fishing and the selling of houses is not at all clear but perhaps it could be claimed that something on effects is hinted at here. Much more could also have been said about the impact on employment of improved transport links but this is never done and there is no pertinent conclusion. The candidate appears to have limited understanding of what is required and only a little relevant knowledge of the chosen area is demonstrated. For Understanding and Research the essay can be considered just adequate at the very best and thus merits a mark in the range 13-18. The piece does not have any discernible beginning and end but it does try to deal with some aspects in distinctive paragraphs. There is little meaningful development of ideas, however. For Organisation and Development the piece could just be considered adequate in the range 5-6. The language is not at all impressive but it mostly communicates the desired message and was given a score in the satisfactory range of 3-4.

## SECTION C: RESEARCH-BASED ESSAY

### Question 3

Répondez **en français** à **une** des questions suivantes. Écrivez **entre 240 et 270 mots**. Cet essai doit se rapporter à la société ou à la culture d'un pays ou d'une communauté francophone.

#### Zone géographique

→ l'agriculture

- (a) De quelle manière la nature des emplois a-t-elle évolué dans la région que vous avez étudiée ? Quels ont été les effets de cette évolution ?

#### Étude historique

- (b) Quelles sont les catégories de la population qui ont connu le plus grand nombre de problèmes dans la période que vous avez étudiée ? Pourquoi ces gens-là ont-ils souffert le plus ?

#### Aspects de la société francophone contemporaine

- (c) Comment la société s'est-elle développée sur le plan social ou politique au cours des dernières années ? Dans quelle mesure ces développements peuvent-ils être considérés comme positifs ?

#### Littérature et arts

- (d) Choisissez **deux** personnages secondaires dans l'œuvre que vous avez étudiée. Décrivez-les et évaluez leur rôle dans l'œuvre.

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 3 (a)

Question 3 (b)

Question 3 (c)

Question 3 (d)

Dans cette essai, je discuterai les effets de l'évolution de la nature de l'emploi ~~camerounais~~ au Cameroun.

~~Dep~~ Avant, ~~depu~~ pendant et après l'indépendance <sup>en 1960</sup> du Cameroun de la France, l'emploi Camerounais a toujours été basé sur l'agriculture.

La différence de la nature de l'emploi avant et après 1960 est l'influence oustérienne.

Nexitel<sup>er</sup>, MTN et sont des compagnies importantes dans le Cameroun dans les affaires <sup>de télécommunications</sup> des ~~portable~~. Quand l'internet est devenu devenu une nécessité, beaucoup plus de personnes ont commencé de prendre ~~des~~<sup>du</sup> travail informatique.

Cette change veut dire qu'il y a <sup>de</sup> moins en moins de personnes qui font de l'agriculture et de plus en plus qui ~~veut~~<sup>veut</sup> découvrir le monde oustérienne.

En plus de ça, quand Ahmadou Ahidjo a retiré de ça poste ~~Paul Biya~~ en 1982, Paul Biya est devenu président. Il a changé beaucoup de choses, comme la façon d'avoir un visa au Cameroun. Il n'y a pas vraiment de bureau officielle mais, plutôt, des petits bureaux plantés dans des grandes villes. Ça donne beaucoup ~~de place pour~~ les visas et les passeports sont des inventions oustériennes et les Africains ne ~~peuvent~~<sup>ne pouvaient</sup> pas sortir de l'Afrique avant que le système a été impliqué. Le voyage et la sécurité

a créé beaucoup plus <sup>d'opportunités d'emploi</sup> de travail, autre que l'agriculture donc pleins de Nigériens ont migré vers le Cameroun.

Par contre, ~~cette~~ cette nature d'emploi ouvre des portes à la corruption, ~~et~~<sup>er</sup> des problèmes dans des pays étrangers.

Donc, l'évolution de la nature d'emploi au Cameroun a eu des effets positifs comme la migration, ~~et~~ la variation de carrière,\* mais a toujours des fautes comme la perte de la culture d'agriculture, la corruption et des problèmes aux étrangers.

## Bibliographie

- Wikipedia

<http://fr.wikipedia.org/wiki/Cameroun>

- ~~Titre~~ L'Histoire du Cameroun

Youtube, 2011

\* et ça encourage le tourisme,



This essay is also short, more could have been said. Cameroun is home to a significant francophone community and is acceptable as an appropriate geographical area. The candidate says a few things relevant to the question but overall the response is not at all convincing.

Agriculture is said to be a continuing source of employment but what is stated later seems to contradict this to some extent. Western influence and technology have brought new jobs, a very valid point, but few details are given. People have moved from agriculture to fill these posts in new industries. No effects are discussed. A change of political leadership has led to much easier travel and migration of workers has been experienced. It is a pity that this has not been developed. Changes in employment have led to developments, some good, some bad. This could be seen as a gesture towards an analysis of the effects but it is not developed. The candidate has attempted to answer the question and for Understanding and Research an adequate mark between 13 and 18 is awarded. Ideas are not developed effectively but the essay has some shape and some logic to it. For Organisation and Development a score in the range 5-6 was given. The language is mostly comprehensible, although there are many flaws and the manipulation of French is suspect. For Quality of Language a score of 3-4 is justified.

### Question 3 (b)

The study of a period of History was, as in previous sessions, the second most popular choice for the Research Based Essay. However, still only just over 10% of candidates took up this option. The number of candidates who responded to Question 3b fell a long way short of those who tackled Question 3d. Whichever historical time was selected as a period to study, a considerable number of candidates wrote about the population in general and did not deal with specific groups of people. For example, those who discussed the Revolution often tended to deal with the situation which affected everyone prior to 1789. As usual, overwhelmingly the Occupation of France during the Second World War was chosen as the age to research. Here, most candidates wrote about the Jews, a sensible and obvious choice. Some essays were solely on the plight of this section of the population which did not quite satisfy the need to talk about categories in the plural. However, many candidates did reveal detailed knowledge about the Jews in wartime France. In addition, other minorities were put forward, such as the urban poor and workers who were forced to labour in Germany. Quite often the *Exode* was mentioned and there was a certain indication that some candidates were not quite sure of the timescale of this. Essays which concentrated on people in vulnerable geographical areas, such as Alsace-Lorraine and the Nord-Pas de Calais, made interesting reading in some cases. Whichever period was chosen, the reasons for the suffering of particular groups were often not analysed explicitly. The reader was left to infer them from the general narrative of hardships. Candidates found this question quite accessible and generally handled it satisfactorily.

#### SECTION C: RESEARCH-BASED ESSAY

##### Question 3

Répondez **en français** à **une** des questions suivantes. Écrivez **entre 240 et 270 mots**. Cet essai doit se rapporter à la société ou à la culture d'un pays ou d'une communauté francophone.

##### Zone géographique

- (a) De quelle manière la nature des emplois a-t-elle évolué dans la région que vous avez étudiée ? Quels ont été les effets de cette évolution ?

##### Étude historique

- (b) Quelles sont les catégories de la population qui ont connu le plus grand nombre de problèmes dans la période que vous avez étudiée ? Pourquoi ces gens-là ont-ils souffert le plus ?

##### Aspects de la société francophone contemporaine

- (c) Comment la société s'est-elle développée sur le plan social ou politique au cours des dernières années ? Dans quelle mesure ces développements peuvent-ils être considérés comme positifs ?

##### Littérature et arts

- (d) Choisissez **deux** personnages secondaires dans l'œuvre que vous avez étudiée. Décrivez-les et évaluez leur rôle dans l'œuvre.

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'armistice de 22 juin 1940, signé par Pétain, ~~marquait~~ <sup>marquait</sup> le début de l'Occupation de <sup>la</sup> France, qui durait jusqu'à juin 1944. Pendant cette période, la population française entière souffre, mais particulièrement les juifs, les femmes et ceux qui habitaient dans les villes. 4

Premièrement,  
La population des villes françaises était plus touchée par les pénuries que ceux qui habitaient à la campagne, parce que dans les villes il y avait plus de personnes pour nourrir (la <sup>plupart</sup> majorité de 300,000 soldats allemands qui restaient en France, ~~se~~ restaient dans les villes) et aussi parce que les habitants de la campagne avaient la nourriture qu'ils ont cultivé eux-même. 102

Les femmes connaissent aussi ~~un grand nombre~~ des problèmes. ~~Dans la zone occupée (au nord et à l'ouest)~~ par Après l'armistice, ~~des~~ <sup>de nouveaux</sup> règlements ~~sont~~ <sup>étaient</sup> imposés ~~qui limitaient les~~ ~~droits des femmes~~, dans la zone occupée (par l'administration militaire allemande) ~~mais aussi~~ <sup>et</sup> dans la zone "libre" (par le gouvernement <sup>de</sup> Vichy) ~~Ces règlements~~ qui

~~introduisaient~~ les idées nazis limitaient les droits des femmes. <sup>138</sup> Ils renforçaient des idées nazis, ~~par exemple~~ ~~de sujet comme~~ ~~à~~ ~~qu'une~~ femmes, ~~devraient~~ <sup>devrait</sup> rester dans la maison et ne ~~devrait pas aller au travail~~ ~~faire les ménages~~. Mais par rapport aux problèmes connaissent par les juifs, ~~et~~ ces règlements n'étaient pas grave. 139

C'était les juifs qui rencontraient le plus grand nombre de problèmes pendant l'Occupation. (~~bien que~~ "problèmes" semble un mot trop gentil). Ils ~~ont~~ <sup>étaient</sup> chassés par les Nazis ~~et aussi~~ par le gouvernement de Vichy, qui ~~avait si aucun problème~~ se lançait sa même campagne contre les juifs. Pendant la guerre il y avait 49 camps de concentration en France et environs 75,000 juifs qui habitaient en France étaient morts. 230

Donc ~~à bien~~ <sup>à</sup> mes yeux les juifs souffraient le plus grand nombre de problèmes pendant l'Occupation de France. Cependant, ~~toute~~ <sup>il faut qu'on se souv</sup> la population entière rencontraient des problèmes, et cela ne peut pas ~~pourrait pas être~~ <sup>devrait</sup> oublié. Tout le monde ~~se~~ a souffert pendant ces "années noires". 240



This essay is towards the lower word limit and there was thus room to develop points a little further. The introduction is promising. It defines the period, says everyone suffered and nominates some feasible groups to discuss. Although these are dealt with in the ensuing piece, the treatment is never quite sustained. Town dwellers are contrasted with country people and are said to have suffered more. This is a tenable position but it could have been illustrated more effectively. The section on women is rather vague and does not say a great deal. The material is superficial and may be the opposite of the truth for some women, who had to take on the roles of missing menfolk. Treatment of the Jews is very thin. It gives an idea of the number killed but there is nothing about restrictions on daily life and virtually no detail on the constant harassment endured. For Understanding and Research the piece was felt to be adequate and a mark between 13 and 18 was deemed appropriate. The essay has good shape. The conclusion repeats the claim that everyone suffered but some more than others. For Organisation and Development the essay certainly deserved to be in the range 5-6. The language is good. It conveys the desired message with ease and was awarded a mark of 5.

## SECTION C: RESEARCH-BASED ESSAY

### Question 3

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#### Zone géographique

- (a) De quelle manière la nature des emplois a-t-elle évolué dans la région que vous avez étudiée ? Quels ont été les effets de cette évolution ?

#### Étude historique

- (b) Quelles sont les catégories de la population qui ont connu le plus grand nombre de problèmes dans la période que vous avez étudiée ? Pourquoi ces gens-là ont-ils souffert le plus ?

#### Aspects de la société francophone contemporaine

- (c) Comment la société s'est-elle développée sur le plan social ou politique au cours des dernières années ? Dans quelle mesure ces développements peuvent-ils être considérés comme positifs ?

#### Littérature et arts

- (d) Choisissez **deux** personnages secondaires dans l'œuvre que vous avez étudiée. Décrivez-les et évaluez leur rôle dans l'œuvre.

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)

Il n'y a aucun doute que durant l'occupation  
allemande de la France, <sup>de 1940 à 1944</sup> tout le monde a souffert,  
mais certains groupes ~~de personnes~~ ont été plus  
affectés ~~que d'autres~~.

Une de ces catégories de personnes était les  
juifs. Le régime de Vichy, <sup>née</sup> adopté en 1940, et un  
régime non-seulement autoritaire, mais aussi

antisémite. En août de 1940, le Statut des Juifs est fondé, voulant dire que ceux-ci seraient sujets à des lois oppressives, telle que la portée de l'étoile jaune. Les Raffles, comme celle du Vél d'Hiv' en 1943, étaient mis~~ent~~ en place ~~pour~~ comme ~~option~~ <sup>manière</sup> effective d'attraper et envoyer les Juifs ~~aux~~ camps de concentration ~~des~~ en Allemagne. Ils vivent en peur.

~~Un autre groupe qui a~~ <sup>les familles ont aussi</sup> beaucoup souffert ~~est~~ ~~les familles~~. En guise d'aider le 3ème Reich, Pétain et Laval organisent la relève, une option de travail volontaire, suivi par le STO en 1943, ~~une réquisition~~ un service de travail pour l'Allemagne obligatoire. Par conséquent, env. 700000 hommes quittent leurs familles, voulant dire que les femmes et enfants doivent travailler pour maintenir les besoins de ~~leur~~ ~~familles~~ <sup>leur</sup> pays.

Ces deux groupes ont souffert aussi dû à l'Exode de mai-juin 1940, une fuite énorme de personnes vers le sud de la France, ce qui a provoqué la mort et blessures de beaucoup, ainsi que 80000 enfants ~~abandonnés~~ <sup>perdus</sup> et la sur-population de ~~le~~ Sud France. Français et Juifs sont aussi sujets au rationnement, ~~après la guerre~~ <sup>le chômage</sup>, aux dénonciations par leurs voisins, ainsi qu'à la mort et souffrance

de leur familles, les sanctions <sup>gouvernementales</sup> sévères.

En conclusion, ces deux catégories ~~de la population~~ ont connu le plus grand nombre de problèmes, dû au fait qu'ils ont souffert des pires conséquences ~~des lois et décisions prises~~ des événements

Mots = 270



### ResultsPlus Examiner Comments

This essay is a sound, if not spectacular, response to the question. The introduction is succinct, expressing the idea that everyone suffered in the Occupation but some more than others, thus leading into the main treatment. Some detail is given about the harsh reality of life for the Jews. The candidate then deals with families. Firstly the family unit was broken up by the agreement to provide labour for the German war effort. This probably mostly concerned young members of families, rather than older husbands and fathers but the point is a valid one. The candidate then discusses the *Exode* and other things which made life difficult. This turns into something of a list. It might have been better to concentrate on one or two items in a little more detail. The candidate has obvious knowledge of the Occupation and has answered the question. It was felt that for Understanding and Research the essay merited a score in the 'good' category, 19-24. The essay has some shape, the ideas could have been developed more effectively but for Organisation and Development the essay gained a mark in the range 5-6. There are very few errors in the French, which has a certain complexity. For Quality of Language a good score of 5 is entirely justified.

### Question 3 (c)

Aspects of Contemporary Society remained by far the least popular option in Section C of this paper. Essays seen tended to be on such things as immigration, the rise of the Front National, gay marriage and social unrest. Most candidates were content to recount and narrate. Little analysis of whether developments had been positive or not was encountered. Some essays went further back in the past than recent times. Keeping abreast of the news is in itself insufficient to answer questions on this topic. Essays which rely on this approach rarely contain much detail or have the depth which would come with genuine research.

#### SECTION C: RESEARCH-BASED ESSAY

##### Question 3

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##### Zone géographique

(a) De quelle manière la nature des emplois a-t-elle évolué dans la région que vous avez étudiée ? Quels ont été les effets de cette évolution ?

##### Étude historique

(b) Quelles sont les catégories de la population qui ont connu le plus grand nombre de problèmes dans la période que vous avez étudiée ? Pourquoi ces gens-là ont-ils souffert le plus ?

##### Aspects de la société francophone contemporaine

(c) Comment la société s'est-elle développée sur le plan ~~social~~ ou politique au cours des dernières années ? Dans quelle mesure ces développements peuvent-ils être considérés comme positifs ?

##### Littérature et arts

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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'hausse de l'extrême droite à la France, représenté par Marine Le Pen et son parti, le Front National, a fait développés la société

envers le rejet aux immigrants et spécialement envers les musulmans.

La crise des réfugiés, les nombreux attentats des ~~parti~~ fondamentalistes religieux ~~en~~ en Europe et le fait d'être le pays avec un des plus hauts pourcentages d'immigration musulmane du Maghreb encouragent la ~~sa~~ popularité de l'extrême droite dans la société française. En plus, les idées radicales de Marine Le Pen ont eut succès contre le mariage homosexuel. Tandis que des pays comme les États Unis le légalise, la société française organise des manifestations contre ce loi. Les enquêtes indiquent que Marine Le Pen aurai aujourd'hui un 30% des suffrages.

Ces développements politiques contre l'immigration peuvent être jugés comme positifs car le but est la protection des citoyens français contre le terrorisme islamique. Marine Le Pen demande plus protection et défense aux français vers une menace terroriste très sévère et elle veut aussi protéger les posts de travail des françaises que sont souvent prises par immigrants.

Beaucoup des citoyens françaises trouvent en Marine Le Pen la solution à leur problèmes et ça leur donne d'Espoir. Donc, la hausse de Marine Le Pen peut-être est positif pour combattre ~~ses problèmes~~ leur problèmes.



This essay is short. To help candidates develop their answers in Section C, proper nouns, dates, titles and direct quotations are not counted and, using this system, the candidate has scope to use nearly 100 more words, which could have made quite a difference. The Front National is said to have grown in popularity but no details are given. The piece then deals with two areas in which this party has been particularly concerned. There is a definite attempt to analyse whether the developments have been positive. This is done mostly from the point of view of those likely to support the party and not from a wider perspective. For Understanding and Research the essay was given an adequate score in the range 13-18. The piece has clear shape but the ideas are not developed convincingly or in any depth and for Organisation and Development a similarly adequate score of 5-6 was thought to be appropriate. The French has a number of errors but communicates the desired message and a satisfactory mark of 3-4 was awarded for Quality of Language.

### Question 3 (d)

The vast majority of candidates chose to write about a book or a film for their RBE in Section C of this paper. The same works as in previous years were the most popular in this session. These included *La Haine*, *L'Etranger*, *Un Sac de billes*, *Amelie*, *Intouchables* and *L'Avare*. The question asked for a description of two minor characters and for an evaluation of their role in the work. The question itself helped most essays have clear shape, i.e. 'after an introduction, describe each character in turn, deal with their role and conclude'. This transpired as a formula which worked well for many candidates. There was some wide interpretation of what constituted a minor character. Examiners adopted a generous approach, as they accepted all but obviously major figures. Therefore, anyone, for example, other than Meursault in *L'Etranger*, Joseph Joffo in *Un Sac de billes*, Amelie, Harpagon in *L'Avare*, Driss and Philippe in *Intouchables* and Therese in *Therese Desqueyroux* was deemed acceptable. There are many people who appear in *La Haine* who made fertile subjects for this question and lots of candidates made use of such suitable figures. It is hard to see that any of the three central characters can be called 'minor' but a certain number of candidates rather perversely thought it legitimate to write about two of them. A few claimed that one of them, usually Vinz, was the main character and, therefore, wrote about Hubert and Said. This was a little more acceptable. Essays which chose two of the three central characters were felt to have a limited appreciation of the question and its implications, but were not rejected out of hand.

In many essays there was much description and narration of what people did. It was relatively rare for candidates to point to such things as illustration of themes, the shedding of light on the characteristics of a major figure or the provision of historical or local colour. There was often better and fuller treatment of one minor person than the other. On the other hand, many good essays were seen. Such pieces did not waste words on a pre-prepared introduction which gave simple, general facts about the work. Instead, they went straight into which secondary characters had been chosen and what connected or contrasted them or which theme they reflected. These essays went on to describe but always with an eye on the significance of the characters. Average essays had lots of fact but did not evaluate role very well. Below average pieces were thin and had a limited understanding of the question and its implications. Here, many candidates wasted a lot of words in a long preamble about the plot, the production, the author or director, the main characters and were some 100 words into the essay before starting to answer the question.

Some essays which contrasted two people were thoughtful and a pleasure to read. These answers chose, for example, Samir and Notre-Dame in *La Haine*, as good cop, bad cop, or in *Au revoir les enfants*, le pere Jean and Joseph, representing resistance and collaboration. Some showed the same theme from a different perspective. In *Intouchables* Adama and Elisa were both spoken of as vastly different examples of parental failure. The ability to do this depended, of course, on the work chosen.

This question worked very well. It was very unlikely that candidates could simply regurgitate what they had been told and still produce a relevant piece. The task led to individual, original thought, if it was done well. The question differentiated more reliably than most which have been set in this part of the paper during the course of the specification.

## SECTION C: RESEARCH-BASED ESSAY

### Question 3

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#### Zone géographique

- (a) De quelle manière la nature des emplois a-t-elle évolué dans la région que vous avez étudiée ? Quels ont été les effets de cette évolution ?

#### Étude historique

- (b) Quelles sont les catégories de la population qui ont connu le plus grand nombre de problèmes dans la période que vous avez étudiée ? Pourquoi ces gens-là ont-ils souffert le plus ?

#### Aspects de la société francophone contemporaine

- (c) Comment la société s'est-elle développée sur le plan social ou politique au cours des dernières années ? Dans quelle mesure ces développements peuvent-ils être considérés comme positifs ?

#### Littérature et arts

- (d) Choisissez **deux** personnages secondaires dans l'œuvre que vous avez étudiée. Décrivez-les et évaluez leur rôle dans l'œuvre.

Deux des personnages ~~principaux~~ secondaires dans "Jean de Florette" sont la femme et la <sup>fille</sup> ~~voilà~~ de Jean (le personnage principal), Aimée et Maron. Pagnol, l'auteur, les utilise pour montrer le caractère de Jean.

Maron et Aimée sont très <sup>utiles</sup> ~~importantes~~ ~~pour~~ pour ~~comprendre~~ comprendre Jean et ses actions car elles sont la seule famille ~~qui lui reste~~ qui lui reste et l'amour qu'elles ressentent pour lui est évident. Pagnol nous dit que "Maron chérissait son père d'une tendresse maternelle" ce qui implique que <sup>son</sup> ~~Maron~~ est père est la chose la plus importante pour elle. Une autre caractéristique de Maron est son habilité <sup>de</sup> à s'adapter; bien qu'elle ait <sup>grandi</sup> ~~grandi~~ en ville, ~~pendant la majorité de sa vie~~ elle devient "une petite sauvage" quand sa famille s'installe à la campagne. Cela truche avec l'attitude d'Aimée, qui continue à "se faire belle" quand elle sort.

Ces deux personnages jouent un rôle similaire dans l'œuvre. En nous montrant la grande joie de leur amour pour Jean, Pagnol\* nous fait ressentir beaucoup de compassion pour ~~eux~~ <sup>elles</sup> et pour Jean quand il meurt. Sa mort ne semblerait tellement triste s'il n'était pas un homme <sup>aimant,</sup> capable de provoquer tant d'amour. En outre, à cause du mode de vie d'Aimée, le lecteur se rend compte ~~très tôt~~ du fait que le plan de Jean de "faire le paysan" ne va pas réussir. Il veut que sa femme soit heureuse, donc ils vivent comme les citadins; "ils vivent de vin blanc" ~~et ils s'hab~~ et vivent une <sup>confortablement</sup> ~~vie confortable~~. Par conséquent, on devine que tous les efforts de ~~Jean~~ que Jean fait pour créer une nouvelle vie ne marcheront pas, et on prévoit la fin tragique du livre.

En conclusion, je crois que Maron et Aimée sont essentielles ~~pour~~ <sup>pour</sup> l'aspect tragique de "Jean de Florette". Ce sont l'amour puissant entre les membres de la famille et la nature inévitable de la tragédie qui produisent une fin tellement poignante.

### La bibliographie

- Marcel Pagnol: "Marion des Sources", "Jean de Florette"
- Stuart Fennie: "Notes pour études"
- David Coward: "L'eau des collines"
- Marce-Pagnol.com

\* révèle son caractère



### ResultsPlus Examiner Comments

This is a very good answer to the question. The essay is of a suitable length. In the introduction two appropriate characters are nominated and their main role is indicated. The candidate then deals with each character in turn and points to the way in which they bring out the personality of the central figure, contribute to the depiction of family and help to illustrate the theme of the opposition of town and country life. Some of these points might have been made a little more forcefully. The essay reveals a good appreciation of the film and for Understanding and Research is worthy of a high score on the border of the top bands. The essay has good shape, although some of the main ideas could have been developed more effectively. For Organisation and Development the piece can still be placed in the range 7-8. There are a few minor errors but for Quality of Language the French warrants the award of one of the highest marks.

## SECTION C: RESEARCH-BASED ESSAY

### Question 3

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#### Zone géographique

- (a) De quelle manière la nature des emplois a-t-elle évolué dans la région que vous avez étudiée? Quels ont été les effets de cette évolution?

#### Étude historique

- (b) Quelles sont les catégories de la population qui ont connu le plus grand nombre de problèmes dans la période que vous avez étudiée? Pourquoi ces gens-là ont-ils souffert le plus?

#### Aspects de la société francophone contemporaine

- (c) Comment la société s'est-elle développée sur le plan social ou politique au cours des dernières années? Dans quelle mesure ces développements peuvent-ils être considérés comme positifs?

#### Littérature et arts

- (d) Choisissez **deux** personnages secondaires dans l'œuvre que vous avez étudiée. Décrivez-les et évaluez leur rôle dans l'œuvre.

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 3 (a)

Question 3 (b)

Question 3 (c)

Question 3 (d)

J'ai étudié l'œuvre autobiographique de Joseph Joffo, "Un Sac de Billes". Joffo raconte des aventures d'un garçon juif lors de l'occupation Allemande en France. A travers ses aventures, J<sup>se</sup> rencontre des personnages différents y compris le pétainiste Ambroise Mancelier et sa femme, Marcelle.

Marcelier est le stéréotype pétainiste qui appuyait l'armistice et la collaboration entre le régime Vichy et les Allemands. Le portrait que Joffo nous fait de Marcelier est celui d'un fanatique séduit par les discours pétainiste, surtout sur la culpabilité des ~~français~~ juifs, en les appelant "les salauds, le racaille ~~marocain~~ youpines". Jo travaille dans "le magasin Marcelier librairie-papeterie" comme son ~~journal~~ de livreur, où il est accablé par une éducation rigoureuse sur "les grandes hommes" de la patrie, "son idole n°1" Maréchal Pétain et sur "la race maudite" des juifs. Joffo même remarque que Marcelier ~~avait~~ avait "des photos de Pétain dans le salon". Si Marcelier avait su que ~~Joffo~~ Jo était <sup>Juif</sup>, il ne n'aurait pas à hésité de le dénoncer. Le personnage de Marcelier est important pour développer le thème de ~~parti~~ d'antisémitisme dans le récit. Marcelier sert à ~~illustrer~~ illustrer la "collabo" qui était la honte de la France à l'époque.

L'épouse de Marcelier, Marcelle est un des personnages <sup>féminins</sup> dans le roman. Marcelle est une femme dont sa rôle essentiel est de s'occuper son mari. Elle <sup>le</sup> soutienne inconditionnellement, et elle doit accepter son amour ~~pour~~ du régime Vichy. Marcelle travaille dans le magasin de son époux ~~et~~ avec Jo. Elle ne pose pas des questions et fait juste le travail qui ~~est~~ lui est demandé.

Joffo la décrit comme "Grosse travailleuse, elle s'occupe de l'aspect administratif de la boutique." Elle est soumise; elle soutient son mari et elle a un simple rôle pour remplir, la femme tranquille. Marcelle nous donne une aperçu de la vie familiale à l'époque, et sa présence est utile pour comprendre la position des femmes avant qu'elles soient émancipées.

Pour faire le bilan, bien que ~~le~~ Ambroise ~~Mae~~ et Marcelle Mancelier ne soient que des personnages mineurs, ils sont indispensables pour comprendre l'esprit ~~des~~ français pendant la deuxième guerre mondiale. Malheureusement, il y avait ceux qui collaboraient avec les Allemands.

268 mots



### ResultsPlus Examiner Comments

This is a good reaction to the task and is within the required word count. Two suitable minor characters are named in a clear introduction. Both people come from the same part of the book. It might have been possible to get more variety with a different choice for the second figure.

There is a sound portrait of Ambroise Mancelier. The irony of Jo's situation is suggested but could have been underlined more forcefully. It is a pity that the candidate did not mention the way in which Jo saved Mancelier towards the end, something which underlines how he has developed and matured. However, some sensible things are said about Mancelier's role. There is a little less on the wife but there is some description and discussion of role. The essay is rounded off with a claim regarding the main importance of the pair in the overall appreciation of the work.

For Understanding and Research the essay can easily be placed in the good category, 19-24. The essay has clear shape and there is some development of sound ideas. For Organisation and Development the piece is placed in the category 5-6. The language is somewhat clumsy in places with some errors and a lack of real fluency. However, it communicates readily and certainly can be put in the satisfactory band of 3-4.

## Section C

Candidates are reminded of the need to tick the box which says which essay has been answered in both Section B and Section C.

### SECTION C: RESEARCH-BASED ESSAY

#### Question 3

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

Cet essai doit se rapporter à la société ou à la culture d'un pays ou d'une communauté francophone.

#### Zone géographique

- (a) De quelle manière la nature des emplois a-t-elle évolué dans la région que vous avez étudiée ? Quels ont été les effets de cette évolution ?

#### Étude historique

- (b) Quelles sont les catégories de la population qui ont connu le plus grand nombre de problèmes dans la période que vous avez étudiée ? Pourquoi ces gens-là ont-ils souffert le plus ?

#### Aspects de la société francophone contemporaine

- (c) Comment la société s'est-elle développée sur le plan social ou politique au cours des dernières années ? Dans quelle mesure ces développements peuvent-ils être considérés comme positifs ?

#### Littérature et arts

- (d) Choisissez **deux** personnages secondaires dans l'œuvre que vous avez étudiée. Décrivez-les et évaluez leur rôle dans l'œuvre.

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'Avare est une des pièces de théâtre les plus célèbres de Molière, écrite en 5 actes et en prose. L'œuvre a marqué la littérature française et l'histoire du classicisme au 17<sup>ème</sup> siècle. L'Avare comprend des scènes riches en péripéties et on suit ~~le~~ le protagoniste Harpagon ~~avec~~ <sup>et</sup> ses affaires avec les autres personnages de l'œuvre. Cependant il y a plusieurs manières dans lequel les caractères

essayent de persuader le protagoniste ~~Avare~~ et alors ils confèrent à l'œuvre une histoire originale et amusante.

Les personnages ~~aussi~~ qui sont amoureux dans l'œuvre sont empêchés ~~empêche~~ toujours par le comportement ~~avarice~~ avare de ~~+~~ d'Harpagon. Son ~~fils~~, Cléante, veut se marier avec Mariane mais ~~malheureusement~~, Harpagon veut le même chose.

Par exemple, ~~il~~ <sup>Harpagon</sup> dit qu'il va se marier avec Mariane, le jeune fille avec qui son ~~fils~~ <sup>(Cléante)</sup> est complètement amoureux.

~~Malgré~~ Cléante n'est pas du tout content, ~~mais~~ cependant il ne fait aucune chose pour améliorer la situation et il se plaint toujours. Par exemple, ~~lorsque~~ ~~Frosine~~ <sup>par Frosine</sup> après être encouragée à prendre action, il dit « C'est ma ~~mauvaise~~ mauvaise destinée qui l'a voulu ainsi. » ~~Cléante~~ Il nous ~~montre~~ montre qu'il a accepté sa position et alors on comprend des traits faibles dans le personnage de Cléante.

En ~~regardant~~ analysant le personnage de Frosine, ~~on~~ on peut ~~voir~~ dire que les femmes dans l'œuvre sont plus fortes et intelligentes que les hommes. Lorsque Frosine a été demandée d'aider à Elise avec son père, elle dit « Mon dieu, je sais l'art de haïr les hommes. J'ai le secret de m'ouvrir leur tendresse et chatouiller leur cœurs, ~~et~~ ~~trou~~ de trouver les endroits ~~par~~ où ils sont sensibles ». Cette citation représente des nouvelles limites de Frosine et comme elle peut manipuler la situation avec Harpagon. Ainsi ce moment est essentiel en montrant

~~comme~~ ~~Frosine~~ Le rôle de Frosine dans l'œuvre.

~~Il~~ ~~est~~ ~~cleante~~ Ainsi, les deux personnages sont  
très différents et ils trouvent ~~de~~ façons variées ~~à~~ quand  
ils sont affectés par Harpagon. ~~Cleante se plaint et Frosine~~  
~~essaie une approche~~ intelligent. Bien que Cleante se  
dispute face à face plus avec Harpagon seulement, Frosine  
a une effet plus secret et intelligent.



### ResultsPlus Examiner Comments

This is not a very impressive response to the task but there is some relevance to reward. A very general introduction is largely a waste of valuable words. For some time it is not clear which characters are being used as minor figures. Certainly a lot more could be said about Cleante. There is some description but evaluation of role is unclear. With Frosine we are told that she is a strong woman who can manipulate but again any treatment of role is thin. There is some sort of thread running through the piece, as the candidate seems to want to demonstrate how certain people react to the central figure of Harpagon. There is an attempt at answering the question but it is far from convincing. For Understanding and Research the essay was given a mark in the range 13-18. For Organisation and Development it was certainly felt to be patchy and a score of 5-6 was apt. The language communicates but has flaws and 3-4 was a fitting mark range.

## SECTION C: RESEARCH-BASED ESSAY

### Question 3

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#### Aspects de la société francophone contemporaine

(c) Comment la société s'est-elle développée sur le plan social ou politique au cours des dernières années ? Dans quelle mesure ces développements peuvent-ils être considérés comme positifs ?

#### Littérature et arts

(d) Choisissez **deux** personnages secondaires dans l'œuvre que vous avez étudiée. Décrivez-les et évaluez leur rôle dans l'œuvre.

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) ☒

Dans La Haine, ~~un film français~~  
réalisé par Matthieu Kassovitz,  
Grungwalski et le skinhead  
qui se batte avec Vinz, Saïd et  
Hubert, jouent un important rôle  
dans le film française.

Quand les trois personnages principaux sont allés à Paris, ils se rencontrent avec ~~un~~ Grunswalski, un ~~un~~ vieux L'homme ~~qui~~ ~~d'origine~~ ~~de~~ qui raconte une histoire très trompeuse mais tragique sur un train qui ~~est~~ ~~allée~~ ~~à~~ ~~la~~ ~~Syberie~~ ~~en~~ ~~les~~ aux 'gulaks' de Syberie en temps de Staline. Cette ~~est~~ histoire est un important symbole dans le film, car ~~elle~~ ~~accentue~~ <sup>netappri-</sup> <sup>guéri-</sup> le déclin de la société et comme les banlieusards ~~sont~~ ~~netappri-~~ ~~guéri-~~ dans un train sans portes, ~~en~~ ~~conduits~~ ~~à~~ ~~leur~~ la fatalité. ~~le~~ ~~horloge~~ De plus, Kassovitz utilise le ~~horloge~~ horloge après chaque scène pour ~~annoncer~~ ~~la~~ nous annoncer ~~la~~ <sup>cette</sup> tragédie imminente. -

'l'atterrissage', ou dans cet cas, ~~la~~ l'arrivée du train aux 'gulaks'.

le ski-lead qui ~~se~~ ~~batt~~ ~~avec~~

~~Les trois personnages principaux~~  
est très important car il ~~teste~~  
~~les trois personnages principaux~~  
est très important ~~car~~ il  
re<sup>\*</sup>présente le thème principal -  
la violence, et teste les trois  
personnages principaux. ~~Hubert~~,  
~~qui se~~ Par exemple, Hubert, qui  
semble ~~le~~ le ~~plus~~ <sup>plus</sup> raisonnable  
pendant ~~le~~ le film, dit en cette  
scène : 'Un skin nort est un  
bon skin, ~~et~~ <sup>et</sup> ~~se~~ ~~qui~~ semble  
qu'il a déjéré son rôle  
avec Vinz, le plus violent.  
La lumièrè sombre et ~~le~~ la  
~~le~~ esthétique noir et blanc  
du film accentuent la  
nouvelle personnalité ~~ses~~ froid  
et agressif d'Hubert. ~~■~~  
Par contre, le gros plan à la  
visage de Vinz quand il  
est face au ~~pare~~ le skin-lead  
montre qu'il, <sup>en réalité,</sup> a peur de la  
violence. Donc, le skin-lead  
aide les spectateurs à  
comprendre mieux les vrais

personalités des personnages,  
et comme Vinz et Hubert  
souffrent une ~~traverse~~  
transformation, ~~pour bien ou~~  
pendant le film.

À mon avis, ~~laisse~~ sans ces  
personnages secondaires,  
l'histoire serait plus  
difficile de comprendre car  
~~ils~~ ces personnages  
représentent les thèmes les  
plus importantes.

269 mots.



### ResultsPlus Examiner Comments

This is a sound reaction to the question. The candidate seems to have counted every word, including names, titles etc and so there is actually room for a little more to be written. The introduction nominates two valid minor characters, without having to resort to using any of the three principal figures. Some tenable points are made about each character in turn. In the middle the essay has a slight tendency to veer off the topic, although the material on the style of filming is linked to the illustration of one of the minor personalities and is, therefore, relevant. The point about Vinz and Hubert towards the end is a justifiable one, though perhaps it is a bit over-simplified. The conclusion is somewhat vague but does seek to bring together what has been said. The candidate obviously knows the film and has thought carefully about the question and its implications. For Understanding and Research a mark on the border between adequate and good is appropriate. The essay has some shape, the development of ideas is rather mixed and for Organisation and Development the piece was given a score in the range 5-6. The language is fairly basic but is adequate for the task and gained a mark of 3-4.

## Paper Summary

Based on the performance in this paper, candidates are offered the following advice:

- To write clear and accurate French is of paramount importance in this unit. In this regard the candidates' grasp of French grammar determines what they are able to express with facility.
- In the translation candidates should identify those features of French grammar which are being tested. In each part of the passage to be translated one or two of these grammatical items will be included. Once they have produced a version, candidates should check carefully the accuracy of what they have written.
- Correct French is essential in the two essays.
- It is a good idea to compose, and therefore think, in French.
- It is a good idea to write the essay plan in French.
- Candidates must take a little time to read and think about the whole question and its implications, before embarking on an answer.
- Candidates who choose to write about a book or film in Section C of the paper should remember that the work itself is considered the sole area of research. Lengthy references to the author or director, to other works by the same person, and to what critics have said about the work, are deemed to be irrelevant and waste valuable space.

## **Grade Boundaries**

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

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

Ofqual  
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Llywodraeth Cynulliad Cymru  
Welsh Assembly Government



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